

# Brooklyn College



## Bulletin

Undergraduate Programs  
2007–2010

## Division of Undergraduate Studies

Brooklyn College

The City University of New York

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### 'Nil sine magno labore'

The Brooklyn College seal contains the Latin inscription *Nil sine magno labore*. This phrase means "Nothing without great effort," a reminder that nothing can be achieved without hard work. This motto symbolizes the dedication and achievement that have always been the hallmark of Brooklyn College students.

### Student responsibility

In accepting admission, students assume responsibility for knowing and complying with the regulations and procedures set forth in this *Undergraduate Bulletin* and in subsequent ones, as appropriate.

### Nota bene

This issue of the *Undergraduate Bulletin* is published for three years. Students should read the *Schedule of Classes* and check the online version of this *Bulletin* each term for the College calendar, changes in College requirements, new course offerings, and other announcements.

The City University of New York reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of the University and its constituent colleges without advance notice. Tuition and fees set forth in this publication are similarly subject to change by the Board of Trustees of The City University of New York. The City University of New York regrets any inconvenience this may cause.

Students are advised to consult regularly with College and department counselors concerning their programs of study.

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Undergraduate Programs 2007–2010



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# About Brooklyn College

Brooklyn College is a constituent part of The City University of New York (CUNY), the nation's leading public urban university. The University comprises eleven senior colleges, six community colleges, the William E. Macaulay Honors College, the Graduate School and University Center, the Graduate School of Journalism, the School of Law at Queens College, the School of Professional Studies, and the Sophie Davis School of Biomedical Education. More than 250,000 students are enrolled at campuses throughout the five boroughs of New York City.

## Brooklyn College Today

Brooklyn College is an innovative liberal arts college that offers undergraduate and graduate degrees and enjoys a history of academic excellence. From its founding in 1930, the College has offered men and women—many of them immigrants or the children of immigrants, and many of them the first in their families to go to college—an affordable, first-rate education that allows them to build a richer life and a productive career. The Princeton Review ranked Brooklyn College as one of “America's best value colleges” for the last three consecutive years and, in *The Best 345 Colleges* (2003), ranked it first in the nation for the beauty of its campus.

Brooklyn College is in a period of unprecedented renewal. It has adopted an ambitious strategic plan that will guide its development through 2010. That plan focuses on three overarching goals: (1) to maintain and enhance academic excellence by setting and meeting the highest possible standards, (2) to ensure a student-centered campus by making academic and personal achievement the College's guiding principle, and (3) to be a “model citizen” in the borough of Brooklyn, alive to its civic responsibilities and unwavering in its educational leadership.

Since 2000, the College has added some two hundred faculty trained at such universities as Harvard, Oxford, Stanford, and Yale. The faculty includes three Pulitzer Prize winners—Edwin Burrows, a member of the Department of History; Michael Cunningham, who heads the M.F.A. Program in Creative Writing; and

former *New York Newsday* city editor Paul Moses, a Brooklyn College graduate who teaches journalism—and winners of Guggenheim and Fulbright Fellowships; Obie, ASCAP, and National Book Awards; and the Rome Prize.

Brooklyn College enrolls both undergraduate and graduate students. Its undergraduates are largely of traditional college age; they come from all over the country and from abroad. Reflecting its selectivity in admissions, the College attracts large numbers of high-achieving high school students to the Macaulay Honors College at Brooklyn College, part of the College's Honors Academy, a signature program reserved for outstanding students. Brooklyn College students are admitted to the most prestigious graduate and professional schools and have been awarded Rhodes, Marshall, and Beinecke Scholarships; Truman Fellowships; National Science Foundation Graduate Fellowships; and Emmy Awards.

The College's renowned core curriculum is a central element in the education of its students. Consisting of eleven courses, it offers a broad introduction to the liberal arts and establishes a solid underpinning for further study. The award-winning Freshman Year College provides special block programming for incoming students. The On-Course Advantage (TOCA) is a nationally recognized program for students who want to complete their studies within the traditional four-year span. It offers enhanced student services, including one-on-one counseling and priority course registration. To provide necessary assistance and support, the College recently expanded academic advising in the Center for Academic Advisement and Student Success (CAASS).

Brooklyn College is in the midst of a major capital improvement program. In 2002, it completed an extensive renovation and expansion of the Brooklyn College Library, now the technologically most advanced in the City University of New York system. The West Quad Project, begun in 2003 and due to be completed in 2008, will create a second verdant quadrangle and a new building that will house student services and state-of-the-art physical education and athletic facilities. Plans are under way for the construction of a \$50 million center for the performing arts, which will serve the Conservatory of Music, the Department of Theater, and related disciplines.

As a public institution, Brooklyn College has an important responsibility to the borough of Brooklyn. The College has actively broadened its engagement with the surrounding neighborhood as well as Brooklyn's cultural and social organizations. It highlights campus programs and services available to the public through a regular newsletter distributed in the community.

### **Mission statement**

Brooklyn College provides a superior education in the arts and sciences. Its students will become independent and critical thinkers, skilled communicators, culturally and scientifically literate, and oriented to innovation. Its graduates will be marked by a sense of personal and social responsibility, the knowledge and talents to live in a globally interdependent world, and the confidence to assume leadership roles.

Brooklyn College encourages and supports its faculty to thrive as high-achieving teacher-scholars, as proficient in their research as in their mentorship of students. It esteems the loyalty and commitment of its staff.

Together, the Brooklyn College faculty, students, and staff reach out to, work with, and serve their communities.

### **Vision for the future**

Brooklyn College is recognized as a leading public liberal arts college, confident of its quality and its standards. Strong and focused, rooted in the basic tenets of its history and mission, it is proud of its ability to change and renew itself.

The College is distinguished by a rigorous core curriculum, undergraduate programs responsive to changing interests and circumstances, and graduate programs aligned to new career opportunities. It glories in a faculty composed of dynamic teacher-scholars, diverse in composition and orientation, and committed to teaching, research, and service. It is selective in whom it admits while guarding its demographic balance, and it is effective in retaining and in graduating students. It is entrepreneurial in seeking resources to achieve its goals and give students a competitive edge. It plays a significant role in the borough, improving the educational attainments of its residents and contributing to the vitality of the local community. It is welcoming and hospitable as a place to study and work. In sum, the College is an institution in which all can become their best selves.

### **Accreditation and registration**

Brooklyn College is accredited by the Middle States Commission on Higher Education (3624 Market Street, Philadelphia, PA; (267) 284-5000; info@msche.org), the Council on Education for Public Health, the American Board of Examiners in Speech Pathology and Audiology, the American Dietetic Association, and the National Council for Accreditation of Teacher Education. The College's academic programs are registered by the New York State Department of Education (see the chapter "Inventory of Registered Programs" in this *Bulletin*).

### **Undergraduate degree programs**

Brooklyn College offers more than seventy undergraduate programs leading to bachelor of arts, bachelor of business administration, bachelor of fine arts, bachelor of music, or bachelor of science degrees. Additional degree programs are described in the chapter "Special Programs and Opportunities."

Students may take classes during the day, on weekday evenings, and on Saturday and Sunday. They may study full time or part time. Classes are offered in fall, spring, summer, and January intersession terms.

### **Undergraduate curriculum**

A college education at Brooklyn College is built on three kinds of study. The College-wide core curriculum, studies in a major field, and elective courses. The core curriculum establishes a level of knowledge and competence that is refined in individually selected ways in elective courses and in the major field of study. In addition, dual majors and minor programs of study are available in a number of fields.

The core curriculum takes up about one-fourth of the total undergraduate program. It is divided into two tiers and consists of fifteen 3-credit courses—twelve in the lower tier and three groups of courses in the upper tier—plus foreign language study. Students who begin their higher education at Brooklyn College must satisfy nine lower-tier courses. Students are strongly encouraged to complete lower-tier requirements in their first two years. This permits early exploration and development of the major field as well as the immediate exercise of elective course choices. All students, including transfer students who are exempt from lower-tier core requirements, must complete two upper-tier courses in residence from one of three categories—literature, science, and global connections.

The core curriculum is unified by ten common goals and provides a shared intellectual experience as the basis for a college education. Core curriculum courses are described in this *Bulletin* in the chapter “Programs of Study.”

Studies in a major field provide a foundation for choosing a career. The major is chosen by each student, with departmental advice, from among the programs listed in the “Inventory of Registered Programs” chapter of this *Bulletin*.

Elective courses play a significant role in the education of every student at Brooklyn College. Electives enable students to explore individual interests. They round out and continue the liberal studies of the core curriculum, adding breadth and depth to studies in the major field. Minor programs, consisting of at least 12 credits in advanced electives, are offered by several departments and programs. Formal and informal counseling from the faculty and professional advisers throughout the undergraduate program of study helps students direct and shape their own education.

### **Goals of the curriculum**

The undergraduate curriculum enables a student to attain the following goals by the time of graduation:

To be able to think critically and creatively, to reason logically and quantitatively, and to express their thoughts orally and in writing with clarity and precision;

To be able to make sound moral and ethical judgments;

To understand the arts, histories, and cultures of the past as a foundation of the present;

To understand the development and workings of modern societies in an interdependent world;

To acquire the tools that are required to understand and respect the natural universe;

To understand what knowledge is and how it is acquired by the use of different methods in different disciplines;

To be able to integrate knowledge from diverse sources and acquire mastery of an academic discipline;

To understand the necessity for tolerance and appreciate individual and social diversity;

To be informed and responsible citizens of the world;

To establish a foundation for lifelong learning and the potential for leadership.

The core curriculum lays the groundwork for reaching these goals. Every core course includes an assessment component that indicates the learning objectives and outcomes of the course and which of the ten common goals the course addresses. Every section of a lower-tier core course and of upper-tier courses in each group has a common set of outcomes that faculty teaching the course will address.

The core courses strike a balance between the traditional concerns of liberal learning and thoroughly contemporary perspectives, providing at the same time a well-balanced blend of approaches to learning—discipline-based, integrated, and interdisciplinary. Through a sequence that is both complementary and cumulative, the common experience of the core curriculum adds a broader perspective to the student’s chosen major:

Each major department has a mission statement that articulates its unique contribution to the mission of the College. Program goals complement the common goals of the undergraduate curriculum, extending them to encompass specific mastery of a discipline. Program goals are, in turn, rendered concrete and measurable in course outcomes, whereby student learning may be systematically assessed and courses improved.

### **Graduate study**

The Division of Research and Graduate Studies offers more than sixty programs and advanced certificates leading to the degrees of master of arts, master of fine arts, master of music, master of public health, master of science, and master of science in education, and to advanced certificates in such fields as educational leadership, grief counseling, music education, performance and interactive media arts, and school counseling. Students take City University doctoral courses at both Brooklyn College and the Graduate Center.

Matriculated undergraduate seniors who have earned a grade point average of 3.00 or higher may, with appropriate justification, take graduate courses upon recommendation of the chairperson of the department offering the course and with the approval of the coordinator of graduate studies. The courses may be taken for either undergraduate or graduate credits.

## **Brooklyn College Alumni Association**

Upon graduation, alumni begin a lifelong relationship with the College. Many participate as mentors, internship or scholarship sponsors, and career advisers in programs designed to assist students while they are still in college. The primary charge of the Brooklyn College Alumni Association (BCAA) and the Brooklyn College Office of Alumni Affairs is to foster, maintain, and enhance the alumni connection to the College. They provide activities, services, and programs for regional chapters, graduating classes, and professional and cultural affiliate groups.

Throughout the year, the BCAA sponsors events that highlight the Brooklyn College experience and recognize alumni accomplishments. It selects and honors an Alumna and an Alumnus of the Year, and it confers various awards—Distinguished Achievement Award, the Milgram Service Award, and the BCAA Student Awards. Each fall, the Post-50th Alumni present their Lifetime Achievement Awards and the Milton Fisher, '38, Second Harvest Award, which allows recipients to make a contribution to a specific College program. At Commencement, members of the Golden Anniversary Class march with the graduating classes to celebrate their fiftieth reunion.

The Office of Alumni Affairs, (718) 951-5065, maintains a database of more than 86,000 alumni and keeps biographical files with news clippings, information on awards, and other materials. Alumni are issued ID cards that enable them to use selected resources of Brooklyn College and obtain such services as a long-term health care option and an MBNA affinity credit card.

## **The Brooklyn College Foundation, Inc.**

Established in 1958, the Brooklyn College Foundation raises funds to promote the academic purposes of Brooklyn College and the educational welfare of its students, faculty, alumni, and the community. The foundation is incorporated in New York State, registered as a 501(c)(3) not-for-profit corporation, and listed by the New York State Office of Charities Registration.

A board of trustees directs the foundation's operations. The trustees, chosen for their professional expertise and generous support of the College, are elected for three-year terms and serve without compensation.

The foundation provides scholarships and awards valued at \$4 million annually, helping to attract the best and most ambitious students to Brooklyn College. Information and applications for foundation-sponsored scholarships are available through the Scholarship Office. The foundation also administers more than two hundred funds that enable the College to recognize and honor faculty distinction in teaching and scholarship and to offer stipends for sabbaticals and travel expenses that allow faculty to pursue their scholarly endeavors. And it supports academic programs by providing funds to augment classroom instruction with special lectures, conferences, workshops, and distinguished guest speakers.

Gifts from alumni and friends to the Brooklyn College Foundation underwrite needs that cannot be funded by state assistance, tuition, or fees. The annual campaign raises funds for scholarships, cocurricular student learning opportunities, faculty development initiatives, special seminars, equipment for classrooms and laboratories, and facilities.

The Brooklyn College Foundation may be reached at (718) 951-5074 or via its Web site, [www.brooklyncollegefoundation.org](http://www.brooklyncollegefoundation.org).

# Admission

This chapter outlines procedures and requirements for admission consideration to regular and special programs for freshman, transfer, and nondegree applicants.

As one of the senior colleges of the City University, Brooklyn College participates in centralized application procedures for freshman, SEEK, and transfer students. Applications for admission are available at [www.brooklyn.cuny.edu](http://www.brooklyn.cuny.edu). Students completing the William E. Macaulay Honors College or the CUNY Teacher Academy application need submit only that application for admission to the College. Nondegree students must contact the Brooklyn College Admissions Information Center; (718) 951-5001, or visit the admissions section of the Brooklyn College Web site, [www.brooklyn.cuny.edu](http://www.brooklyn.cuny.edu).

## Enrollment Services Center

0100A Boylan Hall, (718) 758-8150

[www.brooklyn.cuny.edu/bc/offices/esc](http://www.brooklyn.cuny.edu/bc/offices/esc)

The Enrollment Services Center (ESC) is a one-stop student services center that provides registrar, bursar, financial aid, photo ID, and other services. Once a student has been admitted to Brooklyn College and completed the registration program for new students, the ESC will be the major resource for help with registration, paying bills, financial aid, and related matters. The center serves as a liaison to the offices of the Dean of Student Affairs, the Dean of Undergraduate Studies, and the Dean of Research and Graduate Studies. It functions as a prototype for the consolidated student services that will be the hallmark of the College's new West Quad building and will relocate to the lobby of the new building upon its projected opening in 2008. Many of its services are available online on the BC WebCentral Portal.

## Student enrollment status

Undergraduate students may be enrolled as matriculated, nondegree, visiting, or CUNY e-permit.

### Matriculated students

A matriculated student is one who is accepted and recognized by the College as working toward a degree. Matriculated students may attend Brooklyn College on a full- or part-time basis. Five types of students may

apply for admission as matriculated students: first-year, transfer, adult, SEEK, and ESL students.

**First-year students.** First-year students are students who have not attended any college since graduating from high school or receiving a General Equivalency Diploma (GED).

All recent graduates from domestic high schools who apply to Brooklyn College baccalaureate programs are required to submit SAT or ACT scores.

Applicants are considered for admission on the basis of their high school academic average, academic units, course selection, SAT scores, and/or GED scores. A diploma from an accredited high school, an equivalency diploma, or a United States Armed Forces Institute diploma is required for entrance to the College. A high school certificate or an IEP diploma is not acceptable.

### Academic preparation

Preparation for baccalaureate study should include the following high school academic units:

English: four units.

Social studies: four units.

Foreign language: three units of one foreign language.

Mathematics: three units consisting of one unit of elementary algebra (ninth-year mathematics), one unit of plane geometry (tenth-year mathematics), and one unit of intermediate algebra and trigonometry (eleventh-year mathematics); or Courses I, II, and III of the New York State Sequential (integrated) Mathematics Curriculum. (It is recommended that students intending to major in a math- or science-related area have four units each of science and math.)

Science: three units consisting of one unit of any of the following: general biology, advanced biology, botany, chemistry, general science, physics, physiography or earth science, or zoology. (It is recommended that students intending to major in a math- or science-related area have four units each of science and math.)

Regular academic subjects and any other subjects credited in a recognized high school: four units.

### Basic skills proficiency requirements

Each student must meet the standards of proficiency in the basic skills areas of mathematics, reading, speech,

and writing as established by the College and CUNY unless they are exempt. All students are tested in these areas before admission. Students who do not initially meet these standards are required to participate in the College's Skills Immersion Program (summer, for fall matriculants; or January intersession, for spring matriculants). The Board of Trustees of The City University of New York has also mandated that students meet a CUNY level of skills proficiency before entering the upper division.

Specific basic skills proficiency requirements and exemptions may be found in the chapter "Academic Regulations and Procedures."

### ***Advanced placement***

Students who have completed college-level courses in high school may be considered for exemption, with or without credit, from equivalent college courses. Such exemption is granted on the basis of Advanced Placement Program tests given by the College Entrance Examination Board or the International Baccalaureate upper-level subject area exams.

Students who want to apply for advanced placement based on scores received on College-Level Examination Program tests or on New York State College Proficiency Examination tests should contact the Transfer Evaluations Office, 1112 Boylan Hall, (718) 951-5441.

Students who have taken the Advanced Placement Program tests and College Proficiency Examination or the International Baccalaureate exams must request the administering agency to forward their test booklets to the Transfer Evaluations Office, 1112 Boylan Hall, Brooklyn College, Brooklyn, NY 11210.

### ***Admission appeals***

Students who applied to Brooklyn College but who were denied admission may appeal that decision by making an appointment for an interview with an admissions counselor (telephone: 718-951-5001).

**Transfer students.** Applicants who have attended any accredited college or university are considered for admission with advanced standing if they have completed 6 or more credits with a grade point average of 2.00 or higher and have the required high school academic average. Students with 24 or more transferable credits will be considered for admission based only on their college-level performance.

The College has established equivalencies regarding the fulfillment of core requirements by transfer students. These equivalencies, listed below, refer only to courses completed at another college before entering Brooklyn College.

Transfer students from a four-year college may be exempt from the lower-tier core curriculum after examination of their transcript. When a senior college transfer student transfers 60 or more total credits, at least 30 of which are liberal arts credits, he or she is assumed to have fulfilled the lower-tier core curriculum requirements. Such students must fulfill only the 6-credit upper-tier core requirements at Brooklyn College.

A student who transfers to Brooklyn College with an A.A. or A.S. or bachelor's degree from another college in the United States is exempt from the lower-tier core requirement but must fulfill the 6-credit upper-tier core requirement at Brooklyn College. This lower-tier exemption policy does not apply to students transferring with an A.A.S. degree or to transfer students from outside the United States.

Transfer students who enrolled at Brooklyn College prior to fall 2006 and who are exempt from lower-tier core course requirements are also exempt from one of the two upper-tier core courses. They need only complete one upper-tier core course to meet the core curriculum course requirement. This policy does not apply to students with an A.A.S. degree.

Students transferring to CUNY from non-CUNY colleges with 45 or more credits are exempt from taking and/or passing the University Skills Assessment Tests. At the College's discretion, these students may be asked to take one or more of the University Skills Assessment Tests for placement purposes.

Applicants who have been dismissed from another college for academic reasons are not admitted as transfer students.

Students needing additional information may come to the Transfer Evaluations Office, 1112 Boylan Hall, or the Admissions Information Center, 1103 James Hall.

### ***Evaluation of transfer credit***

All transfer students, particularly those educated outside the United States, must provide college bulletins and official copies of transcripts from their former institutions for transfer credit evaluations.

The Transfer Evaluations Office may assign credit for courses equivalent to courses at Brooklyn College that were completed with a grade of D- or higher at CUNY colleges and/or with a grade of C- or higher at other accredited colleges. For courses for which there are no specific equivalents at Brooklyn College, credit may be assigned at the recommendation of the department. Credit cannot be earned twice for the same course.

Transfer students who have taken courses on a pass/fail basis at another institution must provide a letter from that institution stating that a P grade represents competence of a level of C- or better in the course or indicating what criteria were required to obtain a pass grade.

After the completion of 60 credits, no credit will be given toward the baccalaureate degree for work completed at a two-year college.

**Adult students.** Entering students twenty-five years of age and older with a qualifying high school average may submit a freshman application without an SAT score. Brooklyn College offers the Special Baccalaureate Program for Adults, an accelerated honors program leading to a B.A. or B.S. degree. Admission to the Special Baccalaureate Program is based on admission to the College, testing, and a personal statement. See the chapter “Special Programs and Opportunities” for further information.

**SEEK students.** For information on how to apply to the Search for Education, Elevation, and Knowledge (SEEK) program, see the section “Special Programs” in this chapter.

**ESL students.** For information on how to apply to the English as a Second Language program, see the section “Special Programs” in this chapter.

### **Nondegree students**

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A nondegree student is one who is registered for credit-bearing courses but has not been accepted into a degree program and/or does not wish to study for a degree. Postbaccalaureate and certificate students may be admitted to this status. Nondegree students must meet all academic admission criteria and complete the necessary nondegree admissions materials. Students may obtain these requirements and materials by

consulting the admissions page of the Brooklyn College Web site, [www.brooklyn.cuny.edu](http://www.brooklyn.cuny.edu), or contacting the Admissions Information Center, (718) 951-5001.

Nondegree students may attend class during day or evening sessions. Students with non-degree status may transfer their credits to a degree program by filing an application for status change with the Office of Admissions. Requirements for matriculation are listed in the chapter “Academic Regulations and Procedures” under “Status change requirements.”

### **Visiting students**

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Students in attendance at colleges other than a CUNY college who wish to take courses at Brooklyn College may enroll as visiting students. They must submit to the Enrollment Services Center an official letter certifying that they are in good academic standing at their home college or an unofficial transcript from their home college, file a Brooklyn College visiting student application, and satisfy the New York State immunization requirements specified by the Brooklyn College Health Programs/Immunization Requirements Office. There are no immunization requirements for the summer sessions. Visiting-student status is valid for only one semester.

### **CUNY e-permit students**

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Students in attendance at CUNY colleges who wish to take courses at Brooklyn College may file an e-permit. The home college will have instructions and procedures on how to file an e-permit. Once the e-permit is approved, students need to register at Brooklyn College. Students receive registration instructions via e-mail. If they fail to receive such instructions, they should contact the Enrollment Services Center.

### **International students**

All students educated abroad, including permanent residents and foreign nationals, should file the appropriate CUNY application form as specified on the Brooklyn College admissions Web page, <http://admissions.brooklyn.cuny.edu>. Freshman forms should be filed by students who have never attended postsecondary institutions; transfer forms should be filed by those who have. For admission in September, both freshman and transfer applicants must file by March 1. For admission in January, both freshman and transfer applicants must file by October 1.

Applications are not complete until all required documents have been submitted. Official translations must be submitted for all documents not written in English. Copies of the original documents must accompany the translations.

Foreign nationals on temporary immigration status whose native language is not English and whose secondary and postsecondary schooling was not in English are required to take the Test of English as a Foreign Language (TOEFL). For application forms and information about the examination, students should contact the Educational Testing Service, Admissions Testing Program, Princeton, NJ 08540.

Applicants with F-1 student status are accepted as matriculated students only. Students in this status must attend full time and pay tuition as stated in the chapter "Tuition and Fees." In order to obtain the I-20 Certificate of Eligibility from the College, students must present a documented Certificate of Finance. Students must subscribe to a medical insurance plan and arrange for their own housing.

The Office for International Students, 1600 James Hall, (718) 951-4477, provides counseling and other special services for international students enrolled with F-1 visas, including processing of United States Citizenship and Immigration Services (USCIS) and other forms for travel, employment, practical training, transfer of funds, and spouse/dependent visas. Students must apply at least one week in advance for processing of these requests. International students should report to this office upon arrival and send notice of any change of address or status. Detailed information about services of the office may be found at <http://depthome.brooklyn.cuny.edu/career>. Additional information about the USCIS may be found at [www.uscis.gov](http://www.uscis.gov).

## General information

### Early Admission Program

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High school students who have completed their junior year may be considered for admission to the College as first-year students to Brooklyn College if they meet the following requirements:

1. Three years of high school work completed with an academic average of 90 percent or higher:

2. Completion of academic course work as follows:

English: three units.

Mathematics: three units that include one unit of elementary algebra (ninth-year mathematics), one unit of plane geometry (tenth-year mathematics), and one unit of intermediate algebra and plane trigonometry (eleventh-year mathematics); or courses I, II, and III of the New York State Sequential (integrated) Mathematics Curriculum.

Foreign language: three units of one foreign language.

Science: two units of any of the following: general biology, advanced biology, botany, chemistry, general science, physics, physiography or earth science, or zoology.

Social studies: two units.

3. Meet the College's established SAT requirements for their year of application.

4. Recommendation by the high school principal (or other appropriate high school official).

5. Permission of the college admission officer, who considers, among other factors, the above requirements and the results of any tests administered by Brooklyn College.

Students should apply to the Early Admission Program through their high school adviser. Applicants should take the SAT no later than March and have the results sent to Brooklyn College. The application form, high school transcript, and principal's recommendation should be mailed to the Admissions Information Center by the high school no later than April 15 for fall admission and November 1 for spring admission. For further information, contact the Admissions Information Center; (718) 951-5001.

## Readmission

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Information on readmission after a term or more of absence is in the chapter "Academic Regulations and Procedures."

## Student immunization requirement

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New York State Law requires all students to submit documentation proving immunity to measles, mumps, and rubella. The following constitutes proof of immunity: two doses of measles vaccine and one dose each of mumps and rubella; blood test results showing immunity to each disease or an exact date of having had mumps

or measles with a copy of the blood test showing immunity. (Disease history is not considered valid proof of immunity for rubella.)

Students who do not receive a Student Immunization Record as part of their admission packet may obtain one in the Health Programs/Immunization Requirements Office, 0710 James Hall, (718) 951-4505.

While certain students may be exempt because of age, medical reasons, or religious belief, they must still submit documentation of exemption before registering. Students who are not exempt must submit proof that they have received one dose each of measles, mumps, and rubella vaccine before registering; they have thirty days to submit proof of the second dose of the measles vaccine.

After thirty days, students who have not submitted complete documentation will be prohibited from attending classes and will receive a grade of WA (withdrew for failure to satisfy immunization requirements; no academic penalty) in all courses for the semester. Tuition will not be refunded, and there may be consequences with regard to financial assistance.

New York Public Health Law 2167 requires all students to submit a Meningococcal Meningitis Vaccination Response Form signed by the student or student's parent or guardian to the Health Programs/Immunization Requirements Office. Students who fail to return this form within thirty days from the beginning of the semester may not attend classes. The form acknowledges the receipt of mandatory meningococcal disease and vaccination information. Vaccination is not required.

## Special programs

Several Brooklyn College programs require special admissions applications: the Honors Academy, the CUNY Teacher Academy, the SEEK program, the ESL program, and certificate programs.

### **The Honors Academy**

The Brooklyn College Honors Academy comprises eight programs, described in detail in the chapter "Special Programs and Opportunities" in this *Bulletin*: the William E. Macaulay Honors College, the Scholars Program, the Coordinated B.A.-M.D. Program, Engineering Honors and coordinated engineering programs, the Dean's List Honors Research Program, the Mellon Mays

Undergraduate Fellowship program, Minority Access to Research Careers (MARC), and the Special Baccalaureate Program for Adults.

**William E. Macaulay Honors College.** The William E. Macaulay Honors College accepts applications only for freshman admissions in the fall semester. Students may apply to the Honors College at only one participating CUNY college. Applicants may apply online at [www.cuny.edu/honorscollege](http://www.cuny.edu/honorscollege). This application serves as both the freshman admission application to CUNY and to the Honors College and for Brooklyn College scholarships.

Admission to the Honors College will depend on high school grades, SAT/ACT scores, an essay, recommendations, and, in some cases, an interview. Students may apply either for early decision or regular decision. Applicants who apply for early decision and are accepted make a binding commitment to attend the Honors College. At the discretion of the participating CUNY college, some early decision applicants may be considered for regular decision instead.

For more information, contact the Admissions Information Center; (718) 951-5001 or [adminqry@brooklyn.cuny.edu](mailto:adminqry@brooklyn.cuny.edu).

**Scholars Program.** The Scholars Program is the oldest honors program in the City University of New York. High school applicants to Brooklyn College may apply for membership in the Scholars Program by completing an application form available in the Honors Academy, 2231 Boylan Hall, in addition to filing a CUNY application. The application asks for a short autobiographical sketch, a graded academic essay, a high school transcript, SAT/ACT scores, and two formal letters of recommendation. Letters may be from teachers of any subject who are familiar with students' academic writing and should mention courses that students have attended, evaluate the quality of their work, and illustrate that quality with a significant example. Applicants to the William E. Macaulay Honors College or the Coordinated B.A.-M.D. program will automatically be considered for admission to the Scholars Program.

Matriculated Brooklyn College students may also apply to the Scholars Program during their first three semesters at the College, up to the completion of 48 credits. Both day and evening students are eligible to apply.

Transfer students may apply to the program when they apply for transfer to or after they begin study at Brooklyn College.

Matriculated and transfer applicants should complete the application form available from the Honors Academy. The application asks for a short autobiographical essay, a paper written for a college course, an up-to-date college transcript, and letters of recommendation from two college teachers.

Further information, a complete description of the Scholars Program, and assistance in filling out the entrance application are available in the Honors Academy, 2231 Boylan Hall, and on the Brooklyn College Web site, [www.brooklyn.cuny.edu](http://www.brooklyn.cuny.edu).

**Coordinated B.A.-M.D. Program.** This honors program leads to a baccalaureate degree awarded by Brooklyn College and to an M.D. degree granted by Downstate College of Medicine of the State University of New York (SUNY) Health Science Center at Brooklyn.

The program is limited each year to fifteen highly qualified students who are admitted only in the fall term following their graduation from high school. Applicants generally have a combined SAT math and verbal score of at least 1400 and a college admission average of at least ninety-five. Subsequent admission to SUNY Downstate College of Medicine is contingent on maintaining a minimum grade point average of 3.50 overall and 3.50 in the required science courses; completing the courses outlined in the program; achieving a minimum score of nine on each of the biomedical sciences, physical sciences, and verbal reasoning sections of the Medical College Admission Test (MCAT); completing other program requirements; and having the approval of the program director. The entire program takes eight years to complete.

Additional information and application forms may be obtained from the Brooklyn College Admissions Information Center, 1103 James Hall, (718) 951-5001; the B.A.-M.D. office, 2231 Boylan Hall, (718) 951-4706; and the College Web site, [www.brooklyn.cuny.edu](http://www.brooklyn.cuny.edu).

**Engineering Honors and coordinated engineering programs.** Brooklyn College has three coordinated four-year engineering programs—with the City College School of Engineering, the College of Staten Island

Engineering Science Program, and Polytechnic University. In these programs, the student attends Brooklyn College for the first two years of the four-year engineering curriculum. Upon completion of the Brooklyn College component, the student is guaranteed transfer to these institutions. Students interested in any of these programs must meet the eligibility criteria for admission to Brooklyn College and should use code 0524, the Brooklyn College engineering code, on their City University admission application form. High school applicants may apply for membership in the Engineering Honors Program by completing an application form, available in the Honors Academy, 2231 Boylan Hall, in addition to the CUNY application. The application asks for a short essay about what led to the applicant's interest in engineering as a career; a high school transcript, SAT/ACT scores, and two formal letters of recommendation. Letters may be from teachers of any subject who are familiar with the applicant's work and should mention courses that the applicant has taken, evaluate the quality of the applicant's work, and illustrate that quality with a significant example. To join the Engineering Honors Program, applicants should also file a CUNY universal honors application. Matriculated Brooklyn College students may also apply to the Engineering Honors Program during their first three semesters at the College. Transfer students may apply when they apply for admission to Brooklyn College or after they begin their studies at the College.

For more information, see the chapter "Special Programs and Opportunities" in this *Bulletin*; contact the Brooklyn College Department of Physics, (718) 951-5418, or visit the Brooklyn College Web site, [www.brooklyn.cuny.edu](http://www.brooklyn.cuny.edu).

### **CUNY Teacher Academy at Brooklyn College**

The CUNY Teacher Academy accepts freshman applications for admissions in the fall term. Students may apply to the Teacher Academy at only one participating CUNY campus. The Teacher Academy application is the basis for freshman admission to both Brooklyn College and the Teacher Academy program at Brooklyn College. No other application is required.

Students may apply for either early decision or regular decision. Applicants who apply for early decision and are admitted make a binding commitment to attend the Teacher Academy. Some early-decision applicants may be considered for regular decision

instead. Enrollment is contingent upon the submission of a satisfactory transcript of grades from the final year of high school. Each year, deadlines for early decision and regular decision are published on the CUNY Teacher Academy Web site, [www.cuny.edu/teacheracademy](http://www.cuny.edu/teacheracademy).

The Teacher Academy welcomes transfer applications. Current Brooklyn College students who want to apply to the Teacher Academy at Brooklyn College should complete the Teacher Academy Supplementary Transfer Application and include two letters of recommendation. Students who are planning to transfer to the Teacher Academy program at Brooklyn College, including students who are transferring from CUNY colleges, should submit a CUNY Transfer Application, a Teacher Academy Supplementary Transfer Application (including two essay questions), two letters of recommendation (including at least one from a college math or science teacher), an official transcript from the fall semester, a high school transcript, and SAT scores (which are not used for admissions decision but rather for placement test exemption).

The Teacher Academy is a selective program. Transfer applicants ideally have a cumulative college grade point average of 3.00 or higher. Transfer students will complete 90 credits in the Teacher Academy program. Students admitted to the Teacher Academy will spend three years in the program and are required to attend the Teacher Academy summer program preceding the sophomore year. Enrollment will be contingent upon the submission of a satisfactory college transcript including current semester grades.

Transfer applications received prior to the transfer application deadline will receive priority review. Applications received after this date will be considered for transfer to the Teacher Academy as space permits. The deadline for transfer application is published annually on the CUNY Teacher Academy Web site, [www.cuny.edu/teacheracademy](http://www.cuny.edu/teacheracademy).

Additional information may be obtained on the Brooklyn College Teacher Academy Web page, <http://depthome.brooklyn.cuny.edu/schooled/teacher-ac-BC.htm>, or by e-mail to the Admissions Office, [adminqry@brooklyn.cuny.edu](mailto:adminqry@brooklyn.cuny.edu).

## **SEEK program**

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The Search for Education, Elevation, and Knowledge (SEEK) program of the City University of New York offers economically and educationally disadvantaged students opportunities for higher education. The program at Brooklyn College provides support through financial aid, academic support and instruction, tutorial services, and specialized counseling.

The SEEK application procedure and the CUNY admissions application procedure are the same. Applicants should complete the special SEEK section of the CUNY admissions application. Prospective SEEK students must demonstrate both financial and educational eligibility as well as New York State residency.

The SEEK Program Office is located in 2208 Boylan Hall. Information about the program and its services may be found at <http://depthome.brooklyn.cuny.edu/seek>. Students enrolled in the SEEK program have access to the following program services and facilities:

### **SEEK Counseling, 2207 Boylan Hall, (718) 951-5931.**

SEEK counselors provide students with orientation, registration, and financial aid information; academic planning assistance; and information about graduate education and career opportunities. Counselors assess and encourage each student's progress. Students meet individually and in groups to discuss their concerns. Students monitor learning through the Benchmark for Success program.

### **SEEK Tutorial Center, 1424 Ingersoll Hall,**

**(718) 951-5135.** The center offers SEEK students tutoring and supplemental instruction in basic skills, core courses, and introductory and advanced courses in all majors. It assists students in adapting to the College curriculum. The tutorial center is staffed primarily by professional supplemental instructors and by peer tutors who have demonstrated success in their own academic programs. The center provides services and computer labs for SEEK students. SEEK students may visit the center to schedule individual or small-group sessions.

### **SEEK Study and Reading Laboratory, 2432 Ingersoll**

**Hall, (718) 951-4123.** Faculty members and tutors guide students in improving their comprehension, reading speed, vocabulary, study skills, and analytical and test-taking abilities; they also provide supplemental

ESL and writing instruction in conjunction with the SEEK Tutorial Center. The laboratory is used by compensatory classes as well as individual students.

### **ESL program**

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The recommendation that applicants present four units of high school English and the requirement that students both meet the basic skills proficiency standards in reading and writing and hold a high school average of at least 80 percent does not apply to ESL students who (1) have spent at least one year outside the United States receiving their secondary education in a language other than English, (2) present at least three units of high school mathematics, and (3) meet the basic skills proficiency requirements in mathematics. Such students are eligible for admission to Brooklyn College, where they will be assigned appropriate programs of study, including ESL course work, as determined by the Office of the Dean of Undergraduate Studies and the ESL program.

The ESL application procedure is the same as the freshman application procedure.

### **Certificate programs**

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Credit-bearing certificate programs are offered in accounting, computers and programming, and film production.

Undergraduate students who wish to enroll in these programs must have received a high school diploma or the equivalent and must successfully complete the University Skills Assessment Tests as described in the chapter "Academic Regulations and Procedures."

Students with baccalaureate degrees are eligible to enroll in the certificate programs. For more information, contact the appropriate academic department.

## **Special Programs and Opportunities**

### **First College Year**

The First College Year program facilitates the transition to college and integrates students into the College community as engaged learners and participants in campus life. It fosters a sense of belonging and an appreciation of social differences. Students are encouraged to understand and value the meaningful connections between the liberal arts and their career aspirations and challenged to reflect critically on the educational process. A coherent curricular and cocurricular program, guided by the ten common goals of the core curriculum and the Office of Student Affairs, strengthens the academic, personal, and civic skills that will set students on a successful path to graduation.

First College Year begins in the summer. Pre-freshman Immersion, designed to improve success and academic progress through accelerated modular academic workshops, strengthens new skills in college-level reading, writing, critical thinking, and/or mathematics. Summer Science Enrichment Institutes introduce entering students to a supportive instructional environment that includes research techniques, hands-on laboratory experiences, and seminars with senior faculty. Students also may enroll in specialized seminar courses that help develop the critical quantitative and technology skills needed for a demanding curriculum.

The Freshman Common Reading provides a shared intellectual experience around a text that students read during the summer and discuss with full-time faculty or senior administrators during Orientation. Early in the first semester, the author visits campus to discuss the book and the process of writing it. Students use the text as a springboard for their first College writing course, and it is often the basis of the first paper in that course.

First College Year includes comprehensive and ongoing student orientation and advising programs implemented by peer/faculty teams prior to first-semester registration and continued through The Orientation Project (TOP) and the Center for Academic Advisement and Student Success. Benchmarks for the first and second years

guide students through a curricular and cocurricular path leading to declaration of major, internships, and roles in campus leadership and service. First-year students are encouraged to enroll in Learning Communities, which strengthen bonds among new students and between students and faculty and create opportunities for integrated and experiential teaching and learning. Course work in the communities, which includes required courses in English composition and the core curriculum, is coordinated with the College's Learning Center, where students are offered one-on-one and small-group tutoring and computer-assisted instruction. Freshman Academic Success Teams (FAST) workshops, peer mentors, and team support groups provide additional academic resources.

For information, contact the Office of the Dean of Undergraduate Studies, 3208 Boylan Hall, (718) 951-5771.

### **The On-Course Advantage 3219 Boylan Hall, (718) 951-4865**

Students who have successfully completed at least 12 credits in their first semester with a GPA of 3.00 or higher and who plan to register for at least 12 credits in their second semester are invited to participate in The On-Course Advantage (TOCA), a program that will help them graduate in four years. Benefits of the program include expedited registration and guaranteed access to required courses. Although graduation in four years is the purpose of the program, students may also develop individual plans for graduation, depending on their goals and circumstances.

Second-semester transfer students who have successfully completed a minimum of 45 credits, including 12 credits completed at Brooklyn College with a GPA of 3.00 or higher, and whose preliminary transfer credit evaluation indicates that the requirements for a baccalaureate degree can be completed in two to three years are eligible for TOCA. Although graduation in two years is the purpose of the program, transfer students may also develop individual plans for graduation, depending on their goals and circumstances.

Adult students (twenty-five years or older at admission to the College) who have completed at least 9 credits in their first semester at Brooklyn College with a GPA of 3.00 or higher and who plan to register for at least 9 credits each semester may participate in the adult

track of TOCA. Students on the adult track may develop individual plans for graduation depending on their goals and circumstances.

### **Honors Academy**

The Brooklyn College Honors Academy, 2231 Boylan Hall, serves exceptionally well-qualified, eager; imaginative students who are flexible in their interests and open to new discoveries and experiences. Its purpose is to stimulate students to develop their potential and to assume responsibility for educating themselves and, by learning collaboratively, for educating one another. The academy shares a suite of rooms with the Ethyle R. Wolfe Institute for the Humanities.

The academy brings together in one location distinctive, separately directed honors programs: the William E. Macaulay Honors College, the City University of New York intercollege honors program; the Scholars Program, a four-year program in interdisciplinary honors studies; the Coordinated B.A.-M.D. Program, a four-year program for students guaranteed entrance to the State University of New York Downstate College of Medicine; Engineering Honors, a two-year engineering curriculum leading to transfer to engineering studies elsewhere; the Dean's List Honors Research Program, for students who wish to do honors-level research training; the Mellon Mays Undergraduate Fellowship program, a two-year upper-division program for students from underrepresented groups considering scholarly study in the humanities and other fields; Minority Access to Research Careers (MARC), a program in the sciences for minority students; and the Special Baccalaureate Program for Adults, an innovative program for students age twenty-five or older.

The academy provides a coherent curriculum relevant to the needs of more than six hundred students. It offers access to faculty members through smaller classes, closely monitored apprenticeships, and working relationships with successful local professionals; a student commons room; a collaborative community of students similarly interested, ambitious, and talented; computer facilities and room to work and study together; access to the scholarly and cultural resources of New York City; tutoring experience; and programmatic guidance ensuring that students follow academic paths appropriate to their interests and talents.

The Honors Academy curriculum that is open to all members of the Honors Academy includes honors sections of English 1 and 2 and of Core Curriculum 1.1, 2.1, 2.2, 2.3, and 10.01 through 10.99; an interdisciplinary sophomore seminar (priority registration is given to members of the Scholars Program); Honors Academy Research Colloquium seminars; and the senior colloquium for senior thesis support (priority registration is given to members of the Scholars Program). Additionally, a colloquium is offered for students in the Coordinated B.A.-M.D. Program, and four interdisciplinary seminars are offered for students in the William E. Macaulay Honors College.

Application forms may be obtained in the Honors Academy office and in the Admissions Information Center. Admission criteria for the four-year programs may be found in the "Special programs" section of the "Admission" chapter in this *Bulletin*. For information on scholarships, see the chapter "Scholarships, Awards, and Prizes."

### **William E. Macaulay Honors College**

The mission of the William E. Macaulay Honors College is to meet the needs of an exceptional group of the most able and highly achieving students in the City University of New York. Membership in the Honors College earns a student the designation University Scholar. Brooklyn College provides University Scholars with a specially created common suite of interdisciplinary courses designed to stimulate interest in and deepen understanding of the institutions and people of New York City. They pursue majors in a variety of fields and are provided with funded opportunities for internship and research. In addition, the Honors College arranges events at artistic, cultural, and scientific venues of New York City. Distinguished faculty visit with students at both formal and informal events.

University Scholars receive substantial financial and academic support during their four years as undergraduates. All tuition is paid by grants. A generous study grant funds opportunities for study abroad and internships. Students are given a Cultural Passport that provides them with free or sharply discounted tickets to more than one hundred artistic and cultural institutions in New York City. They are also provided with state-of-the-art laptop computers to facilitate research and communication.

As first-year students and sophomores in the Honors College, University Scholars take an Honors College seminar each semester and the balance of their course load in core curriculum and major requirements.

The Honors College seminars are taught at Brooklyn College by outstanding faculty. Students in the Honors College complete a minimum of 12 credits of honors courses in addition to the Honors College seminars. University Scholars take honors in their majors, which may involve a senior thesis. They are also required to complete an internship or honors-level study abroad, and thirty hours of community service. Over the course of their four years at Brooklyn College, they will participate in a number of activities and events on other CUNY campuses and around the city. University Scholars must achieve an overall 3.30 GPA by the end of their first year and a 3.50 GPA by the end of their sophomore year. The 3.50 GPA must be maintained until graduation.

### **Scholars Program**

A four-year interdisciplinary liberal arts program, the Scholars Program is designed for a small community of well-prepared, academically ambitious students who are eager to extend themselves beyond normal course requirements. Its honors classes are small. Its curriculum encourages students to develop and pursue new interests by exploring relationships among different areas of knowledge. Students learn how to formulate, discuss, and write clearly about significant issues and to evaluate their work independently and realistically.

Scholars Program students carry the same course load as other students but each semester do honors-level work in one or two of their courses. As first-year students, they take an honors section of Freshman Composition that prepares them to work independently on interdisciplinary honors projects during their sophomore, junior, and senior years. They also take honors sections of selected core curriculum courses, a sophomore seminar, and a senior colloquium. The program encourages students in their junior year to broaden their experience with study at other colleges, study abroad, or involvement in work-internship programs in the New York City area.

Courses that Scholars Program students take for honors credit and pass with a grade of A or B are indicated on their transcripts with an H. Graduation from the program is marked with special recognition

at Commencement, by a transcript notation, and by a note on the diploma, "Honors Academy Graduate." Curricular requirements for the Scholars Program are described in the "Interdisciplinary Studies" section of this *Bulletin*.

### **Coordinated B.A.-M.D. Program**

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This honors program leads to a baccalaureate degree awarded by Brooklyn College and to an M.D. degree granted by Downstate College of Medicine of the State University of New York (SUNY) Health Science Center at Brooklyn. The B.A.-M.D. Program offers an integrated course of study designed to provide future physicians with the necessary foundation in the sciences while also giving them a broad background in the humanities and social sciences. Students are encouraged to pursue diverse studies that suit their skills, interests, and aspirations; enrich their college experience; and benefit from the intellectual and personal fulfillment often missing from narrowly focused premed programs. Through this broad-based educational approach, the program aims to train future physicians who are concerned not just with curing but also with caring for patients.

Students are admitted to the program only in the fall term. Further information, including special application forms and detailed requirements of the program, may be obtained from the Admissions Information Center and from the B.A.-M.D. office. Additional information is in the "Admission" and "Interdisciplinary Studies" chapters in this *Bulletin*.

### **Engineering Honors Program**

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The Brooklyn College Engineering Honors Program prepares students for careers in diverse fields of engineering. Areas of specialization are aerospace, chemical, civil and environmental, computer, electrical, and mechanical engineering.

During their two years in the Engineering Honors Program, students follow a course of study of more than 70 credits in engineering and the liberal arts that provides a solid foundation for transferring as juniors to major engineering schools. Course work includes biology, chemistry, computer science, mathematics, and physics as well as liberal arts courses in Brooklyn College's core curriculum program. Students also take courses in such subjects as engineering mechanics, electrical circuit analysis, data structures, and computer

organization. These courses are equivalent to courses required during the first two years of study at most engineering schools. Further details are described in the "Preprofessional studies in engineering" section of this *Bulletin*.

Upon completion of the program, students are guaranteed enrollment as juniors at City College School of Engineering, the College of Staten Island Engineering Science Program, or Polytechnic University. They may also apply for admission to any other engineering school.

For members of Engineering Honors who decide not to pursue engineering, the program's core curriculum requirements enable students to continue in one of the more than seventy undergraduate programs available at Brooklyn College.

### **Dean's List Honors Research Program**

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Each year, well-qualified students with an interest in doing honors-level advanced research may apply to join the Dean's List Honors Research Program. Its goal is to help prepare students interested in careers in college teaching or other careers in research for graduate and professional studies. This program is especially attractive for students in the sciences who wish to affiliate with the Honors Academy through honors-level research training with science faculty, without participating in the Honors Academy curriculum.

### **Mellon Mays Undergraduate Fellowship**

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The goal of the Mellon Mays Undergraduate Fellowship is to reduce categorical underrepresentation in college and university faculties and the educational consequences of these disparities. The program is open to African American, Hispanic, Native American, and other undergraduates who will pursue advanced study in the humanities and selected other fields. The major requirements are those of the department in which the student enrolls and will not be modified for this program.

Applicants must be full-time students in the second semester of their sophomore year (45–60 credits). Requirements for entrance include evidence of solid academic achievement, two letters of recommendation from faculty members, a written essay describing career interests, and an interview by the screening committee. Applications for admission and additional information are available from the director.

### **Minority Access to Research Careers (MARC)**

The MARC program is for minority honors students (including, but not limited to, African American, Hispanic, Pacific Islander, or Native American) who are interested in pursuing research careers in the biomedical sciences. For more information, see the section "Minority Access to Research Careers (MARC) Fellowship," below.

### **Special Baccalaureate Program for Adults**

The Special Baccalaureate Program serves exceptional adults, twenty-five years of age or older, who are returning to or starting college. The program provides students with additional academic resources and requires students to maintain academic standards consistent with an honors program.

The program offers a community for adults to pursue a major and to study together for three years in interdisciplinary seminars. The three yearlong interdisciplinary seminars—Communications and Humanities, Social Sciences, and Sciences—make up 52 of the 120 credits required for a B.A. or B.S. degree and satisfy the core curriculum requirements of the College. Students concentrate in any academic major that the College offers.

Special Baccalaureate students enter the program in the fall semester and remain together as a cohort for three years. (Students who choose to enter the program in the spring semester may take other required courses and enroll in the first-year seminar in the fall.)

The program takes into account life experience. After the first year, students may apply for up to 32 life-experience credits for knowledge gained outside the classroom. Students may see the director of the Special Baccalaureate Program for assistance with applying for life-experience credits.

Admission to the program is based on admission to the College, a program application, testing, and personal interview. The program office is located in the Honors Academy, 2231 Boylan Hall, (718) 951-4114.

### **Preprofessional studies**

Brooklyn College provides individualized advising and other services for undergraduate and post-baccalaureate students who are planning to pursue careers in medicine, engineering, the allied health professions, and law. Workshops are offered on such topics as academic

preparation, volunteer and research involvement, internships, the application process, writing personal statements, and interviewing. Other resources include current prehealth and prelaw admissions materials, catalogs, and information regarding on- and off-campus volunteer, internship, mentoring, and research opportunities.

The Magner Center for Career Development and Internships, 1303 James Hall, (718) 951-5696, is a major resource for students interested in pursuing preprofessional studies and provides a wide range of free career programs to Brooklyn College undergraduates, graduate students, and alumni. Services include career counseling and assessment, internship preparation and placement, e-recruiting, and graduate and professional school preparation and application advisement. Workshops on résumé writing, interview training, job search skills, dressing for success, choice of major and career, and finding the right internship are available in addition to full- and part-time jobs, employment recruiters, alumni mentors, and information on the labor market and occupations. Job and internship fairs are held each semester along with numerous corporate sponsored workshops. For more information, visit the Magner Center Web site, <http://career.brooklyn.cuny.edu>.

### **Preprofessional studies in health-related careers**

A prehealth professions adviser, located in the Center for Academic Advisement and Student Success (CAASS), monitors the academic progress of all undergraduate and post-baccalaureate prehealth professions students (except members of the Coordinated B.A.-M.D. Program), meets with them individually on a regular basis throughout their academic career at Brooklyn College, and helps them plan suitable academic programs, get ready for the MCAT, and prepare their applications to professional schools. The prehealth professions adviser also maintains a credential service for forwarding letters of recommendation to medical and other health professions schools.

Brooklyn College students pursuing medicine or other health-related professions may major in any liberal arts discipline but must complete the following minimum requirements in science and mathematics: one year of general biology, one year of general chemistry, one year of organic chemistry, one year of general physics,

and at least one semester of precalculus mathematics. Students should meet with the preprofessional adviser to ensure that they are meeting the minimum requirements of the medical and health profession schools of their choice.

Students who have completed at least 60 credits and other specific requirements may apply for transfer admission to health-related degree programs at the State University of New York (SUNY) Health Science Center at Brooklyn and other university health professions programs. The Health Science Center offers programs in diagnostic medical imaging, nursing, occupational therapy, physical therapy, physician assistant, and public health. In addition, Brooklyn College has an articulation agreement with the Health Science Center for the physical therapy program. Students interested in the physical therapy program should contact the prehealth professions adviser in CAASS, 3207 Boylan Hall, (718) 951-5471.

A chapter of the American Medical Students Association is active at Brooklyn College. For information, visit the chapter Web site, <http://students.brooklyn.cuny.edu/cwpindex.htm>.

**Coordinated B.A.-M.D. Program.** Brooklyn College and Downstate College of Medicine of the State University of New York at Brooklyn offer the Coordinated B.A.-M.D. Program for students who are graduating from high school and entering Brooklyn College as first-year students. The program is designed to produce physicians who are well educated in the humanities and social sciences as well as in science.

**Brooklyn College–SUNY Optometry 3-4 Program.** Beginning in January 2003, Brooklyn College and the State University of New York State College of Optometry implemented an agreement whereby up to six Brooklyn College students per year may be admitted into a seven-year bachelor of arts or science (B.A. or B.S.) and doctor of optometry (O.D.) program. Students accepted to the 3-4 Program are admitted to a designated, prescribed major at Brooklyn College and simultaneously admitted to candidacy into the SUNY College of Optometry's professional program of study. Students interested in the optometry program should contact the prehealth professions adviser in the Center for Academic Advisement and Student Success for further information.

### **Preprofessional studies in legal careers**

A prelaw advisement team—composed of faculty advisers, career advisers in the Magner Center for Career Development and Internships, and a resource network of lawyers on and off campus—provides individual and ongoing advisement for students planning to pursue careers in legal professions. Faculty advisers help students plan suitable academic programs and guide them to courses that will help them prepare for the LSAT. The Magner Center provides career assessment and counseling, panels of special speakers, workshops for professional development, opportunities for mentoring and internships, and up-to-date information on areas of interest related to the legal profession, the practice of law, and the status of law schools. The Legal Profession Society, an official student organization, works closely with the prelaw advisement team to provide professional development opportunities for prelaw students. For more information, visit the society's Web site, [www.geocities.com/legalprofessionsociety/home](http://www.geocities.com/legalprofessionsociety/home).

### **Preprofessional studies in engineering**

Students who intend to major in engineering can complete the first two years of requirements for a four-year engineering degree by taking more than 70 credits at Brooklyn College in chemistry, computer and information science, engineering, the liberal arts, mathematics, and physics. Well-qualified students interested in engineering may also apply to the Honors Academy. Students should consult the engineering counselor about the entrance requirements of engineering schools. Information may be obtained in the Physics Department, 3438 Ingersoll Hall. Additional information is in the chapter "Admission" in this *Bulletin*.

**Coordinated engineering programs.** Brooklyn College has three coordinated engineering programs with the City College School of Engineering, the College of Staten Island Engineering Science Program, and Polytechnic University. In these programs, the well-prepared student attends Brooklyn College for the first two years of study in an engineering curriculum that includes courses in chemistry, computer science, the liberal arts, mathematics, and physics. In addition, courses in mechanical and electrical engineering are offered. Upon successful completion of the Brooklyn College component, the student is guaranteed transfer

to Polytechnic University, the College of Staten Island, or the City College School of Engineering for an additional two years to fulfill bachelor of science degree requirements in one of the following fields: aerospace, chemical, civil and environmental, computer, electrical, or mechanical engineering; or engineering science. The Brooklyn College courses in these programs are fully transferable to City College, the College of Staten Island, or Polytechnic University, and they are generally acceptable at other engineering schools. For information on the Engineering Honors Program, see the section "Honors Academy" in this *Bulletin*.

**Brooklyn College/Polytechnic University  
Coordinated Engineering Program**

Students must complete their engineering studies with a grade point average of 2.50 or better in required computer and information science, engineering, mathematics, and science courses in order to be guaranteed admission with junior-year status in the specific, corresponding Polytechnic engineering program. Areas of specialization comprise chemical, civil and environmental, electrical and computer, and mechanical and aerospace engineering. Students transferring to Polytechnic University through this program may be required to complete certain courses during the summer before the junior year. The engineering degree will be awarded from Polytechnic University.

For further information, call the Brooklyn College engineering coordinator, (718) 951-5418, or the Polytechnic University associate director of admissions, (718) 260-3100.

**Brooklyn College/City College Coordinated  
Engineering Program**

Students must complete their engineering studies with a grade point average of 2.00 or better in required computer and information science, engineering, mathematics, and science courses in order to transfer with junior-year status to the City College School of Engineering. Areas of specialization comprise civil, computer science, electrical, and mechanical engineering. Students transferring to City College through this program may be required to complete certain courses during the summer before the junior year. For further information, call the Brooklyn College engineering coordinator, (718) 951-5418.

**Brooklyn College/College of Staten Island  
Coordinated Engineering Program**

Students must complete their engineering studies with a grade point average of 2.00 or better in required computer and information science, engineering, mathematics, and science courses in order to transfer with junior-year status to the College of Staten Island Engineering Science Program. Areas of specialization comprise electrical, environmental, and mechanical engineering. For further information, call the Brooklyn College engineering coordinator, (718) 951-5418.

**Professional option**

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Students who wish to enter professional school before completing a baccalaureate program at Brooklyn College may, in some cases, earn the B.A. or B.S. after the first year of professional school. Students who wish to pursue this option must have satisfactorily completed all requirements at Brooklyn College except 30 elective credits and have satisfactorily completed at least one year's work in an accredited dental, engineering, law, medical, optometry, podiatry, or veterinary school.

Courses offered to fulfill degree requirements, including those completed in the professional school, must constitute an acceptable degree program approved by the Center for Academic Advisement and Student Success (CAASS). A student's professional school record is examined for duplication of work done at Brooklyn College, the extent of liberal arts work, the appropriateness of the professional courses as supplementary work in a liberal arts program, and the quality of the work.

Students interested in engineering should consult the engineering coordinator in the Physics Department, 3438 Ingersoll Hall. Students interested in health professions should consult the prehealth professions adviser in CAASS, 3207 Boylan Hall, (718) 951-5471. Students interested in legal professions should consult the faculty adviser or a prelaw career counselor in 1305 James Hall.

**Brooklyn College / New York College of Podiatric  
Medicine Articulation Agreement.** Brooklyn College has an articulation agreement with the New York College of Podiatric Medicine (NYCPM) whereby students who have completed 90 credits of course work toward a B.A. or B.S. degree are eligible for admission into NYCPM using Brooklyn College's

professional option. Included in the 90 credits are at least 6 credits in English with a grade of C+ or higher and at least 8 credits in each of the following fields, with a grade of C+ or higher: biology, inorganic chemistry, organic chemistry, and physics.

Students must also fulfill the admission requirement of NYCPM: a timely and satisfactory formal application, letters of evaluation from the pre-health professions adviser, official MCAT and/or DAT scores at or above NYCPM's minimum requirement, satisfactory evaluation in a personal interview, and at least an overall GPA of 3.00 in undergraduate course work.

Brooklyn College accepts as transfer credits those courses which compose part of the first-year curriculum toward the degree of doctor of podiatric medicine at NYCPM up to the number of credits needed to complete a B.A. or B.S. degree. For further information, contact the NYCPM program adviser in the Biology Department.

### **CUNY Teacher Academy**

The CUNY Teacher Academy aims to encourage talented high school graduates to become mathematics and science teachers in New York City middle and high schools. The four-year program of study in mathematics or science education leads to a baccalaureate degree in mathematics or science with initial certification to teach in middle and/or high school. Teacher Academy students may major in biology, chemistry, geology, or mathematics education. Admission to the program is dependent upon achievement in mathematics and science in high school and a demonstrated interest in teaching.

The Teacher Academy is a partnership between CUNY and the New York City Department of Education. Each student who enrolls in the Teacher Academy is eligible for four years of tuition and fees, and stipends for internships during the school year and summer.

The Teacher Academy is a supportive learning environment. Entering first-year students study in a cohort, taking block scheduled classes. All students participate in Peer Led Team Learning (PLTL) workshops for such courses as introductory calculus, biology, geology, chemistry, and physics. In PLTL workshops, successful students guide and mentor small groups of students. Teacher Academy students take special sections of English composition I and II that focus on

reading and writing in the sciences and mathematics. The program also offers special sections of selected courses in the core curriculum to enrich teacher preparation from an interdisciplinary perspective.

In each of the four years, students spend one day each week in residence at a host school where they study the culture of schools and methods of instruction. Each host school is a model urban middle or high school. Beginning in the freshman year, Teacher Academy students take a two-semester sequence in methods of teaching middle childhood. In the sophomore year, students begin the three-year core sequence of courses required for New York State certification as teachers of grades 7–12. Course work completed in the freshman year will allow program completers to apply for additional certification as teachers of grades 5–9.

Math and science teacher preparation programs at Brooklyn College are recognized by the National Council of Teachers of Mathematics and the National Science Teachers Association.

### **CUNY Baccalaureate Program**

The CUNY Baccalaureate Program is a versatile program that enables students to design their own program of study leading to a B.A. or B.S. degree. Students who have completed at least 15 credits of college-level work with a grade point average of 2.50 or higher for their recent work may apply to the program.

Under the guidance of a faculty mentor, chosen from a relevant academic department, participants develop an individual course of study. Every student must complete 90 credits in regular course work and at least 30 credits while in the program. In some cases, credits may be awarded for previous life experience.

Students who are admitted are eligible to study at any combination of the seventeen undergraduate colleges of the University. The degree is awarded centrally by the City University of New York. Students pay the same tuition and fees as Brooklyn College matriculants.

Information and applicant forms may be obtained in the Center for Academic Advisement and Student Success, 3207 Boylan Hall, (718) 951-5471; from the CUNY Baccalaureate Program, 365 Fifth Avenue, New York, New York 10016 (telephone: 212-817-8220); or from the CUNY Baccalaureate Program Web site, [www.cunyba.cuny.edu](http://www.cunyba.cuny.edu).

## **Special opportunities for underrepresented groups in undergraduate research**

### **CUNY Pipeline Program**

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The CUNY Pipeline Program provides educational and financial support to undergraduates from underrepresented groups, including African American, Asian American, Hispanic, and Native American students, who are interested in careers in higher education. The program is intended for students who plan to pursue a doctorate in preparation for college-level teaching and advanced research in any field except law or medicine. Students apply as juniors and must be U.S. citizens or permanent residents with a grade point average of 3.20 or higher. The program offers stipends, summer research opportunities, help in preparing applications to graduate school, and tuition waivers for the first year of study in a CUNY Ph.D. program. Applications and further information on CUNY Pipeline may be obtained from the program coordinator, 2231 Boylan Hall, (718) 951-4114.

### **Leadership Alliance**

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Brooklyn College participates in the Leadership Alliance, a consortium of colleges and universities that seeks to increase the participation of underrepresented minority students in graduate programs oriented toward research careers in all fields other than business, law, or medicine. The Leadership Alliance sponsors paid summer research fellowships through its Summer Research Early Identification Program (SR-EIP), which places undergraduate students in major research universities for summer research experience. SR-EIP students also have the opportunity to participate in other activities that enhance their graduate school prospects. Application forms and further information may be obtained from the program coordinator, 3238 Boylan Hall, (718) 951-5252. Deadline for application is early February.

### **Center for Achievement in Science Education (CASE)**

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CASE is an organization that brings together a number of science, science research, and science-related programs at Brooklyn College. The goal of CASE is to increase the number of underrepresented, economically disadvantaged and first-generation students who seek advanced degrees in science toward careers in business,

computer studies, industry, law, medicine, scientific research, and teaching.

CASE programs offer financial support, peer-assisted academic assistance, faculty mentoring, academic counseling, research opportunities, and internships. Some CASE programs include a summer sessions in addition to academic year activities.

CASE has multiple entry points for high school, incoming first-year, continuing, transfer, and graduate students interested in science at Brooklyn College, as described below.

**CASE programs for entering first-year students.** All programs listed below require that applicants be high school seniors who have been admitted to Brooklyn College for the fall term. Some programs require a summer session in preparation for the fall. For additional information about program requirements and benefits or to apply, contact the program director or coordinator:

#### ***Brooklyn Outreach for Science Careers (BOSC)***

Designed for students who are good at math and science but do not foresee themselves as majoring in science in college, BOSC is intended to encourage undergraduate students to consider pursuing majors in environmental studies, geology, physics, or K–12 science education, in preparation for a wide variety of careers in business, finance, journalism, law, medicine, and teaching. BOSC provides academic and career counseling to help students discover the many careers that meet their unique needs and talents. Students receive a stipend for the BOSC Summer Seminar in which they complete a 3-credit college precalculus course to prepare for calculus in the fall semester (pending calculus placement results).

BOSC is open to entering first-year students who have taken at least three years of math and science in high school. Regents Exams, SAT scores, and an interview are important parts of the selection process. Deadline for fall applications is April 20.

For more information, visit the BOSC Web site, <http://depthome.brooklyn.cuny.edu/bosc>, or contact the program coordinator at (718) 951-5000, extension 4264, or the program at (718) 951-5418.

### ***The New York City Louis Stokes Alliance for Minority Participation (NYC-LSAMP)***

The NYC-LSAMP in science, technology, engineering, and mathematics is an alliance of sixteen CUNY colleges and the CUNY Graduate Center. The goal of the LSAMP program is to ensure a long-term capacity to produce significantly greater numbers of individuals from groups underrepresented in science, technology, engineering, and mathematics (STEM) careers through lasting changes achieved at participating institutions. The program offers financial support for undergraduate and graduate education and opportunities to be part of faculty-supervised research teams at Brooklyn College.

Eligible students must be U.S. citizens or permanent residents admitted to full-time study at Brooklyn College; be a member of a group underrepresented in science research, including but not limited to African Americans, Native Americans, and Hispanics; major in a STEM discipline; and have a GPA of 3.00 or higher.

For more information, visit the LSAMP Web site, <http://nyc-amp.cuny.edu>, or contact the program activity coordinator, 141 Ingersoll Hall Extension, (718) 951-4346. Deadline for summer and fall application is May 1; deadline for spring application is December 1.

### ***Research Initiative for Scientific Enhancement (RISE)***

The goal of the RISE program is to encourage more students from groups underrepresented in the sciences to pursue careers in scientific research in such areas as behavioral sciences, biology, and chemistry by increasing the number who apply to and complete doctoral programs. The program focuses on academics in the freshman and sophomore years and has a research focus in the junior and senior years. Students receive a stipend for taking part in RISE program activities, individual counseling in planning their academic program, peer-run study workshops for difficult classes, and academic counseling.

The RISE program is open to incoming first-year students who have been admitted to and plan to attend Brooklyn College in the fall semester, with the intent to major in biology, chemistry, health and nutrition sciences, or psychology and with career interests in scientific research. Other first-year students may be admitted on a space-available basis. Eligible students must be

U.S. citizens or permanent residents and have an overall high school science average of at least eighty.

For more information, visit the RISE Web site, <http://rise.brooklyn.cuny.edu>, or call the program coordinator, (718) 951-4155. Deadline for fall application is April 1.

### **CASE programs for transfer and continuing students.**

Students in good academic standing who are currently enrolled at Brooklyn College may apply to the programs listed below. Please note the eligibility requirements for each program and contact the program director or coordinator for further information or to schedule an interview. Note that the Louis Stokes Alliance for Minority Participation (LSAMP) also admits students at every level of study, including graduate students.

### ***Collegiate Science and Technology Entry Program (CSTEP)***

CSTEP aims to increase the number of historically underrepresented students who enroll in and complete undergraduate programs that lead to professional license in New York State. CSTEP provides academic and career-enriching experiences for students interested in law, medicine, nutrition and other fields, including careers in health, mathematics, science, and technology.

Eligible students must be New York State residents, be a member of a minority group (African American/black, Hispanic/Latino, Native American, or Alaskan Native) or demonstrate economic disadvantage, have a minimum GPA of 2.70 and be studying toward a profession that requires a New York State license.

For additional information, call the program coordinator, (718) 951-5000, extension 1712, or visit the CSTEP Web site, <http://cstep.brooklyn.cuny.edu>. CSTEP accepts applications throughout the year.

### ***Minority Access to Research Careers (MARC)***

The goal of MARC is to increase the number of underrepresented groups in biomedical research. MARC is an honors program that offers faculty mentoring, research experience, and an annual stipend of \$10,000 to academically gifted undergraduate students who are interested in entering graduate programs leading to research careers in the biomedical sciences.

Eligible students must be U.S. citizens or permanent residents admitted to full-time study at Brooklyn College, be a member of an underrepresented group

in the biomedical sciences (including but not limited to African Americans, Hispanic/Latino, Native American, and Pacific Islanders), have completed 60 to 90 credits, and carry an overall GPA of 3.20 or higher:

For further information, contact the program coordinator, 4311 James Hall, (718) 951-5171, or visit the MARC Web site, <http://depthome.brooklyn.cuny.edu/bcsec/marc>. Deadline for fall application is June 1.

### **Latin/Greek Institute**

In the summer Latin/Greek Institute, Brooklyn College and the City University Graduate Center offer college-level work in language and literature. In the intensive eleven-week basic program, qualified students earn 12 undergraduate credits. No previous knowledge of Latin or Greek is required.

The Latin curriculum consists of study of forms and grammar, reading and analysis of representative texts from archaic remains through the Renaissance, and study of classical or medieval Latin literature. The Greek curriculum consists of language study and reading and analysis of representative texts in Attic, Ionic, and Koine Greek.

Information and application forms may be obtained in the Department of Classics, 2408 Boylan Hall, (718) 951-5191, or at the Latin/Greek Institute Office, 365 Fifth Avenue, New York, New York 10016 (telephone: 212-817-2081). Further information is available on the institute's Web site, <http://web.gc.cuny.edu/provost/ginst>.

### **Study abroad**

The Office of the Dean of Undergraduate Studies coordinates the study-abroad program and maintains a library of study-abroad information and program catalogs. The programs outlined below are offered exclusively by Brooklyn College. A variety of other study-abroad opportunities, such as those offered by other CUNY campuses, the State University of New York, private colleges, and Study-Abroad Consortia, are also available to Brooklyn College students. A study-abroad adviser is available to meet with students and to assist in locating programs to meet their interests. The adviser and the library of study-abroad information are located in 3215 Boylan Hall, (718) 951-3195 or -5773.

### **Africana Studies: Summer Program**

The Department of Africana Studies periodically offers, through Africana Studies 73, a 6-credit summer seminar, usually in Africa, the Caribbean, South or Central America, or a region of the United States with a large population of people of African descent. Costs include Brooklyn College tuition and fees (including administrative fees) and a program fee that covers transportation and room and board.

For more information, contact the Department of Africana Studies, 3105 James Hall, (718) 951-5597 or -5598.

### **China: Summer Abroad**

This program is an excellent opportunity for students who are interested in learning about China, experiencing Chinese culture, and improving their Chinese language skills. All classes are Brooklyn College classes taught by College faculty and may fulfill some College requirements. The five-week program combines classroom teaching about Chinese history, culture, and language, and activities and excursions to six beautiful Chinese cities: Beijing, Nanjing, Shanghai, Suzhou, Xi'an, and Yangzhou. The program is open to both undergraduate and graduate students in good standing with a current GPA of 2.50 or higher. For more information, program costs, and application procedures, contact the study-abroad adviser, 3215 Boylan Hall, (718) 951-3195 or -5773.

### **India: Intersession Program**

The Department of Film offers a 6-credit program that provides a combination of classroom teaching and documentary production work. Students learn about Indian culture, history, and religion and attend excursions to temples, historical sites, and the rural regions of interior Tamil Nadu. Costs include tuition and fees (including administrative fees) and a program fee that covers transportation and room and board. The locations of the program are the Prasad Film Academy, in Chennai, and the Gandhigram Rural Institute, in Dindigul. For more information, contact the Department of Film, (718) 951-5664.

### **Israel: CUNY/Brooklyn College Program**

Brooklyn College undergraduate and graduate students may study for a summer, a semester, or a year in any of the following universities in Israel: Bar Ilan University,

Ben Gurion University, Hebrew University, Tel Aviv University, or the University of Haifa. Courses are taught in English, but students learn Hebrew as well. Internships and individualized, supervised study may be arranged to meet special needs and interests. Special activities, including archaeological digs, provide opportunities for students to become acquainted with the history, people, and culture of Israel.

Students earn full academic credit for courses taken in Israel. Scholarships are available, and as long as students are enrolled at Brooklyn College during their study abroad, they remain eligible for most financial aid. For more information, contact the director, 3608 James Hall, (718) 951-5146.

### **Israel Then and Now: Summer Program**

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Israel Then and Now provides students with a summer opportunity to experience the totality of Israel by combining an archaeological excavation with a sociology course on modern Israel. Professors from Brooklyn College and Hebrew University in Jerusalem join together as guides in exploring the old and new of this part of the world. Students learn about the archaeology of the Middle East (Anthropology and Archaeology 7.5) while digging at a site of the Bronze/Early Iron Age and then study the society of modern Israel (Sociology 22.1). For more information, contact Professor Arthur Bankoff, (718) 951-3169 or [abankoff@brooklyn.cuny.edu](mailto:abankoff@brooklyn.cuny.edu).

### **London: Summer Program**

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The Department of English conducts an intensive summer program in London with study and travel during a five-week period, generally from the last week in June to the end of July. The program integrates reading and course work with the experience of living and studying in London and generally includes a Shakespeare course and another course focused on a period or genre of British literature. Excursions and day trips are organized by the program's resident advisers, and students are encouraged to use the weekends to explore other parts of England and Europe. This program is especially valuable to students studying English literature and history.

Program costs generally include round-trip airfare from New York to London, a private room at a University of London dormitory, daily breakfast, a London Transport pass for unlimited travel on tube and bus lines in

Central London, and admission to eight plays. Tuition and College administrative fees are not included in the program costs and must be paid separately. Admission to the program is by application. The program is open to both undergraduate and graduate students in good standing with a current GPA of 3.00 or higher. For more information, contact the director of the Summer Program in London, Department of English, 2308 Boylan Hall, (718) 951-5195, or visit the program Web site, <http://depthome.brooklyn.cuny.edu/bcinlondon/home.html>.

### **Montpellier, France: Study and Field Experience**

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In addition to language study, students may take advantage of service-learning internships at local hospitals, societies for the disabled, and other social service agencies in a summer program hosted by the University of Montpellier II and the Institut d'Administration. Students may earn 3 to 6 credits. To be eligible, students must be at least in their sophomore year; have a 2.75 GPA or higher; and meet a minimum language requirement of introductory-level French. For more information, contact the study-abroad adviser, 3215 Boylan Hall, (718) 951-3195 or -5773.

### **Certificate programs**

Credit-bearing certificate programs are offered in accounting, computers and programming, and film production. Credits earned in these programs are also applicable toward the baccalaureate degree. A description of the certificate program in accounting is in the "Economics" section of this *Bulletin*. A description of the certificate program in film production is in the "Film" section.

### **Adult and returning students**

A student who wants a second chance to get a college education or a first chance later in life will have that opportunity at Brooklyn College. Convenient scheduling and academic advising are important features of the services the College provides to adult and returning students. The Special Baccalaureate Program for Adults serves exceptional adults who wish to do honors-level work. The Center for Academic Advisement and Student Success provides an adviser dedicated to adult and returning students. The On-Course Advantage (TOCA) offers a track for eligible adult students who must attend classes part time and wish to stay on track for graduation. The Magner Center for Career

Development and Internships offers workshops designed especially for adult students. The Women's Center runs the Academic Intervention and Mentoring (AIM) High program, which provides mentoring and academic support for adult women students; and student academic support offices. The Enrollment Services Center post evening and weekend hours for the convenience of adult and returning students. Adult students who take classes during the day may select any major offered by Brooklyn College. If they are able to attend classes only on evenings and weekends, they have a choice of eleven majors: accounting; business, management, and finance; computer and information science; education; English; health and nutrition sciences; mathematics; philosophy (option 2); political science; psychology; and sociology. Adult students at Brooklyn College may elect to participate in the CUNY Baccalaureate Program, in which they design their own program of study and designate Brooklyn College as their home campus. (See the "CUNY Baccalaureate Program" section of this chapter).

### **Professional Advancement and Continuing Education (P.A.C.E.)**

The Professional Advancement and Continuing Education program offers an opportunity for lifelong learning. New skills or careers may be acquired and talents developed in a congenial, professional atmosphere. A variety of test-preparation offerings are available for elementary and high school students as well as a six-week comprehensive summer academy for students in grades K–12. Customized training programs are designed and delivered to businesses, industries, agencies, and corporations.

Noncredit courses offered for professional development and career enhancement, as well as those leading to training certificates, are given in accounting, allied health professional training, child care, computer skills, gerontology, medical administration, medical billing, paralegal studies, real estate, renal dialysis technology, and technical writing.

Career counseling services are available in the P.A.C.E. Student and Career Center, 1407 Boylan Hall, (718) 951-5184. Students may explore a variety of noncredit programs in the humanities and foreign-language study. As goals are established, students develop skills that will enable them to progress academically and prepare

for as college entrance tests, English-as-a-second-language exams, and high school equivalency examinations.

High school and college preparatory academies are summer and weekend programs designed to enhance academic skills of young adults. The programs are taught by experienced teachers certified by New York State or by professionals accomplished in their fields.

Catalogs and information may be obtained at the P.A.C.E. office, 1439 Ingersoll Hall, (718) 951-4141, or by visiting the Web site, <http://academic.brooklyn.cuny.edu/adulted>.

### **Adult literacy**

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Through funding from New York City and New York State, the Adult Literacy Mentoring Program offers non-fee-based programs in adult basic education, English as a Second Language, and GED preparation. Counselors assist students who successfully complete their respective training programs with job placement.

Information is available by contacting the P.A.C.E. office, 0118 Ingersoll Hall, (718) 951-4117.

### **High school partnerships and collaborations**

#### **College Now**

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Housed within the Brooklyn College School of Education, the College Now program supports extensive collaborative partnerships between the College, the City University of New York, and the New York City Department of Education. The goal of these partnerships is to encourage college-bound awareness and acquisition of essential skills among high school students. The program provides services to ninth through twelfth graders in many Brooklyn public high schools.

College Now offers a full array of services centered around a core sequence of courses with a strong focus on academic, social, and practical preparedness for college. Entry points into the program include college preparatory classes for students at all levels, college credit courses for qualified eleventh and twelfth graders, video production workshops, community-based service learning, and hands-on science workshops. Talented CUNY undergraduate and graduate students provide mentoring to high school students in each program component as "teaching scholars," fostering a supportive learning community. In collaboration with

College faculty, professional and curriculum development opportunities are offered to tutors and teachers both on campus and at the partner schools. Open houses for students, school-based professionals, and families offer information on opportunities available through College Now and throughout CUNY. For further information, contact the College Now program, 2210 James Hall, (718) 951-5209.

### **Campus high schools**

**Midwood High School at Brooklyn College.** Midwood High School is the affiliated campus high school of Brooklyn College. The campus high school project reflects the College's continuing concern for strengthening public secondary education and building professional working relationships between its faculty and teachers in the city's schools. Its goal is to strengthen the preparation of Midwood High School students for college and expand the constituency from which those students are drawn.

In this partnership, Midwood High School remains under the jurisdiction of the New York City Department of Education. In matters of curriculum design, school organization, and high school-college articulation, the president of Brooklyn College maintains contact with the chancellor of the New York City public schools, the High School Division of the Department of Education, and the Midwood High School principal.

**Brooklyn College Academy.** Brooklyn College Academy is a small comprehensive seventh- through twelfth-grade middle-college high school of approximately six hundred students established in 1986 by the New York City Board of Education in collaboration with the City University of New York. Created for students who can benefit from smaller classes, more individualized attention, and a nurturing environment, Brooklyn College Academy was named one of the top-performing schools by the Chancellor's Office in June 2003.

The mission of the academy is to strengthen student performance and to expand students' horizons to include postsecondary educational opportunities and career goals. The academy is composed of two units. The Senior Institute, located in James Hall, houses grades eleven and twelve. Bridges to Brooklyn, located off campus at 350 Coney Island Avenue, houses the Lower Institute Program for seventh and eighth graders

and the Middle Institute for ninth and tenth graders. After completing the tenth grade, students make the transition to the College campus.

Admission to the academy is open to Brooklyn residents who may apply through their elementary school or junior high school guidance counselors for grades seven and eight. Grades nine through twelve must follow the high school application process.

**Science, Technology and Research (STAR) Early College High School.** The STAR Early College High School, a collaboration between Brooklyn College and the New York City Department of Education, offers a rigorously challenging, college-enriched curriculum with a science, technology, and research theme designed to equip students to transition from high school to college.

STAR opened in 2003 in partnership with Brooklyn College and the Gateway Institute for Pre-College Education and is one of more than seventy-five early-college high schools in the National Early College Initiative funded in part through the Woodrow Wilson Early College and Gates Education Foundations. STAR accepted its first sixth-grade class in fall 2007 and will become a full-service early-college 6-12 program by 2009. The Class of 2007 is STAR's first graduating class, and 98 percent of its members have met or exceeded the assessment and state standards for graduation.

STAR currently enrolls 446 students who have achieved a 98 percent promotion rate and an attendance rate of 94 percent. Starting in the ninth grade, students have the opportunity to accrue college credits, first through dual credited courses offered at Brooklyn College and culminating in junior- and senior-year experiences where students are enrolled in a variety of freshman college courses with Brooklyn College students. By the end of their senior year, STAR students will have earned 30 or more college credits. They gain real-world experiences through special field investigation trips, summer internships, college tours, and science-oriented projects provided through the Gateway Institute for Pre-College Education.

**Bridges to Computing Program.** Bridges to Computing is a Brooklyn College high school program that introduces female and minority students to career paths open to students with an education in computer science. Bridges offers a Fall Institute, a yearlong college-level course

that meets on the Brooklyn College campus where students engage in interdisciplinary lessons, hands-on labs, and social activities, and a Summer Institute, an eight-day workshop where students are exposed to new technologies in graphics, multimedia, robotics, and simulations.

Eligible students must be in eleventh grade and have an interest in computers. Brooklyn College students may be hired to work with the Bridges program as student ambassadors to the high school components.

To apply or for more information about Bridges, contact the high school liaison, (718) 951-5033, or visit <http://bridges.brooklyn.cuny.edu>.

### **Institute for Retirees in Pursuit of Education**

The Brooklyn College Institute for Retirees in Pursuit of Education (IRPE) is for retired people who wish to continue their education, develop creative talents, share life experiences, and foster social and interpersonal relationships. Courses vary in duration and subject matter; they may include traditional disciplines, current events, trips, concerts, and workshops. Information may be obtained in 3160 Boylan Hall or by calling (718) 951-5647.

## **Tuition and Fees**

Tuition and fees listed in this *Bulletin* and in all registration material issued by Brooklyn College are set by the Board of Trustees of The City University of New York and are subject to change without notice.

If tuition or fees are increased, payments already made are counted as partial payment. Students are notified of the additional amount due and of the payment deadline. The latest information about tuition and fees is available to students on the BC WebCentral Portal, <https://portal.brooklyn.edu>.

Students pay tuition and a student activity fee for each term they enroll. Tuition is determined by a student's place of residence and classification as a continuing or new, full-time or part-time, matriculated or nondegree student. The student activity fee is determined by enrollment as a day student in the College of Liberal Arts and Sciences (CLAS) or as an evening student in the School of General Studies (SGS).

Students who have applied for, or are receiving, financial assistance and do not plan to attend classes for a semester must officially withdraw before the first day of classes or they will be liable for payment of tuition and fees.

Students who are delinquent in paying tuition or fees will not be permitted to register or obtain transcripts or other records until all financial obligations have been met.

If students do not make full payment on their tuition, fees, and other College bills and their account is sent to a collection agency, they will be responsible for all collections costs, including agency fees, attorney fees, and court costs, in addition to whatever amounts they owe the College. Furthermore, nonpayment or a default judgment against students' accounts may be reported to a credit bureau and reflected in their credit report.

## Undergraduate tuition for continuing matriculated students

### New York State residents

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Full-time	\$2,000 per semester
Part-time	\$170 per credit

### Nonresidents and international students

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Full-time	\$360 per credit (no limit)
Part-time	\$360 per credit

## Undergraduate tuition for nondegree students

Nondegree students pay tuition according to the following schedule:

### New York State residents

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\$250 per credit (no limit)

### Nonresidents and international students

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\$530 per credit (no limit)

## Student classification

### New York State residents

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To be classified as a New York State resident, an applicant must have resided in the state of New York for the twelve-month period preceding the first day of classes of the term in which the student enrolls.

The applicant must state his or her intention to live permanently and maintain his or her principal place of residence in New York State.

### Out-of-state residents

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Students classified as out-of-state residents pay tuition as nonresident students. Newly admitted students may apply to have their status changed to New York State residents in the Admissions Information Center, 1103 James Hall. Continuing students may apply to have their status changed to New York State residents by filing a City University residence form in the Office of the Registrar, 1108 Boylan Hall. Students should contact the appropriate office listed above for further information. Applicants for residency who are under eighteen years of age must submit certified copies of a parent's or guardian's federal and city income tax forms. Students who were admitted to Brooklyn College with an immigration permanent resident card must submit the card at the time of filing the residence form.

Additional information and requirements are contained on the City University residence form.

An applicant for residency who does not provide the required information or documentation may be classified as an out-of-state resident.

**Full-time students.** Matriculated students who are enrolled for at least 12 credits or the equivalent each term are classified as full-time students.

**Part-time students.** Students who are enrolled for fewer than 12 credits or the equivalent each term are classified as part-time students. All courses taken by part-time students are billed on a per-credit basis except compensatory, developmental, and remedial courses, which are billed on a contact-hour basis. The Schedule of Classes published each term lists these courses. The tuition charged part-time students on a per-credit basis in any one term may not exceed the term rate for full-time students.

## Summer and January intersession tuition

Students enrolled in the summer session and January intersession pay tuition at the per-credit rate according to their classification.

## Student Activity Fee

Students pay the Student Activity Fee for each term and summer session in which they enroll. It covers funding of student government, student organizations, and College newspapers; use of athletic equipment and campus facilities; admission to certain social and cultural events; and maintenance and amortization of the Student Center.

### Day students

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Student Activity Fee:	\$98.55
Student Center	\$32.50
College associations	\$62.20
NYPIRG (New York Public Interest Research Group)	\$ 3
University Student Senate	\$ 0.85
CUNY Consolidated Services Fee:	\$15
Technology Fee: \$75 per term, full-time students; \$37.50 per term, part-time students	

**Evening and weekend students**

Student Activity Fee:	\$61.35
Student Center	\$32.50
College associations	\$26
NYPIRG (New York Public Interest Research Group)	\$ 2
University Student Senate	\$ 0.85
CUNY Consolidated Services Fee:	\$15
Technology Fee: \$75 per term, full-time students; \$37.50 per term, part-time students	

**Summer sessions—all undergraduate students**

Student Activity Fee:	\$61.85
Student Government	\$ 2.50
Student Center Board	\$32.50
College associations	\$26
University Student Senate	\$ 0.85
CUNY Consolidated Services Fee:	\$15
Technology Fee: \$75 per term, full-time students; \$37.50 per term, part-time students	

**Special fees**

<b>Accelerated study</b>	\$100 for 18.5 to 20 credits; \$230 for 20.5 to 22 credits; \$460 for 22.5 to 24 credits; \$690 for 24.5 or more credits.
<b>Application</b>	\$65 for first-year students \$70 for transfer students
<b>Application for readmission</b>	\$10
<b>Duplicate diploma</b>	\$15
<b>Duplicate record</b>	\$5 for each duplicate of any receipt or similar item.
<b>Late payment</b>	\$15 for students who are delinquent in paying tuition and fees by the deadlines indicated in the <i>Schedule of Classes</i> and on the tuition bill.
<b>Late registration</b>	\$25
<b>Library fines</b>	Students should consult the library for the policy on fines.
<b>Material fees</b>	Some courses entail a fee to cover the costs of special materials, film rental charges, transportation, field trip expenses,

or other noninstructional costs. Material fees are subject to change and are nonrefundable. Details may be found in each term's *Schedule of Classes*.

<b>Program change</b>	\$18 for adding a course, changing from one course to another, or changing from one section to another if changes are made at one time.
<b>Replacement of ID card</b>	\$5
<b>Reprocessing</b>	\$15 for a check returned by bank as uncollectible.
<b>Special Baccalaureate Program for Adults</b>	\$50 for evaluation of life experience.
<b>Special examination</b>	\$25 plus \$5 for each additional examination.
<b>Speech and Hearing Center</b>	\$200 for speech-language diagnostic evaluation; \$150 for audiological evaluations; \$700 for fourteen forty-five-minute individual speech therapy sessions one time per week; \$1,260 for fourteen individual speech therapy sessions two times per week; \$120 per semester for aphasia group. Brooklyn College students, staff, and faculty with valid College ID receive a 40 percent discount.
<b>Transcript</b>	\$7, waived for transcripts sent to the admissions offices of other units of the City University.

**Graduate Division tuition for undergraduate students**

Brooklyn College undergraduate students who take graduate courses for graduate credit pay applicable resident or nonresident tuition rates set for graduate students and are subject to the maximum tuition rate set for undergraduate students. Graduate Division tuition rates are listed in the *Schedule of Classes* and the *Graduate Bulletin*.

Undergraduate students who take graduate courses for undergraduate credit pay applicable tuition rates set for undergraduate students.

## Tuition waiver for employees of the City University of New York

After six months of service, full-time employees of the City University of New York may be granted a waiver of tuition for undergraduate credit-bearing courses. Courses may not be taken during an employee's working hours. Employees must meet standards and requirements of the College and may be admitted as matriculants or nondegree students. Exemption from payment of tuition does not include exemption from payment of noninstructional fees. Information and applications may be obtained in the Personnel Office, 1219 Boylan Hall.

### Auditing fee

The fee for auditing a day, evening, or weekend course is the same as if the course were being taken for credit. The fee for senior citizens (New York State residents age sixty and older) is \$65 plus the \$15 CUNY Consolidated Services Fee a term. Senior citizens who take courses for undergraduate credit must pay the applicable tuition and fee rates set for undergraduate students.

## Payment of Tuition and Fees and Payment Plans

### Registration Statements (Bills)

Each time that students register, a Registration Statement (or bill) is generated. The bill contains their name, address, an extract of their Social Security number, and information about their student status (e.g., undergraduate or graduate, matriculated or nonmatriculated, residency status). It also lists all of the courses for which they are registered, the total amount of tuition and fees for the courses that they are taking, and the balance due. The Registration Statement lists any financial aid or grants that they have applied for and are eligible to receive and/or third-party payments. If the balance due on the bill is "0," no tuition is owed for the semester for which they are registering. If the balance due is not "0" and any expected financial aid or other tuition support is not on the Registration Statement, students should contact the Financial Aid Office immediately.

Students who *register online* may view and print their Registration Statement in WebSIMS, which provides the most current view of the amount owed for the semester's tuition. Students who register *in person* for a special program receive a Registration Statement mailed to their home address as listed in WebSIMS.

Refer to the *Schedule of Classes* for the mailing schedule. Note that at some point prior to the start of each semester, Registration Statements are no longer mailed. Registration Statements may also be printed in WebSIMS.

### Payment due dates

Each semester, payment due dates are published in the *Schedule of Classes*. This information is also available on the BC WebCentral Portal. If the account is not properly settled by the specified due date, students' registration will be canceled and they will be barred from attending classes for the semester.

### Payment options

Tuition may be paid online, by mail, in person, or under the terms and conditions of the CUNY TuitionPay Monthly Payment Plan.

**Online.** Bills may be paid online in WebSIMS with a Visa, Mastercard, Discover, or American Express credit card. Credit card options are updated frequently and the latest information about credit card payment may be found on the BC WebCentral Portal.

**Mail.** Bills that are received in the mail or printed from WebSIMS may be returned to the Office of the Bursar, Brooklyn College, 2900 Bedford Avenue, Brooklyn, NY 11210. Students may send any combination of credit card, check, and money order payments. All checks and money orders should be made payable to Brooklyn College. Do not mail cash.

**In Person.** Bills are payable in person at the Enrollment Services Center, 0100A Boylan Hall. The balance due may be paid in cash, or by credit card, check, or money order, or any combination thereof.

**Tuition Monthly Payment Plan.** Under the terms of a CUNY-wide program, Brooklyn College students may enroll in the approved budgeted tuition payment plan. To maximize the benefit of this plan, students should complete their enrollment and commence making payments two months before the start of the fall or spring semester. There is no payment plan for summer or intersession terms. The enrollment fee is \$18. Interest is not charged, but late payment fees do apply. For more detailed information about this plan, refer to the *Schedule of Classes* or visit the BC WebCentral Portal.

Brooklyn College does not accept telephone or faxed payments.

## Refund policy

The following refund schedule is subject to change by the Board of Trustees of The City University of New York. Tuition may be refunded as follows: 100 percent refund for withdrawal from courses before the official opening date of the fall or spring term; 75 percent refund for withdrawal within one week after the scheduled opening date of classes; 50 percent refund for withdrawal during the second week after the scheduled opening date of classes; 25 percent refund for withdrawal during the third week after the scheduled opening date of classes. No refund is given if a student withdraws later than the third week after the scheduled opening date of classes.

Tuition refunds are processed for summer sessions and the January intersession. A schedule for these refunds as established by the number of days attended is published in the *Schedule of Classes* for the summer or January intersession in question.

Further information about refunds may be obtained in the Refunds Office, 1147 Boylan Hall, or the Enrollment Services Center, 0100A Boylan Hall.

Unless a student's registration is canceled by the College, or he or she withdraws before the first scheduled day of classes, no portion of the Student Activity Fee or special fees is refunded. Refund of the NYPIRG contribution may be obtained during a two-week refund period set by the organization.

Students who enlist in the armed services, Peace Corps, or AmeriCorps and who have not attended classes long enough to qualify for a grade but continue in attendance to within two weeks of induction receive a refund of tuition and all fees, except application fees, as follows: 100 percent refund for withdrawal before the beginning of the fifth calendar week (third calendar week for summer session) after the scheduled opening date of the term; 50 percent refund for withdrawal thereafter.

Service must be documented with a copy of induction or service orders. No refund is made to a student who has been assigned a grade, whether the grade is passing or failing. To obtain a grade, a student must have been enrolled for approximately thirteen weeks or for five weeks in summer session.

# Financing Your Education

The Financial Aid Office administers a large number of College, CUNY, federal, and state aid programs to assist students who need help in meeting College expenses. This aid includes scholarships, grants, loans, and work-study. Students are encouraged to explore these options by contacting the Office of Financial Aid, (718) 951-5051. Financial aid representatives are available to advise and assist with applications. Additionally, students are urged to review the office's Web page at <http://finaid.brooklyn.cuny.edu>.

Renewal of a student's award from federal and state sources is contingent on continued support from government agencies and on the annual determination of the student's eligibility. Federal and state programs change frequently, so specific types of awards may not be available each year. Award amounts may vary year to year, based on available funds and changes in a student's financial need status.

Circumstances may require that the Financial Aid Office contact you immediately. Students *must* keep their telephone number, mailing address, and e-mail address current. E-mail is the primary means of communication from the Financial Aid Office to students. Students may update their e-mail addresses on the BC WebCentral Portal, <https://portal.brooklyn.edu>.

## Financial aid programs

The following financial aid programs are available to eligible matriculated undergraduate students at Brooklyn College. Descriptions of the programs are subject to periodic evaluation and change but are available on the financial aid section of the Web site and in the Office of Financial Aid. To apply for financial assistance, students must first file a Free Application for Federal Student Aid (FAFSA) and any subsequent state applications. The FAFSA and all other necessary forms are located on our Web site, <http://finaid.brooklyn.cuny.edu>.

**Federal programs**

- Federal Pell Grants
- Federal Perkins Loans
- Federal PLUS Loans
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal William D. Ford Direct Loans
- Federal Work-Study Program (FWS)
- Academic Competitiveness Grants
- National SMART Grant
- Veterans Administration Educational Benefits

**New York State programs**

- Tuition Assistance Program (TAP)
- Aid for Part-time Study (APTS)
- Part-Time TAP (PTAP)
- Math and Science Teaching Incentive Scholarship
- Regents Awards for Children of Deceased or Disabled Veterans
- Vietnam Veterans Tuition Award Program
- Regents Awards for Children of Deceased Police Officers, Firefighters, or Corrections Officers
- Empire State Challenger Scholarships for Teachers
- Paul Douglas Teacher Scholarship Program
- State Aid to Native Americans

**New York State academic progress standards.** In order to meet the satisfactory-progress-toward-degree requirement, students must accumulate degree credits according to the following schedule:

To be eligible for Payment #	If first New York State Award is prior to 2006–2007, the minimum degree credits earned through last semester of attendance
2	0
3	6
4	18
5	31
6	45
7	60
8	75
9	90
10	105

Grade point average through last semester of attendance	If first New York State award is in 2006–2007 or later, minimum degree credits earned through last semester of attendance	Minimum grade point average through last semester of attendance
0.00	3	1.10
1.00	9	1.20
1.20	21	1.30
2.00	33	2.00
2.00	45	2.00
2.00	60	2.00
2.00	75	2.00
2.00	90	2.00
2.00	105	2.00

Students who have not declared a major by the 61-credit point are ineligible for TAP financial aid.

Students should consult the financial aid Web page or the student services Web portal page for the latest information regarding academic standards for federal and state financial aid, as these requirements may change from year to year.

**Brooklyn College–CUNY policy on satisfactory academic progress for financial aid purposes**

Federal (Title IV) student financial assistance programs require recipients to maintain academic standing and to make satisfactory progress toward their degree.

In effect, students may receive federal (Title IV) assistance for a maximum of seven years of full-time study. (Students studying on less than a full-time basis will have their years of study converted to a full-time year equivalent.) Under this regulation, students must complete a minimum of 18 degree-credits (or equivalent) per full-time year. Students who fail to maintain this standard will be placed on the conditional/provisional status specified above and can continue to receive financial assistance if they maintain eligibility under this status.

Students who fail to meet at least the conditional standard may appeal to the Center for Academic Advisement and Student Success to retain their eligibility to continue to receive financial assistance. These appeals will be evaluated for such mitigating circumstances as

personal illness, injury, family tragedy, and the student's perceived ability to regain eligibility within a reasonable time frame.

Students who have been placed on academic probation and who make satisfactory progress will continue to maintain their academic standing with the College and their concurrent eligibility for financial aid.

### **Remedial course work limitation**

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Federal regulations limit the amount of noncredit or reduced-credit remedial course work that can be included in determining enrollment status and educational costs for federal financial aid. Once you have received federal aid for 30 or more equated credits, future remedial courses may be taken into account in awarding federal aid. Only regular course work may be used to determine enrollment status (full-time, part-time) and educational costs. Note that courses in English as a second language do not count against this limit.

# Scholarships, Awards, and Prizes

More than six hundred scholarships, awards, and prizes are given each year to Brooklyn College students. Scholarships and awards range from partial to full tuition for the academic year, and in some cases are given for multiple years. Selection criteria may include academic performance, financial need, field of study, community service, extracurricular activities, career plans, and/or other stipulations established by donors. Some scholarships are restricted by academic departments or schools or, in some cases, by designated committees and are awarded to students in specific areas of study or special programs. Holding a scholarship does not adversely affect any federal or state financial aid a student may receive.

## **Scholarships Office**

**0416 James Hall, (718) 951-4796**

<http://scholarships.brooklyn.cuny.edu>

The Office of Scholarships oversees the distribution of Brooklyn College's extensive scholarships and awards and acts as a liaison with external scholarship agencies. Through the office, students may apply for on-campus funding and may learn about opportunities available through outside organizations.

The Scholarships Office assists students with the completion of scholarship applications, including nationally competitive fellowships such as Rhodes, Marshall, Truman, and Fulbright. It offers workshops on fellowship requirements, developing personal statements and proposals, and preparing for interviews. For the most current scholarship information and to find out how to apply for scholarships, awards, and prizes, visit the BC WebCentral Portal or the Office of Scholarships Web site.

Accepted students should apply through the BC WebCentral Portal, <https://portal.brooklyn.edu>.

## Conditions of scholarship and award receipt

Scholarships and awards are applied directly to a student's Brooklyn College account. Any funds that exceed the current semester charges are refunded by mail or direct deposit via the Bursar's Office. Some types of financial aid may need to be adjusted prior to refunds being distributed. Students whose checks from external organizations require a signature will be contacted by the Scholarships Office.

In order for funds to be disbursed, students must have completed all requirements of the aid receipt process. These requirements include:

- Receive an award letter from the Scholarships Office with all awards listed, and complete any requested paperwork.
- Resolve any existing financial obligations.
- Be enrolled in a degree program who is in good academic standing, with a minimum grade point average of 2.00 for undergraduates.
- Be registered for the required credit hours on which an award was based.
- Confirm classes by paying the total amount due on the bill for the semester, or have aid in place to cover the amount of the bill.

It is the student's responsibility to meet the above requirements and to ensure that all documentation requested by the Scholarships Office is received. Brooklyn College reserves the right to reduce or rescind scholarships if financial circumstances dictate.

Donors of outside scholarships should be instructed to send checks to the Scholarships Office. Checks should include the name of the scholarship, the term(s) for which the award is made, and the student's complete legal name and Social Security number. If the donor does not provide instructions otherwise, the amount of the scholarship check will be divided and applied to the student's account equally for the fall and spring semesters.

# Academic Regulations and Procedures

## Major Academic Support Services Center for Academic Advisement and Student Success (CAASS) 3207 Boylan Hall, (718) 951-5471

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The Center for Academic Advisement and Student Success provides academic advisement to all undergraduate students. It offers continuing guidance to all students to help them meet College requirements and assess their academic strengths and weaknesses. And it receives student requests for modifications of College procedures and regulations, general academic advisement and special projects, and advisement of transfer students regarding degree requirements.

A student may appeal a decision of a professional adviser of CAASS to the director of the center and to the Faculty Council Committee on Course and Standing. All appeals are made through the center. On each level of appeal, a student may have a personal hearing.

## Office of the Registrar 0100A Boylan Hall, (718) 951-5000, ext. 8150

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The registrar prepares the *Schedule of Classes*, facilitates registration for continuing students through the Web or by telephone, determines eligibility for graduation, evaluates transfer credits, maintains records, processes applications for readmission, and issues transcripts and diplomas. Information on these and related matters are available at the Enrollment Services Center. Students should consult the ESC regarding any questions about transcripts and applications as outlined in this chapter and in the chapter "Admission." Many of the services provided by the Office of the Registrar are also available through the BC WebCentral Portal at <https://portal.brooklyn.edu>. Also available on the portal are the following services:

- Core retroactive pass option
- Course catalog
- Declaration of major
- Degree progress
- E-grade

F-grade replacement  
Pass/fail application for elective courses  
Registration appointment date  
Withdrawal from courses

Additional online services are continually being added.

## **Identification policies and procedures**

### **ID card**

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A student is issued a photoidentification card for the entire period of enrollment. The card must be validated each term. It is used as an entry permit to College facilities and a library card. It is required identification for receiving checks distributed by the College. A student must report a lost card to the Security Office and the card must be replaced; a fee of \$5 is charged.

### **Social Security number**

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In accordance with New York State Education Law Section 2-b, Social Security numbers are used internally as the permanent identification of a student's college record. A student who does not have a Social Security number should obtain one from the Admissions Office before registration. An incorrect number on a registration card should be reported to the Registrar's Office.

### **Change of name or address**

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The Office of the Registrar should be notified immediately, either in person or through the BC WebCentral Portal, of any change in a student's name or address. To change a name, for other than a spelling error; documentation must be provided. Documentation may consist of one of the following in the original copy: a marriage certificate, a court order with the county clerk's certification, a birth certificate, or naturalization papers.

## **Degree requirements**

To earn a bachelor's degree, a student must complete a set of requirements set by the College and the student's major department or program. Students must meet the requirements in effect at the time of their entrance to Brooklyn College. When there are changes in any of the degree requirements, a student in attendance may continue to follow the old requirements or choose to fulfill the new requirements. In the event that any courses in a department or program are withdrawn, a student who has not met the old requirements must satisfy the substituted requirements. Students must

complete a concurrent set of Brooklyn College and department or program requirements.

Students who are readmitted to the College after a term or more of absence must meet the requirements for degrees in effect at the time of readmission. Students in good standing who must interrupt their studies for one or more full semesters, up to a cumulative maximum of two years, may apply in advance to the Enrollment Services Center for an official leave of absence. Such students, upon their return, may fulfill the requirements that were in effect while they were in residence.

The Faculty Council Committee on Course and Standing may permit exceptions to College, department, or program requirements. Exceptions to department or program requirements may be considered only on recommendation of the department chairperson or program director. Petitions must be filed in the Center for Academic Advisement and Student Success.

Students should become familiar with degree requirements as they are described in this *Bulletin* and plan programs in consultation with appropriate College, department, or program advisers. It is a student's responsibility to be certain that he or she follows a program of study that satisfies all requirements. Degrees are awarded to students who have completed all degree requirements provided that they have fulfilled all financial obligations to Brooklyn College.

### **Credits required for a baccalaureate degree**

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The College requires 120 credits and a GPA of 2.00 or higher for a baccalaureate degree.

A student who has earned at least 150 credits but does not have a 2.00 GPA or higher on the entire Brooklyn College record may present 120 credits in courses in which the minimum grade of C has been earned. These 120 credits must include all College requirements. A student who is pursuing this option and has not earned a grade of C in a required course must repeat the course. Students who wish to pursue this option are strongly advised to consult the Center for Academic Advisement and Student Success.

For information on the requirements for the CUNY Baccalaureate program, see the section "CUNY Baccalaureate Program" in this *Bulletin*.

## **Collegewide requirements**

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All students must satisfy the following general education requirements:

1. The basic skills requirements in mathematics, reading, English composition, and speech as stated in this *Bulletin* under the heading "Basic skills requirements."
2. The core curriculum courses and the foreign language requirement of the core curriculum as stated in this *Bulletin* under the heading "Core curriculum."
3. All students must satisfy the College writing-intensive requirement by completing (a) a writing-intensive course (designated with a W after the course number), or (b) a writing-intensive major (currently art, education, English, music, philosophy, and political science). Students should be aware that most programs require one or more W courses within their major or a related discipline. Transfer students should refer to the section "Transfer students" for waiver regulations. Students who matriculated before September 2001 are exempt from the writing-intensive requirement. This does not include students readmitted after one or more term of absence.
4. Starting September 1, 2003, all students pursuing a degree, regardless of when they entered CUNY, are subject to the CUNY Proficiency Examination (CPE) requirement. Students who transfer with 45 credits or more are required to take the examination in their first semester. Students who are not in good academic standing (GPA below 2.00) or who have not passed the University Skills Assessment Tests in Reading and Writing (unless exempted) may not take the CPE. Students are required to take the examination when they will have earned 45 credits. An online registration system to sign up for the CPE and CPE workshops is available at <https://portal.cuny.edu>. Students with a bachelor's degree or higher from an accredited program are exempt from the CPE.

Students have three opportunities to take and pass the CPE. Failure to take the CPE when required is counted as a forfeiture of one of the three opportunities to take the examination. Students can file an appeal to take a further retest after three failures and/or forfeitures. A matriculated student may not take the CPE more than four times.

A description of the CPE, criteria for passing, sample questions, graded student responses, and test policies is available in the Testing Office, 245 West End Building, and on the CUNY Web site, [www.cuny.edu/cpe](http://www.cuny.edu/cpe). Eligible students may register to take the CPE and/or a CPE workshop by logging on to the BC WebCentral Portal at <https://portal.brooklyn.edu>.

Students in the Special Baccalaureate Program for Adults should consult the "Special Programs and Opportunities" chapter of this *Bulletin*.

## **Requirements for a major**

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All degree-seeking students must declare a major no later than the semester in which the combination of credits earned and credits for which they currently are registered total 61 or greater. Students declare a major by completing a Declaration of Major form. For some majors, the form is available through the BC WebCentral Portal at <https://portal.brooklyn.edu>. For others, it is available in department or program offices and in the Enrollment Services Center. Some departments require the form to be signed by a departmental or program adviser. Students with double or dual majors may need to complete a separate Declaration of Major Form for each major.

For students who approach the 61-credit point and remain undecided about their choice of major, there are a number of avenues of assistance. Faculty advisers in each academic department advise prospective majors about the undergraduate programs and related career possibilities. The Center for Academic Advisement and Student Success and the Magner Center for Career Development and Internships offer assistance in choosing a major. The College expects that students select their major with careful consideration and with good knowledge of the range of options. **Students who have not declared a major by the 61-credit point are ineligible for TAP financial aid.**

A major consists of the following requirements, which are specified for each major under "Department requirements" or "Program requirements" in this *Bulletin*:

1. Specified introductory courses in the major department or program and in other departments or programs.
2. Either (a) or (b):
  - (a) No fewer than 15 credits in advanced courses in the major department, which must be completed with a grade of C- or higher in each course.
  - (b) No fewer than 21 credits in advanced courses that are approved as part of an interdisciplinary program, each completed with a grade of C- or higher; at least 12 of these credits must be in a single department or program.
3. Additional requirements for a B.S. degree in specified major fields are noted below.

Specified additional advanced courses in the major department and/or courses in other departments; minimum GPAs may be required for these courses.

Students should be aware of the meaning of any symbol preceding a course number, such as the asterisk (\*) and dagger (†), and the section (§), which refers to independent work. These and other symbols, which are defined at the start of each department's listings, may restrict the use of certain courses in fulfilling major or degree requirements.

### **Requirements for the dual major in a special program**

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Interdisciplinary programs within the College that offer a dual major are Caribbean studies, linguistics (which also offers an independent major), and studies in religion. Dual majors are not independent majors. The student must also complete a major in an approved department or program of Brooklyn College.

### **Additional requirements for a B.S. degree**

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Candidates for a B.S. degree with a major in biology, chemistry, computer and information science (including computational mathematics), geology, physics, or psychology must complete at least 60 credits in science and mathematics; 24 of these 60 credits must be completed in advanced courses in the major department or departments. These 24 credits must be completed at Brooklyn College with a grade of C- or higher in each course (departments of Biology, Chemistry, Geology, Mathematics, and Psychology) or with a grade of C or higher in each course (departments of Computer and

Information Science and Physics). Several departments have specific course requirements for a B.S. degree; these requirements are described under each department listing. The following courses may be applied toward the 60 credits in science and mathematics: all courses in the departments of Biology, Chemistry, Computer and Information Science, Geology, Mathematics, Physics, and Psychology; courses marked with a (•) symbol in the Department of Health and Nutrition Sciences; Anthropology and Archaeology 2.4, 16, 24.1, 24.2 26.1, 26.2, 36, and 85.3; Core Studies 5, 5.1, 5.2, 7.1, 7.2, 8.1, and 8.2; Core Curriculum 3 through 3.99 and 30.01 through 30.99; Economics 30.2, 30.3, 31.1, and 31.2; Philosophy 13, 33, and 42; Physical Education and Exercise Science 22.71, 22.75, 23, 30, and 51; and Sociology 77.1.

### **Residence requirement**

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Residence, which in this context refers to the number of credits that must be taken at Brooklyn College, is one of the requirements for a degree. Candidates for a bachelor's degree are required to complete at least 30 credits at Brooklyn College, including:

1. The last 18 credits taken toward the degree.
2. Either (a) or (b):
  - (a) No fewer than 15 credits in advanced courses in the major department, which must be completed with a grade of C- or higher in each course.
  - (b) No fewer than 21 credits in advanced courses that are approved as part of an interdisciplinary program, each completed at Brooklyn College with a grade of C- or higher; at least 12 of these credits must be in a single department or program.
3. Two upper-tier core curriculum courses, as described in the section of this *Bulletin* under the heading "Core curriculum." However, students admitted to Brooklyn College before fall 2006 with an A.A., A.S., or bachelor's degree from another U.S. institution are required to complete only a single upper-tier course.
4. The specific in-residence course requirements described under each department listing and additional requirements for the bachelor of science degree as noted under the heading "Degree requirements;" above.

### **Requirements for the minor**

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A minor consists of at least 12 credits in advanced electives as determined by a department or program, each completed with a grade of C- or higher. At least 6 of these credits must be completed at Brooklyn College. Specific requirements are described under department and program listings.

### **Transfer students**

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Transfer students who are candidates for a bachelor's degree must meet Brooklyn College residence requirements, including the requirement for the major as described in item 2 under "Residence requirement," above.

The Transfer Evaluation Office evaluates courses completed at other institutions and, where possible, indicates equivalent Brooklyn College courses. On recommendation of the department chairperson or designated deputy, there may be assignment of credit for courses satisfactorily completed at other institutions that may not have precise Brooklyn College equivalents.

Students who transfer to Brooklyn College with an A.A., A.S., or bachelor's degree from another school in the United States are exempt from the lower-tier core requirement but need to complete one or two upper-tier courses at Brooklyn College, as described in the "Core Curriculum" chapter.

Transfer students satisfy Brooklyn College's writing-intensive requirement if they (1) successfully complete a Brooklyn College writing-intensive (W) course; (2) fulfill the requirements of a writing-intensive major; (3) submit to the registrar a transcript or course description from another college verifying that they have taken a designated writing-intensive course (most of which will be identified automatically within the normal transfer evaluation process); or (4) demonstrate that they have had such a course by submitting an acceptable portfolio of previous college writing to the head of the program in the discipline of the course. If a course taken at another college is deemed equivalent to a Brooklyn College W course, except that it is not writing intensive, credit for the Brooklyn College W course will be granted. If that course is the sole W course available in a student's major, the student will be waived from the writing-intensive requirement. Whereas an A.A. or A.S. degree from CUNY satisfies the

Brooklyn College W requirement, no associate's degree automatically satisfies the writing-intensive requirement in the major.

### **Second undergraduate degree**

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Students with an undergraduate degree from Brooklyn College may earn a second undergraduate degree from the College in a different academic department or program if they meet all the requirements for the second degree and if they complete 30 credits in residence beyond the requirements for the first degree, including at least 15 advanced elective credits in the major department or program for the second degree. Such students are required to obtain readmission to the College.

Students with an undergraduate degree from Brooklyn College who wish to earn an undergraduate degree from the same department as the first degree must complete the requirements for the second degree and obtain approval from the chairperson of the department. Such students are required to obtain readmission to the College.

### **Basic skills requirements**

#### **General requirements**

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All entering first-year students and non-CUNY transfer students who plan to matriculate at Brooklyn College must take and pass the University Skills Assessment Tests in reading, writing, and mathematics before they will be allowed to register for any course at Brooklyn College. Exempted from this requirement are applicants who have scored at least 480 on the verbal section of the SAT, 20 on the English section of the ACT, or 75 on the New York State Regents Examination in English. Also exempted are non-CUNY transfer students with 45 or more credits. In some cases, exempted students may be required to take reading and writing tests to determine placement in appropriate courses.

Exempted from the mathematics requirement are applicants who have scored at least 480 on the mathematics section of the SAT, 20 on the mathematics section of the ACT, or 75 on the Sequential Math II or III or the Math A or B New York State Regents Examinations. Also exempted are students with 45 or more credits including those in progress. In some cases, individuals who have demonstrated readiness for college-level work by the SAT/ACT or Regents option

in math will be required to take the University Skills Assessment Test in mathematics for placement in appropriate nonremedial courses.

All other students (transfer and returning students) who plan to matriculate at Brooklyn College and who have not previously taken or been exempted from the University Skills Assessment Tests must take the tests before they will be allowed to register for any course at Brooklyn College.

Exemption from the skills requirements for students who initially had matriculated at CUNY prior to September 1, 1978, is no longer in force.

Scores on the assessment tests, whether taken at Brooklyn College or at other units of CUNY, will be noted on students' transcripts. The results of these tests determine whether a student may register for a baccalaureate program.

The following students are required to attend the Summer Immersion Program (for fall matriculants) or the Intersession Immersion Program (for spring matriculants) in order that they may gain the necessary skills for passing the University Skills Assessment Tests: Students who score below 480 on the verbal or mathematics sections of the SAT or below 20 on the English or mathematics sections of the ACT, and below 75 on the Regents Examination in English or on the Sequential Math II or III or on the Math A or B Regents Examination, and who have failed one or more of the sections of the University Skills Assessment Test. Students are advised to obtain information about these programs from the Office of the Dean of Undergraduate Studies.

SEEK students are advised to obtain information about summer and intersession programs from the SEEK Department. SEEK and ESL students who do not successfully pass the University Skills Assessment Tests at the end of the Summer Immersion Program will be permitted to register and will be advised of their programs of study by their respective advisers.

### **English composition requirement**

All entering students who have scored at least 480 on the verbal SAT, 20 on the English section of the ACT, or 75 on the New York State Regents Examination in English, or who have scored 7 on the CUNY ACT Writing Examination and passed the University Skills Assessment Test in reading will be placed in English I.

Students in English I take an exit test at the end of the semester (during the final examination period). This test is prepared by the Department of English and graded by the instructor. Students who fail this test will receive a grade of NC or F in English I. The grade in English I for students who pass this test will be based solely upon the quality of their work during the semester and may be A+ through C-, NC, or F.

Students who do not pass English I must repeat it the following semester. However, the course may not be taken more than three times, and students who receive three grades of F, NC, WF, and/or WU will be dismissed from the College.

Students who receive an A+, A, or A- in English I are eligible for exemption from English 2 based on an evaluation of their performance on the English I exit test by an exemptions committee. Such exemption will be noted on students' transcripts.

Students who pass English I and who are not exempted from English 2 must take English 2 within two semesters of successful completion of English I.

Students who complete English 2 will receive a grade of A+ through C-, NC, or F. Students who do not pass English 2 must repeat it the following semester. The course may not be taken more than two times, however, and students who receive two grades of F, NC, WF, and/or WU will be dismissed from the College.

**ESL students.** Students in the ESL Program move from ESL 14 or 14.1 through 15, 15.1, or 17.1 on the basis of their score on the Brooklyn College Post-Test for Second-Language Learners. Students in ESL 14 and 14.1 take the post-test at the end of the semester. Students in ESL 0.3, 0.4, 15, 15.1, or 17.1 take the University Reading and Writing Assessment Tests as exit tests. Students who pass the tests with a minimum score of 7 on the University Writing Assessment Test and a minimum score of 70 on the University Reading Assessment Test are placed in English I.

### **Writing Intensive/Writing Across the Curriculum requirement**

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The CUNY Writing Across the Curriculum requirement is met at Brooklyn College through writing-intensive courses in the major. See the section "Collegewide requirements," above.

### **Mathematics requirement**

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Students who have passed the University Skills Assessment Test in mathematics or who have been exempted from it on the basis of SAT, ACT, or Regents Examination scores and who have passed Course 2 but have not passed Course 3 of the New York State Sequential Mathematics Curriculum or who have passed Regents course A but not course B and who wish to take precalculus will be placed in Mathematics 2.91.

Students who have completed three years of sequential mathematics or the equivalent in high school and wish to register for calculus without having passed a college course in precalculus with a C or above should consult a counselor in the Mathematics Department to determine their placement.

### **Speech requirement**

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All students (except those selected for ESL and those with the equivalent of Speech Communications Arts and Sciences 3, 3.2, 10, or 10.1) must be screened for speech proficiency before they complete 60 credits but may elect to be screened earlier. Students selected for ESL will be screened for speech proficiency when they exit the program and before they will be allowed to register for additional courses.

This screening is performed by members of the faculty of the Department of Speech Communication Arts and Sciences. Depending on their ability to communicate orally, students either will be placed in an appropriate course in speech (0.1, 3, 3.2, 3.3, 10, or 10.1) or granted exemption. The results of the speech screening(s) will be noted on students' transcripts. Students initially placed in Speech 0.1 (Speech Clinic) are advised to register for it immediately upon placement and should continue to enroll in it each semester until they have completed it successfully. At that time they will be screened again and, if assigned to another speech course, must register for it immediately.

Students who fail to pass an assigned speech course in any semester must register for that course the following semester:

In order to receive a Brooklyn College degree, students must pass the speech course(s) in which they were placed.

### **Withdrawal from basic skills courses**

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Students shall not be permitted at any time to delete, drop, or withdraw from an assigned skills course without obtaining permission of the department involved and then consulting the Center for Academic Advisement and Student Success.

### **Exemption examinations**

The Brooklyn College course exemption examination is designed to permit students of unusual ability to accelerate and enrich their college education. Such students may qualify, after suitable independent preparation, for exemption from designated courses on the basis of examination procedures prescribed by the faculty of the department or program responsible for the regular course. The examination reflects the full scope of the course. In addition to an examination, there are, where appropriate, papers, reports, laboratory experiments, or any other assignments that the faculty of a department considers proper for the course.

The following rules govern exemption examinations:

1. The student must be registered for the term during which the exemption examination is to be taken.
2. The student must have a minimum overall Brooklyn College GPA of 3.00 at the time of application for the examination. This requirement is waived for a student who is in the first semester of college attendance.
3. The student may offer for credit toward the baccalaureate degree a maximum of six courses taken by Brooklyn College exemption examinations.
4. The student may take no more than two exemption examinations in any one term.
5. The student may not take exemption examinations in courses in which he or she was previously registered, whether or not the course was completed.
6. The student may not take an exemption examination in a course after auditing that course.

7. The student may not repeat an exemption examination in a course.
8. Departments will designate those courses in which credit may be earned through an exemption examination.
9. Students apply for an exemption examination at the Enrollment Services Center. A record of courses attempted by the student through exemption examinations is kept by the Office of the Registrar.
10. Grades and credits: (a) With a grade of B- or higher on an exemption examination, the student earns credit for the course and the grade is counted in the GPA; (b) A grade of C+ or lower is not considered satisfactory on an exemption examination. The student is not exempt from the course, no credit is earned, the grade is not counted in the GPA, and the course is not listed in the transcript. Grades lower than passing are not recorded on the transcript or counted in the GPA; (c) No honors credit may be earned for courses completed by exemption examination.

### Credits for military service

A veteran may receive up to 6 credits toward a baccalaureate degree for four months or more of documented active service and up to 12 credits for at least one year of documented active service. Veterans must have an honorable discharge from U.S. services. When granted, these credits are given as elective credits only.

During their next-to-last term at the College, veterans may apply for these credits in the Center for Academic Advisement and Student Success. Veterans must carry a full program each term even though they apply for credits for military service. A GPA of 2.00 or higher is required to qualify for credits for military service.

### Registration

A *Schedule of Classes* is published each term and is also available on the BC WebCentral Portal. It contains a list of course offerings for the term, an academic calendar, instructions for registering, and important announcements. Students are notified by mail as to how to obtain a schedule. The time and place of registration are printed in the class schedule. The *Schedule of Classes* includes the Final Examination Schedule and should be kept until the end of the term. Students should plan more

than one program, as some classes may be filled by the time they register.

All students may register by telephone or on the Web—except first-year, SEEK, ESL, second-semester, and entering transfer students. Instructions are provided in the *Schedule of Classes*. These students must sign up for a registration appointment via the Self-Managed Appointment Registration Tool (SMART) on the BC WebCentral Portal. Students who are required to use SMART will be informed by mail and/or e-mail of how to make a registration appointment. SEEK students register in person and will receive their appointments in the mail from the SEEK office.

### Course restrictions

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Exclusion clauses, prerequisites, and corequisites that restrict a student's enrollment in some courses appear in this *Bulletin* following the course description.

An *exclusion clause* closes a course to a student who is enrolled in or has completed a course similar in content.

A *prerequisite* indicates the academic preparation and special permission that may be required for a course; a *corequisite* indicates required work to be completed in conjunction with a specific course.

It is each student's responsibility to be aware of and be guided by exclusion clauses, prerequisites, and corequisites that apply to any courses for which he or she plans to register. Students will not be permitted to register for a course unless they have fulfilled the prerequisites as listed in this *Bulletin*.

### Program changes

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After the student has completed initial registration, program changes may be made by adding a course, dropping a course, dropping all courses, or changing from one course section to another. Deadlines, fees, and other information regarding program changes are published each semester in the *Schedule of Classes*. Students whose programs require an adviser's approval prior to registration must obtain an adviser's approval for any program changes.

**Adding a course.** The last day for adding a course without special permission is printed in the *Schedule of Classes*. After this deadline date, an application for the addition of a course must be obtained from the Enrollment Services Center. Each application must

include permission of the course instructor and the department chairperson. The final deadline for adding a course with instructor and department approval is printed in the *Schedule of Classes*; absolutely no course additions will be allowed after this deadline.

**Dropping a course.** During the first three weeks of the fall and spring semesters, a student may drop courses without special permission. These courses will not appear on the permanent record. The deadline date is printed in the *Schedule of Classes*.

**Withdrawing from a course with or without penalty.**

After the end of the three-week “program-change” period described above, a student may request a withdrawal from a course. The course, however, will remain on the student’s permanent record. The procedure to be followed and the grade to be assigned will vary according to the time periods listed below:

1. Fourth through tenth weeks. The nonpenalty grade of W will be assigned after the end of the “program-change” period but prior to the end of the tenth week of classes. Students should apply for the withdrawal through the Enrollment Services Center. However, prior approval of the Center for Academic Advisement and Student Success is required for (a) students whose programs require an adviser’s approval prior to registration, and (b) students who wish to withdraw from basic skills courses (e.g., English 1).
2. After the tenth week. Beginning with the eleventh week of the fall or spring semester, all students must apply for withdrawal through the Center for Academic Advisement and Student Success (CAASS). The nonpenalty grade of W will be assigned only in unusual circumstances. Reasons for the withdrawal request will be very carefully evaluated. In addition, the instructor’s report must indicate that the student is passing the course or that there is insufficient basis for grading the student. The penalty grade of WF, withdrew failing, will be assigned under two conditions: (a) the reason for the withdrawal request is not approved by CAASS, and (b) the reason may be approved by CAASS but the instructor’s report indicates that the student is failing the course at the time of the withdrawal request.

3. Unofficial withdrawals. Students who unofficially withdraw from a course—i.e., stop attending during the semester—will be assigned either an F or a WU (unofficial withdrawal, equivalent to F) by the instructor. The F signifies that the student was failing prior to leaving the course; the WU signifies that when the student stopped attending there was either insufficient basis for assignment of a grade or the student was passing the course. A WU grade will therefore also be assigned to students who are listed on the official registration roster but never attended class. Because the WU grade is a penalty grade, students should consult with an academic adviser prior to taking actions that would result in these grades.

**Withdrawals in relation to financial aid.** Students receiving financial aid assistance who apply for withdrawal from a course should discuss with a financial aid counselor the effect of such a withdrawal on financial aid eligibility for that semester and for future semesters prior to taking any action on their withdrawal. Students should give themselves sufficient time to meet with a financial aid adviser to take such action so as not to obtain any additional financial liability with the College due to improper planning. It is the students’ responsibility to inform themselves of their options and to act within established College, state, and federal guidelines.

**Veterans registration**

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Veterans claiming benefits must complete application forms in the Veterans Affairs and Counseling Center, 0303 James Hall, each term during registration.

**Taking a course at another college**

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Brooklyn College students who want to take one or more courses at a non-CUNY college must apply for permission in advance in the Enrollment Services Center. Students who want to take one or more courses at another CUNY college must submit an e-permit at [www.cuny.edu](http://www.cuny.edu). After the completion of 60 credits, however, no credit will be given toward the baccalaureate degree for work completed at a two-year college.

In addition, residency requirements apply (see section “Residence requirement”). Students must apply to the Center for Academic Advisement and Student Success to take any of the last 18 credits at another institution.

### **Admission of seniors to graduate courses**

Matriculated undergraduate seniors who have earned a grade point average of 3.00 or higher, with appropriate justification, may apply for permission to take graduate courses upon recommendation of the chairperson of the department offering the course and with the approval of the coordinator of graduate studies. The courses may be taken for either undergraduate or graduate credits.

### **Auditing a course**

Anyone may audit a course provided there is room in the class. Auditing allows the interested student to increase his or her knowledge and proficiency by attending courses without receiving either a grade or credit toward a degree. The amount of student participation in an audited course may vary, at the discretion of the instructor, from complete fulfillment of all course requirements to classroom attendance alone. The following regulations apply to auditing:

Auditing requires permission of the instructor, permission of the department chairperson, and official registration as an auditor. Unofficial auditing is not permitted. Students who receive permission to audit a course may register in the Office of the Registrar, 1112 Boylan Hall, beginning on the first day of classes up until the usual deadline for adding courses. Information about the fee for auditing is in the chapter "Tuition and Fees" in this *Bulletin*.

If, for any reason, students later take courses that they have already audited, they will be governed by the regulations for repetition of courses, which are described in this *Bulletin*.

Students may not receive credit for courses taken by exemption examinations if they have already audited the courses.

Courses audited are so designated on the student's transcript with the grade of AUD.

### **Pass-fail option**

Often students hesitate to take courses in new areas since they have no way to gauge their capabilities in such areas. The pass-fail option is designed to encourage students to explore areas of inherent interest and thus achieve greater breadth of view.

To be eligible to take courses for a pass or fail grade, students must be sophomores, juniors, or seniors who have declared their major; have a GPA of 2.00 or higher; and are in degree status for the baccalaureate. A pass grade is not counted in a student's GPA; a fail grade is counted in the GPA. A GPA of 2.00 or higher is not required for the pass-fail option in the physical education activities referred to below.

A total of ten courses may be taken under the option. Students may take a maximum of six courses that are not physical education activities courses, with the exceptions noted below. All students, except majors in physical education, may also take four courses in physical education activities (Physical Education and Exercise Science 17.2 through 17.45).

The following courses may not be taken for a pass or fail grade:

1. Collegewide requirements, including core curriculum courses for students who are subject to the core curriculum as well as courses accepted by the College as substitutes for core curriculum courses. Students should be aware, however, of the retroactive pass option for core curriculum courses, as described in the chapter "Programs of Study" in this *Bulletin*.
2. All courses in the student's major.
3. Courses outside the major department that are required to complete the major.
4. Honors courses.

In the fall and spring semesters, students may take for a grade of pass or fail no more than two courses each term as follows: one physical education activity course and one course chosen within the other limitations noted above. During summer session, students may apply to take physical education activities (Physical Education and Exercise Science 17.2 through 17.45) for a pass or fail grade. Summer application should be made in the Enrollment Services Center (ESC) by the third day of the term.

The registration procedure for taking a course for a grade of pass or fail is the same as for any other course; application to elect the pass-fail option is made through the BC WebCentral Portal, <https://portal.brooklyn.edu>, or at the ESC after a student registers. Students should keep a copy of the application. The application must

be filed no later than two weeks after classes begin. The specific deadlines are published in the *Schedule of Classes* each semester.

A student who takes a course under the pass-fail option must complete the course under that option. A pass grade may not be changed to another grade. All requirements of a course taken for a pass or fail grade, including term papers and examinations, must be completed satisfactorily. Honors projects may be submitted. However, courses completed with a pass grade are not counted in computing a student's eligibility for the Dean's Honor List. A student who receives a pass grade in a department that subsequently becomes the student's major department may apply to the Center for Academic Advisement and Student Success for permission to apply the course toward requirements for a degree.

### **Interdivisional transfer**

Students in attendance who want to change their status from DAY to EVE or EVE to DAY must file an application for status change in the Enrollment Services Center.

### **Course load**

A full term's work is at least 15 credits. For compensatory courses, contact hours are counted instead of credits in the determination of course load and tuition. For compensatory courses, contact hours are counted instead of credits. Limitations are as follows:

1. Entering first-year students may take a maximum of 16 credits.
2. Upper first-year students who have at least a B average (3.00) may take a maximum of 17 credits; eligible upper first-year students may petition a CAASS adviser to take 18 credits.
3. All students who have at least 27 credits and who have at least a 2.00 GPA for the preceding term may take a maximum of 18 credits. Students with a GPA of at least 3.00 may petition a CAASS advisor to take 19 credits; no students may take 19 credits without permission from a CAASS adviser.
4. Students whose cumulative GPA is below 2.00 are subject to the probation policy; they may not take more than 6 credits and must see an academic adviser.

Students should bear in mind that typically at least three hours of work a week (classwork plus homework) are assumed for every credit. Thus, a student carrying 15 credits should plan on forty-five hours a week for class, homework, and study time.

Students who are employed or have other obligations or responsibilities that substantially restrict their study time are advised to reduce their work loads as follows:

Employed 10 to 15 hours: reduce work load by 3 credits.

Employed 16 to 25 hours: reduce work load by 4 to 6 credits.

Employed 26 to 35 hours: reduce work load by 7 to 9 credits.

Permission to carry more than the permitted number of credits may be given to superior students on application to the Center for Academic Advisement and Student Success. Students should apply at least one week before registration.

Students who receive Social Security benefits and recipients of certain scholarships and financial aid are responsible for finding out the size of program they must carry each term and the academic standards they must meet to be eligible for these programs.

### **Credits required for classification**

A student's class standing is determined by the number of credits earned, as follows:

Upper freshman: 15 credits

Lower sophomore: 30 credits

Upper sophomore: 45 credits

Lower junior: 60 credits

Upper junior: 75 credits

Lower senior: 90 credits

Upper senior: 105 credits

### **Attendance**

Class attendance may be recorded each session. Students are expected to attend all scheduled sessions of every class for which they register. Students late for class may be excluded from the room.

An instructor may consider attendance and class participation in determining the term grade. First-year students absent from a course for a number of times equivalent to two full weeks of class meetings may be denied credit for the course.

When an instructor is late, students should remain in class for ten minutes before consulting the department office for instructions. When an instructor is absent and no substitute is provided, the department informs the class.

Students are responsible for taking examinations as scheduled and for submitting assignments on time.

### Final examinations

Unless a course is specifically exempted by the Faculty Council, a final examination is required to be given in the fifteenth week of every course. A student who has done A-level work in an advanced course may be excused from the final examination at the discretion of the instructor. The Final Examination Schedule is listed in the *Schedule of Classes* each semester.

### Absence from final examination

A student absent from the final examination in any course may be given the grade ABS. A makeup examination may be taken only by authorization of the Center for Academic Advisement and Student Success (CAASS) on presentation of written evidence that the student was physically unable to be present at the regularly scheduled examination.

Application for a makeup examination must be made by the end of the second week of classes of the following term. In order for the exam to be scheduled, the student is required to pay the applicable fee and to contact the appropriate department. The makeup examination must be taken during the term following enrollment in the course, not including summer session. If the makeup examination is not authorized or not completed, the grade FAB is assigned.

### Second final examination for graduating seniors

A student who is a candidate for graduation may receive authorization from CAASS, with the concurrent approval of the instructor and/or the department chairperson, to take a reexamination in a course to raise the final grade. The course must be one taken in the last term and must be essential to graduation requirements.

## Grades

By the end of the first week of classes, instructors are expected to provide students with a syllabus that makes grading procedures clear to students. Instructors should return all papers and tests, except for final examinations, after grading. Students should be informed of where and when the instructor is available to discuss course work and grades. Students should raise questions promptly about test marks or grades on papers.

### Final grades

Students receive a final letter grade in every course. If a student elects to appeal a grade, the appeal should be submitted as soon as possible after the grade is assigned. See "Protest of final grade," below.

At the end of each term, grades are available through the telephone registration system, (212) 671-2700, and at the BC WebCentral Portal, <https://portal.brooklyn.edu>. Students should report immediately a discrepancy between a grade received from an instructor and a grade on the transcript to the Office of the Registrar. The following grading system is used:

Grade	Definition
<b>A+, A, A-</b>	90–100 percent
<b>B+, B, B-</b>	80–89 percent
<b>C+, C, C-</b>	70–79 percent
<b>D+, D, D-</b>	60–69 percent; lowest passing grade
<b>F</b>	Failure
<b>P</b>	Pass (applicable only in the pass-fail option)
<b>ABS</b>	Absent from final examination
<b>CR</b>	Credit earned; no grade assigned
<b>FAB</b>	Failure because makeup final examination is not authorized or not completed
<b>FIN</b>	Failure because incomplete work is not completed
<b>H</b>	Honors (may be assigned with grade of B- or higher or P)
<b>INC</b>	Term's work incomplete
<b>NC</b>	No credit earned
<b>PEN</b>	Pending grade
<b>S</b>	Satisfactory
<b>U</b>	Unsatisfactory
<b>W</b>	Withdrew without penalty or prejudice

<b>WA</b>	Withdrew for failure to satisfy immunization requirements; no academic penalty
<b>WF</b>	Withdrew failing, counts as failure
<b>WU</b>	Withdrew unofficially, counts as failure

For grades A through D, a plus sign indicates a stronger performance and a minus sign indicates a weaker performance within the range of the letter. If a failing grade is preceded by a pound sign (for example, #F, #FAB, #FIN, #WF, #WU), see “F-grade replacement” below.

### **F-grade replacement**

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Undergraduate students who receive a failing grade in a Brooklyn College course and who retake that course at Brooklyn College and earn a grade of C- or better may have the failing grade deleted from the calculation of the GPA and replaced by the passing grade. The original failing grade will remain on the transcript, but a special note will indicate that it is not used in the computation of the GPA.

The number of failing credits that can be replaced in calculating the GPA shall be limited to a total of 16 for the duration of the student’s undergraduate career in any of the institutions of the City University of New York.

A failing grade may not be partially deleted from the calculation of the GPA. For example, a student who has used 14 credits of the 16-credit total may only replace a failed 2-credit course.

In order for the grade of C- or better to replace a failing grade in the calculation of the GPA, students must repeat the course at the same college where they originally received the failing grade.

### **Unresolved grades**

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The grades ABS and INC are unresolved grades. The grade ABS may be assigned if a student is absent from a final examination. The grade INC may be assigned if the instructor gives a student an extension of time to complete the course work for the term. The instructor may change the grade of INC to another grade when the work has been completed.

Deadlines for resolution of the grades ABS and INC appear in the *Schedule of Classes* published each term. Students who do not meet the deadlines are assigned a grade of FAB or FIN.

### **Protest of final grade**

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The grade submitted by the instructor and entered on the student’s transcript stands unless there is good reason to change it. A change is made if an error was made in entering the grade or if the instructor agreed in advance to late completion of work. When a grade has been assigned and recorded, the instructor may not raise the grade by accepting additional work except when the grade ABS or INC has been assigned.

A student who thinks a final grade is inaccurate should consult the instructor immediately after learning the grade. The instructor may recommend a change of grade to the department chairperson, citing a valid reason for the change. The chairperson or deputy chairperson may then recommend the change to the Center for Academic Advisement and Student Success (CAASS). The office either approves the change and forwards it to the Office of the Registrar for entry on the student’s transcript or advises the department of the reason for disapproval. CAASS notifies the student of its decision.

If the instructor does not recommend a change of grade, a student may request a review by the department chairperson through appropriate departmental procedures. If the student wants to pursue the matter further, he or she should apply to CAASS regarding final appeal to the Faculty Council Committee on Course and Standing.

### **Grade point average (GPA)**

To demonstrate satisfactory academic progress, Brooklyn College students must maintain at least a 2.00 cumulative grade point average (GPA). Students may calculate their GPA at any time by using the GPA calculator in the BC WebCentral Portal.

### **How the GPA is calculated**

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*Step 1:* Based on the following values, the number of credits in each course is multiplied by the numerical value of the grade in each course. The sum of those equals the total number earned.

A+ and A	=	4.00
A-	=	3.70
B+	=	3.30
B	=	3.00
B-	=	2.70
C+	=	2.30
C	=	2.00
C-	=	1.70
D+	=	1.30
D	=	1.00
D-	=	0.70
F,WF, and WU	=	0.00

*Step 2:* The total number of credits is determined as follows: It includes credits for courses passed as well as failed but does not include the final grade of W or unresolved grades of ABS and INC. Once resolved, final letter grades that replace ABS and INC are included in the GPA calculation. To calculate the effect of repeating a course, see the section "Repeating a course," below.

*Step 3:* To calculate the GPA, the total number earned (sum from step 1) is divided by the total number of credits taken (sum from step 2). For example, the cumulative GPA of a student who has completed 55 credits with the letter grades indicated below calculates as follows:

Grade	GPA value		Credits taken	Total
A+	4.00	x	3	= 12.0
A	4.00	x	12	= 48.0
B+	3.30	x	10	= 33.0
B-	2.70	x	5	= 13.5
C	2.00	x	17	= 34.0
D-	0.70	x	3	= 2.1
F,WF,WU	0.00	x	5	= 0.0
Total			55	142.6

In this example, the GPA is  $142.6 \div 55 = 2.592$ .

### Academic integrity

The faculty and administration support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating

and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for implementing that policy may be found at [www.brooklyn.cuny.edu/bc/policies](http://www.brooklyn.cuny.edu/bc/policies). If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member must report the violation.

### Retention standards

#### Satisfactory academic progress and the grade point average

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To demonstrate satisfactory academic progress students must maintain at least a 2.00 cumulative grade point average (GPA) based only upon credits attempted at Brooklyn College. Students experiencing difficulty with their course work should see an adviser in their major department and a counselor in the Center for Academic Advisement and Student Success for assistance and counseling. Students whose cumulative GPA falls below 2.00 are subject to probation and dismissal from Brooklyn College.

#### Repeating a course

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When a student repeats a course or its equivalent and the student received a grade of D- or higher the first time he or she completed the course, the student does not receive credit for the repetition. Brooklyn College does not compute the grade received for the repeated course, whether a passing grade, F, WU, or WF, into the student's cumulative GPA.

There are instances in which a student must successfully complete a sequence of two courses in order to receive credit for the first course. When Brooklyn College withholds credit for graduation because the student has completed only the first course, the grade for that course is not counted in the cumulative GPA.

Some departments limit the number of courses or credits in a particular discipline that a student may apply toward the baccalaureate degree—for example, in writing courses in the Department of English and physical education courses for non-majors in the Department of Physical Education and Exercise Science. If a student completes courses in excess of the limitations, Brooklyn College records the credits and grades earned on the transcript with a symbol. The symbol indicates their inapplicability to the fulfillment

of the baccalaureate degree requirements and they are not included in the computation of the GPA.

### **Academic standing, probation, and dismissal**

A student's academic standing is reviewed at the end of each semester. Students whose cumulative GPA falls below 2.00 are subject to dismissal from the College, based upon the following guidelines:

**Academic probation.** Students are placed on academic probation if:

1. Their cumulative GPA falls below 2.00; or
2. They have two consecutive academic semesters in which their semester GPAs fall below 2.00 regardless of their cumulative GPA.

Students placed on academic probation will receive a letter from the Center for Academic Advisement and Student Success (CAASS) informing them of their academic standing and blocked registration and notifying them of the necessary steps they must take in order to remove themselves from academic probation.

1. Students placed on academic probation for condition 1 (cumulative GPA falls below 2.00) will remain on probation for three successive semesters (including the semester in which they are originally placed on probation). During probation, students must maintain satisfactory academic progress to restore their cumulative GPA to 2.00, which includes earning a GPA of at least 2.30 while on probation. Failure to maintain satisfactory academic progress during the probationary period will result in dismissal.
2. Students placed on academic probation for condition 2 (they have two consecutive academic semesters with semester GPAs below 2.00 regardless of their cumulative GPA) will remain on probation until they maintain a minimum 2.00 GPA for two successive semesters.

Students who have been placed on academic probation and who make satisfactory progress will continue to maintain their academic standing with the College and their concurrent eligibility for financial aid.

**Dismissal.** Students who do not maintain satisfactory progress toward restoring their cumulative GPA to 2.00 during the academic probation period (described above) will receive a letter from the registrar advising them of their dismissal from Brooklyn College.

Students dismissed from the College for unsatisfactory academic progress cannot apply for reinstatement for at least one full semester (excluding summer session), and when they apply for reinstatement, they must provide evidence that they are capable of performing at the level required to prevent further dismissals. Brooklyn College encourages students to meet with a CAASS counselor to review their options once dismissed and the evidence they will need to provide for reinstatement.

Students in the SEEK program who do not meet the program's academic standards will be placed on academic probation. SEEK students on probation must meet regularly with their SEEK counselors, the SEEK proctor of students, and SEEK tutors. Students who do not improve their academic standing and who do not meet the program's requirements while on probation will be dismissed from the SEEK program.

**Reinstatement on academic probation.** In accordance with CUNY policy, a student dismissed for unsatisfactory academic performance may apply for readmission on academic probation no sooner than one full term, excluding summer session, following dismissal. Brooklyn College rarely considers readmission, however, until dismissed students have remained absent from college for a full year. Although there is no guarantee of readmission, the student may be admitted on probation based upon the following reinstatement guidelines:

After remaining out of Brooklyn College for at least one full term, students who have been academically dismissed may apply for reinstatement by presenting evidence that they are capable of performing at the level required to prevent a second dismissal. Once reinstated, students must apply for readmission to Brooklyn College and adhere to the general guidelines for reinstated students as follows:

1. Following reinstatement, students formerly dismissed from Brooklyn College will remain on academic probation until they complete 24 credits with a cumulative GPA of 2.00 and will be subject to final academic dismissal if they fail to meet the requirements for removal from academic probation as listed above.
2. Once removed from academic probation, they will be subject to the same conditions for subsequent academic probation and dismissal as students not previously academically dismissed.

### **Reinstatement after two or more years (Brooklyn College Fresh Start)**

The following reinstated students may apply for the Brooklyn College Fresh Start program, which includes having none of their previous Brooklyn College course work counted toward graduation and the computation of their grade-point standing:

- those who have completed an associate's degree with a minimum 2.50 GPA at a community college;
- those who have acquired 60 credits of course work at another accredited institution of higher education with a minimum 2.50 GPA; and
- those who have not attended a college or university for two or more years.

All students seeking admission to the Fresh Start program must first complete at least 12 Brooklyn College credits on academic probation with a GPA of 2.00 or better after readmission. The calculation of the GPA after readmission begins with the semester of readmission. Students in the Fresh Start program will remain on academic probation until they complete 24 credits with a cumulative GPA of 2.00 and will be subject to final academic dismissal if they fail to meet the requirements for removal from academic probation as listed above. Students who wish to apply for the Brooklyn College Fresh Start program must meet with a counselor in the Center for Academic Advisement and Student Success.

Part-time or full-time students may take advantage of the Brooklyn College Fresh Start rule. If a student has completed a degree and re-enrolls, the Fresh Start does not apply to Brooklyn College courses credited toward the degree already completed. Moreover, students may use the Fresh Start option only once, and they are subject to the same conditions for academic probation and dismissal as students not enrolled in the program.

### **Status change requirements**

Students with nondegree-bearing status may apply for degree-bearing status through the Office of Admissions on the basis of having achieved one of the following:

1. A GPA of 2.50 for the first 7 to 14 credits or more earned at Brooklyn College in a well-balanced academic program of liberal arts and core courses.
2. A GPA of 2.00 for the first 24 credits or more earned at Brooklyn College in a well-balanced academic program of liberal arts and core courses.

3. Students transferring as nondegree students from other colleges will not have their credits from that institution evaluated until they have been accepted by Brooklyn College as matriculated students. Applicants must provide official records of high school and previous college attendance. Applications for status change are available in the Admissions Information Center, 1103 James Hall. Deadlines for filing applications for status change are January 3 for the spring semester and July 1 for the fall semester.
4. Applicants are required to pass all three University Skills Assessment Tests in reading, writing, and mathematics. Additional information regarding these examinations may be found in the "Basic skills requirements" section of the chapter.

### **Readmission**

After a term or more of absence, students who want to be readmitted to the College must apply at least two months before registration in the Office of the Registrar. Students must have copies of their records sent directly to the Office of the Registrar, Transfer Evaluations, by any institution attended since they last attended Brooklyn College.

Students must meet the requirements for degrees in effect at the time of readmission. For exceptions to this policy, see "Degree requirements" in this chapter.

### **Scholastic honors**

Students may earn honors recognition for scholastic achievement. Honors credit may be earned in several ways at Brooklyn College: through membership in the Honors Academy and taking Honors-designated courses (see the section "Honors Academy" in this *Bulletin*), by completing honors work in a departmental major, and by doing independent study projects in regular courses.

### **Honors credit for regular courses**

Honors credit is earned by doing substantial supplementary work in an introductory or advanced course in the regular undergraduate curriculum. Students interested in honors credit must arrange with the instructor at the beginning of the semester to do an honors project in that course.

To apply to do an honors project, students should fill out an Honors Credit in Regular Courses Form obtained from the Enrollment Services Center, 0100A Boylan Hall, and ask the instructor to sign it after discussing thoroughly the nature of work to be done.

At the end of the semester, the form should be returned to the instructor along with the completed honors project work. The instructor will submit the form with the grade roster for the course if the project has been satisfactorily completed. Honors credit will be allowed when the final grade in the course is A, B, or P. Honors credit is indicated on transcripts with an H.

### **Dean's Honor Lists**

There are two Dean's Honor Lists: one for full-time students and one for part-time students. Eligibility criteria for both are as follows: A student must achieve a 3.50 GPA excluding courses assigned a grade of P, credits granted for life experience, and summer session courses; cannot have grades of F, FAB, FIN, NC, WF, or WU, or grades with # or \* in front of them; cannot have grades of INC or ABS unless these grades are resolved in the semester immediately following and the student becomes eligible, in which case the student will be named to the list retroactively; and must be a matriculated student seeking a Brooklyn College degree (nondegree, CUNY B.A., and post-baccalaureate students are not eligible). Students cease being eligible after the semester in which 135 credits have been completed.

Additional criteria for each list are as follows: Full-time students who are eligible for the Dean's Honor List must have achieved at least 12 completed credits (excluding courses taken for a grade of pass or fail) in the semester for which they are being considered. Students who are eligible for the Dean's Honor List, Part-time, will have been part-time students for a full academic year beginning with the fall semester; i.e., registered for less than 12 total credits (excluding courses taken for a grade of pass or fail) in each of the two consecutive semesters. Students must have achieved a total of at least 15 credits (excluding courses taken for a grade of pass or fail) over the two consecutive semesters.

### **Honors awarded at graduation**

At graduation there are two honors designations: honors for general excellence and honors for excellence in advanced study centered in a department.

**Honors for general excellence.** A degree *summa cum laude* is granted for a GPA of at least 3.90. A degree *magna cum laude* is granted for a GPA of 3.75 or higher, but less than 3.90. A degree *cum laude* is granted for a GPA of 3.50 or higher, but less than 3.75.

For transfer students, the GPA for honors is computed on the basis of the complete college record, including all transfer credits, as well as separately on the basis of grades earned in courses taken at Brooklyn College. The required GPA for graduation with honors for general excellence must be achieved in both cases.

**Honors for excellence in the major.** A degree with honors for excellence in the major is granted for a GPA of at least 3.50 in all advanced work in the major; satisfactory completion of at least 3 credits in honors work at an advanced-course level or its equivalent as determined by the individual department or program. Brooklyn College encourages students to begin making plans to graduate with departmental honors late in their sophomore year or early in their junior year. Students should begin making these plans by talking with a faculty member in their major department, with the department chairperson, or with the department's honors committee chairperson. Some departments publish an honors brochure explaining requirements for graduating with honors. Departmental honors courses, usually numbered 83 through 89, are open primarily to juniors and seniors. Qualified upper sophomores may be admitted with the written permission of the department chairperson.

### **Application for graduation**

Students should request a degree audit after attaining 90 credits by calling (718) 951-5441 or going online at [www.brooklyn.cuny.edu/bc/bcsims/php/main.php](http://www.brooklyn.cuny.edu/bc/bcsims/php/main.php). Students who expect to graduate in June should file an application for graduation by the preceding March 15. Students who expect to graduate in February should file an application for graduation by the preceding October 15. Students who expect to graduate in September should file an application by the preceding June 15.

Applications for graduation may be filed in the Enrollment Services Center or through the BC WebCentral Portal. Applications on file by the proper date will be processed in time for graduation. Students who apply for graduation in one semester and do not graduate must reapply for graduation for the semester in which they expect to graduate. All work must be completed by the end of the term in which a student expects to graduate.

# Student Rights and College Rules

## Equal opportunity policy

It is the policy of the Board of Trustees of The City University of New York and of Brooklyn College to provide, for all persons, equal educational and employment opportunities in a working and learning environment in which students and employees are able to realize their full potential as productive members of the College community. To this end, it is the College's policy that its educational and employment programs will be administered without regard to age, carrier status, citizenship status, color, disability, gender, genetic predisposition, marital status, military status, national origin, race, religion, sabbath observance, sexual orientation, transgender, veteran status, victims of domestic violence, or other factors irrelevant to productive participation in the programs of the College. Further, in keeping with local, state, and federal mandates and recognizing the many benefits that accrue from a community of diverse experience and cultural heritage, the College pledges to act affirmatively in providing employment opportunities for qualified women, racial and ethnic minorities, Vietnam-era veterans, and individuals with disabilities. All Brooklyn College employees—administrators, members of the faculty, and staff—and students are expected to cooperate fully in meeting these legal and ethical mandates.

Inquiries or complaint-related matters pursuant to any of the equal opportunity laws, including Executive Order 11246, Title VII of the Civil Rights Act, the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Act of 1974, the Americans with Disabilities Act, Title IX of the Education Amendments, and others, may be addressed to the Office of Affirmative Action, Compliance, and Diversity, 2147 Boylan Hall (telephone: 718-951-4128). Students with disabilities may wish, in the first instance, to contact the director of the Center for Student Disability Services, 138 Roosevelt Hall (telephone: 718-951-5538).

## Policy against sexual harassment

The policy of the City University of New York is to promote a cooperative work and academic environment in which there is mutual respect among students,

faculty, and staff. Harassment on the basis of gender is inconsistent with this objective and contrary to the university's policy of equal employment and educational opportunity. It is a violation of this policy for any member of the university community to engage in sexual harassment or for any member of the university community to take action against an individual for reporting sexual harassment. The university's policy against sexual harassment is carried out by Brooklyn College through the Sexual Harassment Awareness and Intake Committee, which consists of students and members of the faculty, administration, and staff. There are both formal and informal procedures for dealing with complaints or concerns of sexual harassment. An individual may contact any member of the panel for an informal, confidential conversation.

A complete statement of the university's sexual harassment policy and procedures and the names of members of the Sexual Harassment Awareness and Intake Committee may be obtained in the Brooklyn College Library (first floor), the Office of the Dean of Undergraduate Studies, the Office of the Dean for Student Life, the Office of Affirmative Action, Compliance, and Diversity, or from Associate Professor Miriam Deutch, coordinator of the Sexual Harassment Awareness and Intake Committee, 421 Library (telephone: 718-951-5221).

## CUNY policy on academic integrity

The Board of Trustees of The City University of New York adopted a Policy on Academic Integrity on June 28, 2004. Academic dishonesty is prohibited and is punishable by penalties, including failing grades, suspension, and expulsion. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, or devices or communication during an academic exercise. Plagiarism is the act of presenting another person's ideas, research, or writing as your own. Internet plagiarism includes submitting downloaded papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and cutting and pasting from various sources without proper attribution. Obtaining an unfair advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his or her academic work over another student. The full text of the Policy and Procedures on Academic Integrity are available in the Office of the Dean for Student Affairs, 2113 Boylan Hall.

## Sale of term papers

Title I, Article 5, Section 213-b of the New York State Education Law provides in pertinent part that: "No person shall, for financial consideration, or the promise of financial consideration, prepare, offer to prepare, cause to be prepared, sell or offer for sale to any person any written material which the seller knows, is informed, or has reason to believe is intended for submission as a dissertation, thesis, term paper, essay, report, or other written assignment by a student in a university, college, academy, school, or other educational institution to such institution or to a course, seminar, or degree program held by such institution."

## Nonattendance because of religious beliefs

Title I, Article 5, Section 224-a of the New York State Education Law provides that:

- "1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he [or she] is unable, because of his [or her] religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.
- "2. Any student in an institution of higher education who is unable, because of his [or her] religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
- "3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his [or her] religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he [or she] may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
- "4. If classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the

student for these classes, examinations, study or work requirements held on other days.

- "5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his [or her] availing himself [or herself] of the provisions of this section.
- "6. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his [or her] rights under this section."

## Nondiscrimination for students with disabilities

It is the policy of the City University of New York to comply with Section 504 of the Rehabilitation Act of 1973 as amended, the Americans with Disabilities Act (ADA) of 1990 as amended, state legislation (Executive Law 296), local law, and applicable regulations promulgated pursuant to these laws to prohibit the exclusion of qualified students with disabilities, solely by reason of their disability, from participation in college programs or activities. Brooklyn College, as a unit of the City University, does not and will not discriminate against qualified students with disabilities in access to its programs and/or services. Disability, for purposes of this policy, is defined to mean a "physical or mental impairment that substantially limits one or more major life activities," such as walking, seeing, hearing, speaking, breathing, or learning, for example.

Brooklyn College will operate its programs and activities so that these programs and activities, when viewed in their entirety, will provide meaningful accessibility to qualified students with disabilities in order to maximize the student's opportunity to meet the challenges of higher education. Pursuant to this policy, the College will (1) provide individual academic adjustments and auxiliary educational aids and (2) make structural modifications of existing facilities if no other feasible way exists to make a program or activity accessible, as long as no individual academic adjustment, auxiliary

educational aid, or structural modification would (1) fundamentally alter the nature of the program or activity or (2) result in an undue financial burden to the College.

Regulations that would have the effect of limiting the participation of students with disabilities in the educational program, such as a general rule that would prohibit the use of tape recorders or brailers in the classroom or dog guides in campus buildings, are prohibited.

Students who need individual accommodations in order to participate more fully in College programs or services pursuant to this policy should direct their needs to the Center for Student Disability Services, 138 Roosevelt Hall (telephone: 718-951-5538). The center serves as the primary program for assisting students with disabilities to integrate successfully into the Brooklyn College community and for making determinations of what will constitute appropriate academic adjustments.

In addition, through the center students have access to a computer lab and the Frank and Mamie Goldstein Resource Center, which are equipped with such assistive technology as voice recognition, voice-synthesized document and screen reading, and screen and document magnification for use on an individual or group basis. Similar equipment is also available at the Brooklyn College Library, the West End Building, and the Topfer Library Café.

If a requested academic adjustment cannot be implemented or if a student believes that she or he is being discriminated against on the basis of a handicap or disability, the student should contact the director of the Center for Student Disability Services. Students may also consult with the Office of Affirmative Action, Compliance, and Diversity (AACD), 2147 Boylan Hall (telephone: 718-951-4128), which will, as appropriate, refer the matter to the center, attempt to resolve the dispute among the parties, or accept a formal complaint in accordance with applicable procedures. A complete statement of the College's policy and procedures may be obtained from the offices of the center or AACD.

### **Access to student records**

**Rights of access.** Pursuant to the Family Educational Rights and Privacy Act of 1974 and the Board of Trustees of The City University of New York Student

Records Access Policy of April 1979, Brooklyn College students have "the right to inspect and review any and all official records, files, and data directly related" to them and to deny access by others without written consent of the student except under limited and specified circumstances. This right pertains to any present or former student but not to candidates for admission.

**Procedures.** A student who wishes to inspect and review his or her educational records may make the request to the Student Records Access Officer of the college or to the person in charge of the office who is the official custodian of the record in question, but a request pertaining to records in the custody of a teacher or counselor should be made directly to that teacher or counselor. Requests made to the Student Records Access Officer in the Office of the Registrar must be made by completing a request form. Requests for records in other locations may be oral or written. Requests will be granted or denied within fifteen days of receipt of the request.

If the request is granted, the student will be notified of the time and place where records may be inspected. If the request is denied or not responded to within fifteen days, the student may appeal. Additional information regarding the appeal procedure will be provided to the student if a request is denied.

A student may request an amendment of education records that the student believes are inaccurate or misleading. In this case, the student should write to the College official who is responsible for the record, clearly identify the part of the record that is in question, and specify why it should be changed. If the College decides not to amend the record, the student will be notified of the decision and advised of his or her right to a hearing. When the student is notified, additional information will be provided regarding the hearing procedures.

Schools may disclose, without consent, directory information (student's name, address, telephone listing, date and place of birth, major field of study, class, year or date of expected graduation, participation in officially recognized activities and sports, height and weight of members of athletic teams, e-mail address, photograph, dates of attendance, degrees and awards received, and the most recent educational agency or institution attended by the student) to persons having a legitimate interest in this information.

A student may require that any or all of the information set forth above may not be released without the student's prior written consent if the student completes a form that is available in the Office of the Registrar. A student's education records, other than directory information stated above, shall be released without the student's consent only to university officials—including trustees, College officials, faculty, and staff—with a legitimate educational interest. Upon request, the College may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

Brooklyn College's policies and procedures are the means by which policies of the Board of Trustees of The City University of New York are implemented. The complete texts of the revised Board of Higher Education policy as adopted April 23, 1979, and the Family Educational Rights and Privacy Act of 1974, as amended, are available for review in the Office of the Registrar, 1118 Boylan Hall.

**Policy on withholding student records.** In accordance with a resolution adopted by the Board of Trustees of The City University of New York on April 23, 1979, and amended on March 25, 1985, it was resolved that:

"Students who are delinquent and/or in default in any of their financial accounts with the college, the University, or an appropriate State or Federal agency for which the University acts as either a disbursing or certifying agent, and students who have not completed exit interviews, as required by the National Direct Defense Student Loan (now Perkins Loan) Program and the Nursing Student Loan Program, are not to be permitted to complete a registration, or issued a copy of their grades, a financial aid transcript, a transcript of academic record, certificate or degree, nor are they to receive funds under the Federal campus-based student assistance programs or the Pell (Basic) Grant Program unless the designated officer, in exceptional hardship cases and consistent with Federal and State regulations, waives in writing the application of this regulation."

### **Freedom of Information Law**

Requests to inspect public records at the College should be made to the Records Access Officer, 1405 Boylan Hall, (718) 951-3118. Public records are available for inspection and copying by appointment only. You have

a right to appeal a denial of a request for access to records to the CUNY general counsel and vice-chancellor for legal affairs. Copies of the CUNY Procedures for Public Access to Public Records Pursuant to Article 6 of the Public Officers Law and the appeal form are available at the reference desk of the Brooklyn College Library and the College Web site, [www.brooklyn.cuny.edu](http://www.brooklyn.cuny.edu).

### **Grievance procedures**

Grievance procedures for specific college rules and regulations differ depending on the nature of the complaint. Any student who has a grievance against another member of the college community may receive help with processing an informal complaint or in filing a petition of complaint in the Office of the Dean for Student Life, 2113 Boylan Hall.

### **Rules and regulations for the maintenance of public order pursuant to Article 129A of the Education Law**

Adopted by the Board of Higher Education June 23, 1969, and November 23, 1970, these rules and regulations were amended October 27, 1980; May 22, 1989; and June 25, 1990, by the Board of Trustees of The City University of New York.

"The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

"Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our

colleges, which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Higher Education.

“With respect to enforcement of these rules and regulations, we note that the Bylaws of the Board of Higher Education provide that: The President. The president, with respect to his [or her] educational unit, shall:

“ ‘a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his [or her] jurisdiction;

“ ‘b. Be the advisor and executive agent of the Board and of his [or her] respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the bylaws, resolutions and policies of the Board, the lawful resolutions of any of its committees, and the policies, programs and lawful resolutions of the several faculties;

“ ‘c. Exercise general superintendence over the concerns, officers, employees, and students of his [or her] educational unit. . .’

## **“I. Rules**

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“1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he [or she] interfere with the institution’s educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution’s instructional, personal, administrative, recreational, and community services.

“2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.

“3. Unauthorized occupancy of University/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation, and use of University/college equipment and/or supplies.

“4. Theft from or damage to University/college premises or property, or theft of or damage to property of any person on University/college premises is prohibited.

“5. Each member of the academic community or an invited guest has the right to advocate his [or her] position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.

“6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution’s educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution’s instructional, personal, administrative, recreational, and community services.

“7. Disorderly or indecent conduct on University/college-owned or -controlled property is prohibited.

“8. No individual shall have in his [or her] possession a rifle, shotgun, or firearm or knowingly have in his [or her] possession any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without the written authorization of such educational institution. Nor shall any individual have in his [or her] possession any other instrument or material which can be used and is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college.

“9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

"10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees on University premises or as part of any University/college activities is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.

"11. The unlawful possession, use, or distribution of alcohol by students or employees on University/college premises or as part of any University/college activities is prohibited.

## **"II. Penalties**

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"1. Any student engaging in any manner in conduct prohibited under substantive Rules 1–11 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.

"2. Any tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1–11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of The City University of New York or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program.

"A tenured or non-tenured faculty member or other member of the instructional staff or member of the classified staff charged with engaging in any manner in conduct prohibited under substantive Rules 1–11 shall be entitled to be treated in accordance with applicable provisions of the Education Law, or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of The City University of New York.

"3. Any visitor, licensee, or invitee engaging in any manner in conduct prohibited under substantive Rules 1–11 shall be subject to ejection and/or arrest by the civil authorities.

"4. Any organization which authorizes the conduct prohibited under substantive Rules 1–11 shall have its permission to operate on campus rescinded.

"Penalties 1–4 shall be in addition to any other penalty provided by law or The City University.

## **"Appendix**

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"Sanctions defined:

"A. Admonition. An oral statement to the offender that he [or she] has violated University rules.

"B. Warning. Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more severe disciplinary action.

"C. Censure. Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.

"D. Disciplinary Probation. Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time.

"E. Restitution. Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

"F. Suspension. Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.

"G. Expulsion. Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.

"H. Complaint to civil authorities.

"I. Ejection.

"Resolved, That a copy of these rules and regulations

be filed with the Regents of the State of New York and with the Commissioner of Education.

“Resolved, That these rules and regulations be incorporated in each college bulletin.”

### **Statement of policy on the presence of illegal substances on campus**

Revised 1996

The use, sale, or transfer of illegal substances will not be tolerated at Brooklyn College. Unlawful possession or sale of drugs is a crime, subject, upon criminal conviction, to prison sentences of up to life imprisonment. No member of the academic community who may be liable for criminal prosecution and conviction may receive special consideration due to his or her status within the College. The campus is not a sanctuary, and should members of the College community violate criminal laws on illicit use, sale, or transfer of drugs, whether on or off campus, they must accept the full legal consequences for their actions.

The police and other law enforcement agencies are required to investigate violations of the law wherever these may occur. Search warrants may be obtained and undercover agents placed on this campus without College approval or knowledge.

Apart from the issue of criminal illegality, the presence of illegal drugs on campus constitutes a disruptive situation within the College community. Muggings and thefts, for example, are reported to increase proportionately in association with drug traffic. An individual who becomes involved with illegal drugs establishes evidence that he or she is in at least indirect contact with an explicitly criminal element. These contacts invite intrusions into the College community by informers to law enforcement agencies and others, thereby undermining the trust and free flow of ideas implicit to the College community.

The College has the authority to prevent disruptive situations that may detract from its educational purposes. Pursuant to that authority, the College hereby serves notice that it will undertake disciplinary proceedings against any member of the academic community who uses, sells, or transfers illegal drugs on campus.

#### **Policy**

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- I. The use, sale, or transfer of illegal substances on campus is disruptive and a violation of campus policy. Infractions of this policy will be enforced as follows:
  - A. Students accused of violating this policy will be subject to discipline with procedural due process outlined in Article XV of the Bylaws of the Board of Trustees.
  - B. Faculty members accused of violating this policy will be subject to discipline with procedural due process outlined in Article VII of the Bylaws of the Board of Trustees.

College disciplinary proceedings are not criminal proceedings, nor are they intended to replace the function of criminal proceedings. The primary concern of the College is to provide and maintain those conditions that enhance the educational process. Any member of the college community who is found to have violated this Brooklyn College Statement of Policy is subject to the following penalties prescribed in the Bylaws of the Board of Trustees:

- a. Admonition,
  - b. Warning,
  - c. Censure,
  - d. Disciplinary Probation,
  - e. Restitution,
  - f. Suspension,
  - g. Expulsion,
  - h. Complaint to Civil Authorities, and
  - i. Ejection.
- II. The College recognizes the personal difficulties and complexities that are associated with drug and alcohol use. Members of the College community in need of assistance are invited and encouraged to use the confidential therapeutic and counseling services that are available. Professional substance-abuse counselors together with trained students have proved of great assistance over the past years in drug and alcohol rehabilitation. An appointment for these services may be obtained by calling the Personal Counseling Office, 0203 James Hall (telephone: 718-951-5363).

- III. A. Persons who are not members of the College community who use illegal substances on campus will be taken to the Department of Campus and Community Safety Services for appropriate action. This could include notifying their schools, parents, other officials on campus, and the police.
- B. Any person making a sale of illegal substances on campus will be subject to arrest.

### **Computer user responsibilities**

The computer resources of Brooklyn College and the City University of New York must be used in a manner that is consistent with the University's educational purposes and environment. All users of computer resources are expected to act in a spirit of mutual respect and cooperation, and to adhere to the regulations for their use set forth below. As a user of CUNY computer resources, you:

- Must have a valid authorized account to use computer resources that require one and may use only those resources that are specifically authorized. You may use your account only in accordance with its authorized purposes and may not use an unauthorized account for any purpose.
- Are responsible for the safeguarding of your computer account. For a mainframe computer account, you should change your password frequently and should not disclose it to anyone. You should take all necessary precautions in protecting the accounting, no matter what type of computer resources you are using.
- May not circumvent system protection facilities.
- May not knowingly use any system to produce system failures or degraded performance.
- May not engage in unauthorized duplication, alteration, or destruction of data, programs, or software. You may not transmit or disclose data, programs, or software belonging to others and may not duplicate copyrighted material.
- May not engage in abusive or improper use of computer hardware. This includes, but is not limited to, tampering with equipment, unauthorized attempts at repairing equipment, and unauthorized removal of equipment components.

- May not use computer resources for private purposes, including, but not limited to, the use of computer resources for profitmaking or illegal purposes.
- May not use computer resources to engage in abuse of computer personnel or other users. Such abuse includes the sending of abusive, anonymous, or unsolicited messages within CUNY or beyond via network facilities.

The use of College computer resources may be subject to College regulations and are subject to revision, and you are expected to be familiar with those regulations.

The University reserves the right to monitor, under appropriate conditions, all data contained in the system to protect the integrity of the system and to ensure compliance with regulations.

Any user who is found to be in violation of these rules shall be subject to the following:

- suspension and/or termination of computer privileges;
- disciplinary action by appropriate College and/or University officials;
- referral to law enforcement authorities for criminal prosecution; and/or
- other legal action, including action to recover civil damages and penalties.

### **Student immunization requirement**

New York State Law requires all students to submit documentation proving immunity to measles, mumps, and rubella as well as a Meningococcal Meningitis Vaccination Response Form. Information on procedure for proving immunity is in the section "Admission" in this *Bulletin*.

### **Smoking regulations**

The following resolution on smoking policy was adopted on September 29, 1994, by the Board of Trustees of The City University of New York:

"Smoking is prohibited inside all facilities owned, leased, or operated by the City University of New York, effective January 1, 1995."

# Cocurricular Programs and Activities

## Brooklyn College Student Center

The Brooklyn College Student Center, as part of the Division of Student Affairs, contributes to students' educational experience at the College through cocurricular programs and student governance and leadership. Located on Campus Road and East 27 Street, the Student Center offers lounges, meeting and conference rooms, a computer corner, game rooms, art displays, study rooms, and a television room. It houses the Student Center Student Advisory Board, three student government offices (CLAS, SGS, and GSO), the Inter-Greek Council office, the Academic Club Association, and a Students Engaged in Responsible Volunteer Action (SERVA) reception area. It is home also to the Center for Student Development and Leadership Programs, which includes Student Activities and Central Depository (the processing center for student activity monies allocated to student organizations). The Student Center provides many special services and programs for student organizations as well as the rest of our larger community and frequently schedules local community meetings and conferences in the center, although priority scheduling is granted to the campus community. The Student Center building and many of the staff members are supported in great part by the Student Activity Fee that students pay at each registration.

## Campus events and club activities

During common hours (Tuesday and Thursday, 1:30–3:30 p.m.) when classes generally are not in session, students may participate in various clubs and activities as well as academically related out-of-classroom projects recommended by faculty or advisers. Special lectures, concerts, and other events, including such cultural awareness programs as Black History Month and International Women's Month, are also presented during common hours. There are about 140 chartered student clubs on the Brooklyn College campus. These organizations present academic and social events; sponsor ethnic, cultural, and religious programs; furnish forums for political and societal concerns; provide

service to the campus and the wider community; stage performances and exhibitions; and arrange activities for students with special interests. The Inter-Greek Council is an association of fraternities and sororities that have chapters on campus. All chartered student groups may be contacted through the Center for Student Development and Leadership Programs, 302 and 314 Student Center or through the appropriate student government, located on the third floor of the Student Center.

Several common hours are usually scheduled each term for evening students. The dates, which change each term, are listed in the calendar of special dates in the *Schedule of Classes*. On common hour evenings, most classes meet for shorter periods than usual.

## Student governance and leadership opportunities

The student governments for the College of Liberal Arts and Sciences, the School of General Studies, and the Division of Graduate Studies are located in 311, 312, and 309 Student Center, respectively. Qualified students may seek office during the annual elections held in the spring. Student government meetings are open to all students. Students may serve on a variety of committees including Faculty Council, Policy Council, and other governance bodies throughout the College. In addition, students may participate in a variety of leadership and civic engagement opportunities, including an annual leadership retreat and voter education initiatives as well as volunteering as peer advisers during orientation. For additional information, visit the Office of Student Development on the third floor of the Student Center, or e-mail [studentdev@brooklyn.cuny.edu](mailto:studentdev@brooklyn.cuny.edu).

## Student honor societies

### Alpha Sigma Lambda

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The Brooklyn College Chapter of Alpha Sigma Lambda, Zeta of New York, is a member of the national honor society for evening colleges. Candidates for undergraduate degrees are elected to membership on the basis of scholarship, leadership, and integrity.

## **Phi Beta Kappa**

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The Brooklyn College Chapter of Phi Beta Kappa, Rho of New York, is a constituent member of the Phi Beta Kappa society, whose purpose is to recognize and encourage scholarship and cultural interests. Members are elected primarily on the basis of broad cultural interest, scholarly achievement, and good character. Only those students whose work has been definitely liberal in character and purpose are considered for election as members. Grades earned in applied or professional courses are not considered in determining eligibility for election to membership.

Weight is given to the breadth of the course program as well as to grades earned. Weight is also given to college-level foreign language study beyond the core requirement. Candidates are expected to show evidence of elective study beyond the core requirements and outside their major in at least two of the three broad areas of the humanities, the social sciences, and the sciences.

All eligible students are considered by the Committee on Admissions; candidates do not apply to Phi Beta Kappa.

## **National honor societies**

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National honor societies with chapters on the Brooklyn College campus are Upsilon Pi Epsilon (computer science), Kappa Delta Pi (education), Pi Delta Phi (French), Pi Mu Epsilon (mathematics), Psi Chi (psychology), Alpha Kappa Delta (sociology), Sigma Delta Pi (Spanish), Sigma Alpha Eta (speech), and Golden Key International Honour Society (all disciplines).

## **Student service and volunteer opportunities**

The Students Engaged in Responsible Volunteer Action (SERVA) program, Brooklyn College's volunteer registry, provides recognition for students who serve in the community and the College through such programs as Student Activity Volunteer Intern (SAVI), Seeds of Hope, Presidential Ambassadors, Community Building, Student Communications Committee, and the Annual Brooklyn College Volunteers Week. Students may volunteer for the Disaster Relief Efforts Committee, AIDS and Diabetes Awareness Campaigns, and annual blood drives and Counting the Homeless Projects. For more information, contact the Office of the Dean of Student Affairs, 2113 Boylan Hall, (718) 951-5352, [studentaffairs@brooklyn.cuny.edu](mailto:studentaffairs@brooklyn.cuny.edu).

## **New York Public Interest Research Group, Inc. (NYPIRG)**

The New York Public Interest Research Group, Inc. (NYPIRG) is a nonprofit, nonpartisan research and advocacy organization established, directed, and supported by New York State college students. NYPIRG provides the structure through which concerned students may work for social change in such areas as consumer protection, environmental quality, fiscal responsibility, political reform, equal opportunity, and social justice while gaining experience in areas of research, government, and citizenship.

Academic credit may be received for NYPIRG internship work through urban fieldwork courses (Political Science 75.5 and 75.6) or through internships arranged with the permission of individual course instructors.

With chapters on nineteen campuses throughout the state, NYPIRG is directed and funded by students through their Student Activity Fee. There is a two-week refund period each term for students who do not want to contribute to the organization; refunds may be requested in Central Depository, 314 Student Center; or in the NYPIRG office, 0302 James Hall, (718) 859-7177.

## **Recreational activities**

Recreational activities are open and unstructured, and facilities are available on an individual basis. Schedules for activities are available at the beginning of each semester. The recreational facilities include a fitness center, basketball courts, and tennis courts. Basketballs are available in the Recreation Center; but students must bring their own tennis racquets. To use the facilities, students must present a valid Brooklyn College identification card in the Recreation Center; 125 Roosevelt Hall, (718) 951-5366.

## **Intercollegiate athletics**

The intercollegiate sports program offers a schedule of athletics competition in Division III of the National Collegiate Athletic Association (NCAA). All students are encouraged to take part in the program, which includes men's soccer, women's softball, and men's and women's basketball, cross-country, tennis, and volleyball. Students who are interested in joining a team should visit the Recreation Center; 125 Roosevelt Hall, (718) 951-5366.

It is the mission of the intercollegiate athletics program to enhance the educational experience by providing opportunities for students to achieve their athletic potential while representing Brooklyn College. The program fosters friendship and sportsmanship; winning and losing are only important as they support the process of learning. Brooklyn College strongly supports a policy of gender equity.

Recognizing that the most important priority for student athletics is academic performance, the Athletics Division supports this goal by limiting the length of the season, number of contests, length of practices, and extent of travel. In accord with NCAA Division III regulations, Brooklyn College does not offer athletic scholarships. There are no revenue-producing sports, and admission to all games is free. Outstanding coaches, trainers, and physicians are assigned to all teams. Facilities and equipment are properly maintained for safety and cleanliness.

### **Intramural sports**

Intramurals provide structured tournaments in a variety of sports for men, women, and coed teams. The program welcomes all students and faculty and staff members regardless of their athletic abilities. Information may be obtained in the Recreation and Intramurals Office, 125 Roosevelt Hall, (718) 951-5366.

# **Academic Resources**

## **Libraries**

**Brooklyn College Library**  
<http://library.brooklyn.cuny.edu>

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The Brooklyn College Library provides integrated information support for College instructional and research programs. The library is technologically the most advanced in the City University of New York as well as one of the largest to be built in the New York City metropolitan area. Occupying the library's 6.5 acres of space are more than 2,300 student seats, 21.5 miles of shelving, twenty-two group study rooms, five computer classrooms, and more than five hundred computers for student and faculty access. Four of every ten seats include either a fixed computer or a net tap to which readers may attach their own laptops.

The library's double-height windows bring light throughout the building. Art, much of it by Brooklyn artists, fills the building's walls. The library offers students an unusual variety of seating areas, including traditional tables and carrels, lounge chairs, laptop spaces, group study rooms of all sizes, large and small reading rooms—even window seats on each landing of the great octagonal stair tower. Terrazzo, the warmth of wood, and rich colors complete a handsome milieu conducive to study and research.

The physical collections total more than 1,300,000 volumes, 40,000 print and electronic journals, and about 25,000 audiovisual units (sound recordings, videotapes, and DVDs). The library's substantial digital collections include both electronic subscriptions and works of reference as well as several thousand electronic books. The library's collections are represented in CUNY+, the online catalog of the City University of New York. The library also houses the Brooklyn College Archives, the New Media Center, and both academic and administrative computing.

The first floor includes the reserve reading room, the circulation and exhibition gallery, the reference collection, the Lily Pond Reading Room, the Archives and Special Collections, and a theater. On the lower level, students and faculty may find the library's extensive collection of periodical literature and government publications as

well as the Library Lower Level Lab (L<sup>4</sup>). The second floor accommodates music collections, the New Media Center, and the La Guardia reading room, with its cathedral ceiling and WPA murals, *Famous Libraries of the World*. Academic Information Technologies is located on the third floor; here faculty can create new technology-assisted teaching tools in the Faculty Training and Development Laboratory. The library's physical collections, student seating, computers, and group study rooms are scattered throughout the building on every floor.

Brooklyn College librarians provide extensive in-person and online reference service to faculty and students. An active library instruction program provides training in the use of the library's physical and digital collections. The collections support both undergraduate and graduate study in the humanities, social sciences, and sciences; they are especially strong and research-oriented in history and American and British literature. The library also holds research-level collections in chemistry, biology, and computer science as well as important archival and special collections, among which are the Brooklyniana Collection and the Manuscripts Collection.

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**Morton, '59, and Angela Topfer Library Café**  
**First floor, Whitehead Hall, (718) 951-4672**  
<http://ait.brooklyn.cuny.edu/librarycafe/home.htm>

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The Library Café, open twenty-four hours a day, seven days a week, features eighty networked computer workstations in both PC and Macintosh environments. Each has the latest versions of multiple software packages and Internet browsers. Notebook computers, plug-ins for personal laptops, and high-quality laser printers are available. There are group-study rooms and areas for individual study or reading. Modeled on the style of Internet cafés, the sleek, state-of-the-art facility, with large windows facing a landscaped courtyard provide natural light, is a popular site for computing, study, student interchange, or merely having a sandwich, coffee, or soda.

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**Costas Memorial Classics Library**  
**2405 Boylan Hall**

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The library contains a noncirculating collection of more than one thousand volumes of Greek and Latin texts and texts on classical topics donated by the late Professor Procope S. Costas and other members of the Classics Department. The library is open to students

and faculty members for research when classes are in session and the library is not in special use.

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**Meier Bernstein Art Library**  
**5300 Boylan Hall**

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Located in a beautiful suite of rooms in the Art Department, the library contains art books, periodicals, and digital materials, as well as computers with Internet access, which may be used for reading, study, reference, research, review of course materials, gathering current information about the art world, looking at pictures, or just browsing. The library sponsors artists in residence and lectures and studio critiques by guest artists, art historians, critics, museum curators, gallery directors, art magazine editors, and others, including many famous people drawn from the New York art world. The library is named for the painter who established the Meier Bernstein Foundation for the promotion of fine-arts education, from which it receives most of its funding; additional support comes from the Art Department, its faculty and alumni, and other sources.

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**S. Eugene Scalia Memorial Library**  
**1212 Boylan Hall**

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The library, located in the Center for Italian American Studies, is a reference library of more than nine hundred volumes.

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**Walter W. Gerboth Music Library**

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The music library, named in memory of its principal founder and first librarian, respected teacher and scholar Walter W. Gerboth, is located on the second floor of the Brooklyn College Library. It offers facilities for music study, research, and listening.

The collection comprises scores, collected works, phonograph recordings, tapes, compact discs, music and dance video cassettes, electronic resources, playback equipment for on-site listening, and general and specialized books about music and dance as well as a fine selection of periodicals and yearbooks. Subject strengths lie in American music and performance scores. The collection is complemented by that of the Institute for Studies in American Music, 415 Whitehead Hall.

## Centers and institutes

### **Africana Research Center** **3103 James Hall, (718) 951-5597**

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The center promotes research in Africana studies and in political, economic, and cultural issues of interest to scholars and the African, Caribbean, and African American communities.

### **Applied Sciences Institute** **3228 Boylan Hall, (718) 951-5252**

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The Applied Sciences Institute (ASI) comprises seven research institutes at the College: Applied Vision, Aquatic Research and Environmental Assessment, Electrochemistry, Feeding Behavior and Nutrition, Neural and Intelligent Systems, Semiconductor, and Surfactant Research. Its purpose is to promote significant funded research in a broad range of applied sciences, to promote economic development through interaction with local and regional industry, and to create educational opportunities—including those for women and minorities—that help to increase the technological and scientific workforce needed for the economic health of the city. The ASI seeks to promote and encourage applied research at the College in such fields as information systems and computational science, health and nutrition, applied biomedicine, and aquaculture, among others. Directors of the institutes are scientists of international stature who have demonstrated records of attracting substantial grants and contracts from both government and industrial sources. The institutes draw on the skills and efforts of faculty and postdoctoral research associates as well as graduate and undergraduate students at the College.

### **Archaeological Research Center** **0207 Ingersoll Hall, (718) 951-4714**

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The center supports excavations abroad on sites dating from early Neolithic to medieval times. The center also supports and directs excavations in New York. Evidence is recovered and studied from these and other digs in which members and students participate. The center publishes its findings.

### **Auditory Research Center**

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The Brooklyn College Center for Auditory Research conducts basic and applied research on various topics related to the auditory system. One of the recent highlights of center activity was a successful investigation of the EarPopper, a nonsurgical device used for the

elimination of middle-ear fluid in children. The center has received a number of federally funded research grants in which paid graduate students participate as research assistants. Some of these students have gone on to pursue doctoral degrees at institutions across the country, including the Massachusetts Institute of Technology and the CUNY Graduate School and University Center. The advisory board for the center includes prominent physicians and scientists.

### **Center for Child and Adult Development** **1205 James Hall, (718) 951-5876**

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The center is sponsored by the school psychologist graduate program of the School of Education. It serves the community and professionals in the fields of education and psychology by providing, through conferences and symposia, information on mental health practices and recent research relevant to child and adult development.

### **Center for Computer Music** **250 Gershwin Hall, (718) 951-5582**

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The Center for Computer Music, part of the Conservatory of Music, promotes musical and interdisciplinary projects using a variety of computer applications. It focuses on digital audio, synthesis, and digital signal processing. Applications include Protools, MAX-MSP, Kyma, Waves, GRM, Sound Hack, MetaSynth, DP, and others. Annually, the center produces a CD of student and faculty compositions. The center also maintains an active visiting composer series. Its recording studio is equipped with sixteen-track digital recording, with mixdown capabilities. A variety of high-quality microphones, mixers, tape recorders, and signal processors is available. The center's control room is linked to a medium-sized room for solo and chamber music recordings and to a fully equipped five-hundred-seat theater for larger ensembles. The conservatory also offers courses in recording technology.

Since 1990, the Center for Computer Music has hosted an International Electroacoustic Music Festival, with performances of music, video, film, and live electronic works by artists from around the world.

### **Center for Diversity and Multicultural Studies** **3309 James Hall, (718) 951-5766**

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The center promotes a campuswide multicultural academic environment. Diversity policy initiatives, faculty development, public forums, publications, internships,

community service, and student clubs, including the Direct Action Club, facilitate the multicultural objectives of the College.

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**Center for Health Promotion**  
**4145 Ingersoll Hall, (718) 951-5565 or -5026**

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The Center for Health Promotion develops, coordinates, and centralizes a variety of outreach programs initiated by faculty members. It organizes workshops, seminars, and conferences on health and nutrition topics. It provides opportunities for students to learn through volunteer work and to serve the community through fieldwork and independent studies on health promotion.

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**Center for Italian American Studies**  
**1212 Boylan Hall, (718) 951-5070**

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The center was established to stimulate interest in Italian American life and explore the social, political, and cultural attitudes and behavior patterns of Italian Americans. It serves students, faculty, and the community by organizing conferences, lectures, and seminars, and it offers counseling, training workshops, and tutoring. It supports a minor program in Italian American studies and a noncredit program for adults on subjects related to Italian and Italian American culture. Graduate and undergraduate students participate in the center's research projects.

The center houses the S. Eugene Scalia Memorial Library, the Bernard Toscani Library (books in Italian), and the James Periconi Library (an extensive collection of Italian American books in English), all of which are available to students and faculty. The center hosts meetings and events organized by the Italian Culture Club and the Italian American Student Union.

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**Center for Latino Studies**  
**1204 Boylan Hall, (718) 951-5563**

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The center, an extension of the Department of Puerto Rican and Latino Studies, serves students, faculty, and the community by stimulating interest in Puerto Rican and Latino affairs. It sponsors conferences, workshops, lectures, seminars, internships, and noncredit courses. It encourages curricular development and research on topics related to the Latino experience and fosters educational exhibits as well as artistic and cultural expression. The center maintains a facility for special collections, publications, and research.

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**Center for Nuclear Theory**  
**3438 Ingersoll Hall, (718) 951-5418**

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Research in theoretical nuclear physics is supported by the center, whose members serve as mentors for graduate students in the area of nuclear theory.

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**Center for Religion in Society and Culture**

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The Center for Religion in Society and Culture (RISC) fosters study and research of religion and its social impact with a particular emphasis on the impact of religious institutions in Brooklyn. The center houses the archives of the Program for Analysis of Religion Among Latinas/os Study, a nationwide survey of Latino leadership in parishes and congregations conducted with funding from the Lilly Endowment and the Ford Foundation. In collaboration concert with the Program for Studies of Religion, RISC cosponsors events and lectures addressing religious topics.

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**Center for the Study of Brooklyn**  
**1209 Ingersoll Hall, (718) 951-5852**  
<http://csb.brooklyn.cuny.edu>

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The Center for the Study of Brooklyn is a public policy research center that puts Brooklyn issues first. The center grew out of the College's strategic goal of being a model citizen of Brooklyn. It aims to serve Brooklyn's community, business, nonprofit, educational, and government leaders through timely research and public forums.

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**Center for the Study of World Television**  
**304 Whitehead Hall, (718) 951-5555**

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The center is affiliated with the Department of Television and Radio. Its goal is to develop a better understanding of the use of national and international policy for the constructive application of television and related media to the social, cultural, political, and economic needs of various countries and regions. The center has conducted and published research, sponsored lectures, developed databases on aspects of international television, and holds symposia in the United Nations in cooperation with the U.N. and the International Council of the National Academy of Television Arts and Sciences.

**Children's Studies Center**  
**3602 James Hall, (718) 951-3192**  
**<http://depthome.brooklyn.cuny.edu/childrensstudies>**

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The center, founded in 1997, aims to promote a unified approach to the study and teaching of children and youth across the disciplines in the arts, education, humanities, law, medicine, and natural and social sciences. Its mission is to participate in national and international research efforts on behalf of children and youth; to help governmental and advocacy agencies, as well as community-based organizations, formulate implementation strategies for helping children and youth; to initiate interdisciplinary symposia, concerts, broadcasts, exhibitions, and films in partnership with arts institutions; and to develop resource and information materials for assisting undergraduate and graduate students in the exploration of careers related to children and youth services.

**Ethyle R. Wolfe Institute for the Humanities**  
**2231 Boylan Hall, (718) 951-5847**  
**<http://depthome.brooklyn.cuny.edu/wolfe>**

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The Ethyle R. Wolfe Institute for the Humanities supports research, writing, teaching, and public discussion in the humanities and human sciences at Brooklyn College. It seeks to promote faculty initiatives and to ensure excellence in scholarship in these areas. Toward that end, the institute presents public lectures, symposia, and conferences as well as interdisciplinary faculty study and discussion groups; offers full-year research fellowships in the humanities to Brooklyn College faculty; collaborates with several undergraduate honors programs; and brings leading scholars to campus.

**Infant Study Center**  
**4311 James Hall, (718) 951-5171 or -5610**

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The center conducts grant-supported research studies on visual and perceptual development in infants and young children. Aspects of both normal and abnormal development are studied. A major interest of the center is the development of new methods of assessing visual functioning in infants and young children. Graduate and undergraduate students assist in research.

**Institute for Studies in American Music**  
**415 Whitehead Hall, (718) 951-5655**  
**<http://depthome.brooklyn.cuny.edu/isam>**

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The Institute for Studies in American Music (ISAM), part of the Conservatory of Music, is a research center dedicated to the study, preservation, and presentation of a wide spectrum of American music, including jazz, popular, folk, and art music.

ISAM sponsors conferences, symposia, and concerts. In recent years, the institute has focused on contemporary composers in the greater New York area and on musical traditions of immigrant communities surrounding the College.

The institute has published more than thirty monographs on various topics in American music as well as bibliographies, discographies, and a semiannual newsletter. Its research collections, including books, periodicals, scores, and recordings, are open to students and scholars by appointment.

# Additional Campus Services and Facilities

## Art Gallery at Brooklyn College

The gallery, affiliated with the Art Department, mounts several important shows of national and international art each year as well as exhibitions of folk art, history, and local lore. These exhibitions benefit the borough as well as the Brooklyn College community and draw visitors from throughout the New York area. Pending construction of a new space, the gallery has been using the library's exhibition area as well as off-campus venues. Its major sources of support are the James, '68, and Anna Fantaci Art Fund and the Donald E., '40, and Edith Peiser Fund.

## Brooklyn Center for the Performing Arts at Brooklyn College 154 Gershwin Hall, (718) 951-4600 [www.brooklyncenteronline.org](http://www.brooklyncenteronline.org)

Brooklyn Center is a world-class performing arts center that is a resource for both the campus and the wider community. The center includes the George Gershwin Theater (capacity, 500), Walt Whitman Hall (capacity, 2,400), the Sam Levenson Recital Hall (capacity, 160), and the New Workshop Theater (capacity, 100), a studio facility.

During its annual season, Brooklyn Center presents a variety of outstanding culture and entertainment that rivals Manhattan's best theaters. Past productions and entertainers have included Savion Glover, *Cats*, Bob Newhart, and Russell Simmons Def Poetry Jam as well as the highly acclaimed World of Dance and Caribbean Celebration series. Discounted tickets for most performances may be purchased with a valid student ID. Details for the current season are on the Web at [www.brooklyncenteronline.org](http://www.brooklyncenteronline.org).

More than three hundred music and theater events are presented at the center, free or for a small fee, throughout the academic year by students and faculty members of the Conservatory of Music and the Department of Theater. Performances include recitals, concerts by the Conservatory Orchestra and the Conservatory Wind Ensemble, Mainstage productions

and thesis productions by the Department of Theater, and fully staged productions by the Brooklyn College Opera Theater.

The center's box office is in Gershwin Hall. Program information may be obtained by calling the box office, (718) 951-4500, or by visiting the Web site.

## Brooklyn College Bookstore 0400 Boylan Hall, (718) 951-5150 or (718) 434-0333 <http://brooklyn.bkstore.com>

The bookstore stocks new and used required and recommended books, computer software and supplies, greeting cards and magazines, school and art supplies, Brooklyn College memorabilia, and snacks.

## Brooklyn College Testing Office 245 West End Building, (718) 951-5916

The Office of Testing is responsible for administering evaluative tests and assessments in accordance with the City University's Testing Program. The Testing Office also provides proctoring services by administering exams for distance learning students and the College Level Placement Exam. The following tests are administered: the CUNY Skills Assessment Tests for incoming students; the CUNY Proficiency Examination (CPE); Calculus Placement Test; Transfer Students' Writing Test; College Level Examination Program (CLEP), and Distance Education Exams. The office may be reached by telephone, fax (718-951-4721), or e-mail, [testing@brooklyn.cuny.edu](mailto:testing@brooklyn.cuny.edu).

## Campus and Community Safety Services

### 0202 Ingersoll Hall Regular services, (718) 951-5511 Emergency services hot line, (718) 951-5444 [www.brooklyn.cuny.edu/bc/offices/security](http://www.brooklyn.cuny.edu/bc/offices/security)

The Office of Campus and Community Safety Services is dedicated to keeping the campus safe and secure. It takes every preventive measure, reinforces security as and when the occasion warrants, and maintains close contact with our local police precinct. The College has in place an emergency response plan that has detailed provisions for responding to a range of emergencies, lays out specific steps and assignments, provides for an emergency management team, and ensures coordination with local emergency services.

### **Patrols**

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Security personnel patrol the campus twenty-four hours a day, on foot and in security vehicles, to ensure the safety and well-being of all students, faculty, staff members, and visitors on campus and on the streets bordering the campus.

### **Emergency medical service hot line (718) 951-5858**

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Emergency medical assistance is offered by the Student Volunteer Emergency Medical Squad, 021 Ingersoll Hall Extension. Ambulance facilities are also provided.

### **Emergency telephone number**

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The Office of Campus and Community Safety Services may be contacted directly in an emergency at (718) 951-5444. All incidents that occur on campus, including such misdemeanors as thefts and vandalism, should be reported promptly to the office.

### **Escort service**

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Escorts will be provided by security personnel to campus parking lots and nearby public transportation (bus and subway) for students and faculty and staff members who request them. Requests should be made about twenty or thirty minutes before an escort is needed. Security shuttle service operating on Campus Road provides transportation to and from local bus stops and subway stations. A van is available for students and staff members with disabilities.

### **Bicycle rack**

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Security personnel maintain a bicycle rack at Campus Road and East 27 Street during the hours the campus is open. The enclosure may be used by students and faculty and staff members upon presentation of a valid Brooklyn College photoidentification card. There are also two racks outside Ingersoll Hall on Bedford Avenue. This location is not staffed by security personnel. Bicycles must be properly secured to the rack with sturdy chains or locks. Overnight storage of bicycles is not permitted.

### **Photoidentification**

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All students and members of the faculty and staff should carry a Brooklyn College photoidentification card on campus and are required to wear it on campus when the College is closed. The card must be displayed in order to gain access to the campus, the library, and

the Student Center. Photoidentification services are located in the Enrollment Services Center.

Students who wish to enter or remain on campus after it is closed must obtain written permission from the Office of the Dean for Student Affairs or have a twenty-four-hour photoidentification card.

### **Annual security guide**

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The Office of Campus and Community Safety Services is in compliance with the Jeanne Clery Act (formerly the Campus Security Act of 1990) and publishes an annual security guide by October 31. The guide, available on the office Web site, includes campus crime statistics. A campus log of reported crimes is open to the public in the office.

### **Center for Assistive Technology 4125 Boylan Hall, (718) 951-3193**

The Center for Assistive Technology provides clinical services, including comprehensive identification, evaluation, and treatment, for children and adults with developmental and acquired disabilities who require assistive technology. Through augmentative communication techniques, seating and mobility, and computers, the center helps individuals with severe disabilities to develop communication, writing, and mobility skills. For students majoring in speech-language pathology or education, the center provides professional training in clinical practices as well as in the use of state-of-the-art devices, peripherals, adaptations, and software. Facilities at the center include treatment rooms and a demonstration area with one-way vision windows for observation. The center is a joint arrangement between the Brooklyn College Speech-Language Pathology and Audiology Program and Premier HealthCare, a member agency of the Young Adult Institute, which serves individuals with disabilities throughout the New York City metropolitan area.

### **Center for Student Disability Services 138 Roosevelt Hall, (718) 951-5538 <http://dephome.brooklyn.cuny.edu/disability>**

The Center for Student Disability Services is responsible for ensuring the successful integration of students with disabilities into the Brooklyn College community and for determining what constitutes appropriate, reasonable accommodations. Students will have access to the center by registering with the center.

Services for students with disabilities registered in the program include preadmission interviews, priority registration, individual counseling, auxiliary aids (readers, writers, laboratory assistants), individual testing accommodations and arrangements, advocacy, and direct liaison with offices that provide College services.

The center offers adaptive equipment for studying, taking tests, tutoring, and other academic activities. A wide variety of equipment and software is available, including a Dragon dictate speech-recognition system, a scanner with screen-access software, a text-to-speech synthesizer, magnification systems, CCTV systems, seventeen-inch VGA display monitors, braille and large-print keyboards, and a braille printer. Computers allow many documents to be accessible in alternative formats, such as braille print or vocalized text.

Adaptive equipment and software are available through the center's computer lab and its Mamie and Frank Goldstein Resource Center.

### **Commencement information**

**[www.brooklyn.cuny.edu/bc/commencement/](http://www.brooklyn.cuny.edu/bc/commencement/)**

After applying for graduation review (senior check), students should visit the Commencement Web site for details regarding the annual ceremonies held in May or June on the BC Quadrangle. Questions about the ceremony may be sent to [studentaffairs@brooklyn.cuny.edu](mailto:studentaffairs@brooklyn.cuny.edu)

### **Computer Language Instruction Center (CLIC)**

**4311, 4315, and 4316 Boylan Hall, (718) 951-5231**

The Computer Language Instruction Center (CLIC) is an integral part of the Department of Modern Languages and Literatures. It houses well-developed collections of foreign films and videos, educational software, and audio cassettes.

The main lab room, 4316 Boylan Hall, is equipped with twenty-four Internet-connected computers running the Windows operating system. Students may access specialized, foreign-language instruction software stored on the center's main server.

The Teaching Lab, 4311 Boylan Hall, is used for classroom instruction. It is equipped with twelve Internet-connected computers, a large screen, a projector, and multistandard DVD and VCR players.

## **Department of English**

**English-as-a-Second-Language Program,  
1414 Ingersoll Hall, (718) 951-5928**

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This program is for students whose native language is not English. Students are assigned to the program on the basis of the University Skills Assessment Tests in reading and writing. See course descriptions under "English" in this *Bulletin*.

**ESL Reading and Writing Laboratory,  
1408 Ingersoll Hall**

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The laboratory is open to students enrolled in ESL courses.

### **Drug and alcohol abuse counseling and information**

**0203 James Hall, (718) 951-5363  
<http://pc.brooklyn.cuny.edu>**

Professional help is provided through counseling and referral. Free and confidential services are available to students, staff, and faculty members as well as their families.

### **Early Childhood Center**

**<http://depthome.brooklyn.cuny.edu/ecc>**

The Early Childhood Center (ECC) provides nationally recognized high-quality early education and care programs for the children of Brooklyn College students, ranging in age from four months through twelve years. The ECC provides on-site and virtual field experiences for teacher education candidates, students in allied professional fields, and students in the liberal arts and sciences.

The ECC consists of a diverse community. The Program for Infants and Toddlers, from four months through two years eight months, and the Program for Young Children, ages two years nine months to five years, addresses toddler and young children. It includes the Afterschool/Evening Programs for School-age Children, which provides a stimulating and nurturing environment where children can choose from a variety of activities. School-age children are assisted with homework obligations, and tutoring is available by teacher education candidates fulfilling field work assignments at the ECC. Summer programs for infants, toddlers, and young children provide continuity of care for children already enrolled in the ECC and provide opportunities for children joining the programs for the first time as well. An Occasional Care Program for School-age Children is also offered during the fall and spring semesters.

## Electronic information kiosks

Kiosks are located in nearly all buildings throughout the campus. The computerized kiosks provide access to Web-based information about campus facilities, services, and events.

## Food services

College dining facilities are located on the lower level of Boylan Hall. They include cafeteria service, a kosher dairy bar, a gourmet coffee bar, and a buffet service dining room. The main cafeteria offers salads, soups, pizza, a delicatessen, grilled foods, international specialties, beverages, and desserts. Kosher service includes hot and cold foods, desserts, and beverages. The dining room offers salads, soups, cold cuts, hot and cold entrées, desserts, and beverages in a buffet-style environment. Limited food services are available in the Student Center and the Library Café.

The cafeteria and kosher dairy bar seat 750. The dining room seats 180. They are open from morning until evening. Catering is available for receptions and other special events. Vending machines are located in several buildings throughout the campus.

Starbucks, in the Library Café, serves hot beverages as well as cold drinks, baked goods, and snacks.

## General information line (718) 951-5000

The campus switchboard is in operation Monday through Thursday, 8 a.m. to 7 p.m., and Friday, until 5:30 p.m. During off-hours, an auto attendant guides callers to individual departments. Specific information, including a directory of telephone numbers, may be accessed from menus.

## Health Information and Wellness Services and Programs

[www.brooklyn.cuny.edu/bc/offices/studlife/HWConsortium.html](http://www.brooklyn.cuny.edu/bc/offices/studlife/HWConsortium.html)

The Health Programs/Immunization Requirements Office, 0710 James Hall, (718) 951-4505, provides information on student health and wellness issues, student immunization requirements, and health insurance. Emergency medical services are provided by a trained volunteer student squad and are available in 021 Ingersoll Hall Extension, (718) 951-5858.

The Brooklyn College Health Clinic, 114 Roosevelt Hall, (718) 951-5580, provides evaluation and treatment of

acute and chronic medical conditions, offers gynecological care, including family planning options and colposcopy, and provides wellness checkups, evaluation and counseling on smoking cessation, blood pressure, nutrition, and other health services. Care is delivered by nurse practitioners and physician assistants who have advanced, specialized training in medical diagnosis and treatment. Services are strictly confidential.

There is no charge for visits to the Health Clinic. Some laboratory tests are done free of charge; those that require outside analysis are available at greatly reduced fees. Many medications and vaccinations are provided without charge or for a nominal fee. Personal counseling is available in 0203 James Hall, (718) 951-5363.

## Housing referral

**0203 James Hall, (718) 951-5363**  
<http://pc.brooklyn.cuny.edu/housing.htm>

Housing and roommate referrals and information are provided.

## Information Booth

**1139A Boylan Hall, (718) 951-4748**  
[www.brooklyn.cuny.edu/bc/offices/studlife/infobooth.html](http://www.brooklyn.cuny.edu/bc/offices/studlife/infobooth.html)

The Information Booth, with its staff of trained student assistants, provides information on campus services and activities, campus maps, event calendars, directions to campus offices, and citizenship and poll worker applications.

## Information Technology Services

**Brooklyn College Library  
Computer Center, (718) 951-5861  
ITS Public Computing, (718) 951-5787**

Brooklyn College's computing infrastructure is one of the most advanced in CUNY. These systems support applications in all disciplines and are used by students and faculty to access critical administrative data. Information Technology Services provides support to students, faculty, and administration through the Help Desk and on site.

All students may use the College's public-access computer labs, extensive Web and distance learning systems, and network of BCLink digital information kiosks. Every registered student is provided with an advanced Microsoft Exchange e-mail account that may be accessed on or off campus via the Internet.

Brooklyn College maintains several large-scale public-access computing facilities, supplemented by departmental discipline-specific labs and electronic classrooms. Overall, more than one thousand computers are available to students. Facilities include the ITS Public Computing Labs in the West End Building, the New Media Center and lower-level labs in the library, the Morton and Angela Topfer Library Café, and the Learning Center. The ITS Public Computing Labs have more than 250 PCs, MACs, and SUN Unix workstations; free black-and-white printing; lounge areas; and food service, and are open seven days a week. The library labs have more than two hundred PCs and MACs; the Library Café more than eighty PCs and MACs. All campus labs have shared network printing, high-speed Internet access, and helpful support staff.

The College supports various computing platforms, including Windows (Wintel), Apple MAC, and SUN Unix systems linked to Novell, Windows NT, and Unix servers. All of these are available at public-access facilities and are used in various instructional contexts.

Brooklyn College also maintains a sophisticated videoconferencing and multimedia facility that is used in many courses for distance learning and facilitates interaction with students from other CUNY colleges.

An extensive inventory of adaptive computer equipment enables students with disabilities to utilize the computer resources. These facilities and associated technical support are concentrated in the ITS Public Computing Labs, the library, and the Mamie and Frank Goldstein Resource Center in the Center for Student Disability Services.

### **BC WebCentral Portal** **<https://portal.brooklyn.edu>**

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Brooklyn College students may use the BC WebCentral Portal to register, pay tuition, apply for scholarships, apply for graduate school, withdraw from courses, apply for pass-fail, declare their major, apply for absentee final exams, calculate their GPA, sign up to receive grades via e-mail, and much more. WebCentral users have access to WebMail, private calendars, to-do lists, Web favorites, news feeds, and other useful tools. The portal provides information and services customized to each user. A single WebCentral sign-on allows users to access all authenticated services without having to reenter his or her credentials.

### **Brooklyn College Web site** **[www.brooklyn.cuny.edu](http://www.brooklyn.cuny.edu)**

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The Brooklyn College Web site provides a wealth of useful information about the College and its programs for prospective and current students, prospective employees, visitors, and guests.

### **E-mail services**

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Brooklyn College provides every registered student with a Brooklyn College Microsoft Exchange e-mail address, accessible via the Web, POP, IMAP, and Outlook. The e-mail account is protected against viruses and allows students to create their own folder structure. Students can create a custom alias for their account and are encouraged to submit private e-mail addresses via the BC WebCentral Portal if they prefer to receive College mail at that address. Accounts for entering students are created within the first week of the term. The ITS network support line, (718) 677-6180, assists students with using their e-mail.

### **Wireless network access**

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Wireless network access (WIFI) is available at many locations on campus. It can be accessed with appropriately configured laptops or PDAs by students with Brooklyn College e-mail accounts. Access requires an 802.11x-compliant secure client and a Brooklyn College e-mail address. Further information and setup instructions are available on the technology tab on the BC WebCentral Portal, <https://portal.brooklyn.edu>.

High-speed wireless access is available in the Boylan Cafeteria, library, Library Café, Learning Center, Student Center, ITS Public Computing Labs, Honors Academy, and art labs as well as at the Lily Pond and on the Quadrangle.

### **Lay Advocate Program** **(legal counseling)**

**139 Ingersoll Hall Extension, (718) 951-5360**

The program offers members of the Brooklyn College community basic legal information, counseling by an attorney, and referral to legal-service agencies. Information on College rules and student rights is given by trained undergraduate volunteers supervised by an attorney. Academic credit may be received for lay advocate internship work through urban fieldwork courses (Political Science 75.5 and 75.6).

## **Learning Center**

**1300 Boylan Hall, (718) 951-5821**

The Learning Center offers all Brooklyn College students tutoring and technical support for courses across the curriculum. Trained peer tutors work with students on assignments in writing, mathematics, science, and most core and gateway courses. Help is available in the mechanics of writing, outlining, revising, and developing a format for essays, term papers, and laboratory reports. Tutors help students understand lectures and texts, assist in doing research, and suggest methods for studying. Tutors regularly schedule group reviews before midterms and final examinations. The Learning Center also coordinates Supplemental Instruction (SI) workshops in many introductory courses to the major; the STARR Supplemental Instruction lab is located in 217 Roosevelt Hall. CPE previews are offered each semester to help students prepare for the CUNY Proficiency Examination. The Learning Center is open every weekday and some evenings. Students may schedule appointments for regular weekly meetings to work on their writing skills or may drop in to work with a tutor on subjects other than writing.

## **Magner Center for Career Development and Internships**

**1303 James Hall, (718) 951-5696**  
**<http://career.brooklyn.cuny.edu>**

A wide range of free career programs are available to Brooklyn College undergraduates, graduate students, and alumni. Services include career counseling and assessment, internship preparation and placement, e-recruiting, and graduate and professional school preparation and application advisement. Workshops on résumé writing, interview training, job search skills, dressing for success, choice of major and career, and finding the right internship are available in addition to information on full- and part-time jobs, employment recruiters, alumni mentors, and the labor market and occupations. Job and internship fairs are held each semester along with numerous corporate sponsored workshops. For more information, visit the Web site.

## **Newspapers and literary magazines**

Newspapers written and edited by Brooklyn College students are available in the lobbies of campus buildings. *Brooklyn Review*, a literary-arts magazine, is published by students in the M.F.A. programs in creative

writing and fine arts. The *Zine* is published by the undergraduate English majors' office for counseling.

## **Office of Communications**

**2118 Boylan Hall, (718) 951-5882**

The office is responsible for managing the content of the College's public Web site, responding to press inquiries and media outreach on issues of policy and information, and promoting the accomplishments of Brooklyn College students, faculty, and researchers. The office also produces a variety of official publications, including the *Brooklyn College Magazine*, *Undergraduate Bulletin* and *Graduate Bulletin*, *Schedule of Classes*, *Student Handbook*, *Faculty Handbook*, Commencement Program, an annual guide to new faculty, and the student newsletter, *Around the Quad*. The office writes, edits, and designs numerous recruitment and departmental brochures, flyers, and posters to promote special academic programs, cultural events, fundraising, and alumni activities.

## **Office of Research and Sponsored Programs**

**2158 Boylan Hall, (718) 951-5622**

The goal of the office is to expand the external funding base of Brooklyn College's research, teaching, and public service mission. Support services are provided for faculty and staff who are engaged in sponsored programs or who are seeking external support for research projects and other scholarly pursuits. The office identifies funding opportunities for research, training, and other projects; assists in the preparation, review, and submission of proposals and budgets; and facilitates the administration of funded projects and interaction between Brooklyn College and the Research Foundation of The City University of New York.

## **Ombuds and Peer Ombuds Initiative**

**[www.brooklyn.cuny.edu/bc/offices/studlife/ombuds.html](http://www.brooklyn.cuny.edu/bc/offices/studlife/ombuds.html)**

For students who request assistance in addressing complex and specific issues related to the College, the Office of the Assistant Dean for Student Affairs provides ombuds services through peer student ombuds. Contact [peerombuds@brooklyn.cuny.edu](mailto:peerombuds@brooklyn.cuny.edu).

## **Performing arts facilities**

In addition to utilizing the performance spaces of the Brooklyn Center (described above), the Conservatory of Music maintains an extensive library of books and

scores; playback facilities for records, tapes, compact discs, and CD-ROMs; and a large collection of musical instruments for instructional use.

The Theater Department provides facilities containing two stages, three acting studios, a directing studio, dressing rooms, lighting and carpentry areas, a costume construction workshop, instructional audiovisual equipment, and a design lab, as well as a special library and reading room for theater majors.

Rehearsal and practice studios for the Conservatory of Music and theater workshops and classrooms for the Department of Theater are in the Brooklyn Center for the Performing Arts at Brooklyn College. Dance studios are in Roosevelt Hall and Roosevelt Hall Extension.

The Brooklyn College Preparatory Center for the Performing Arts, established in 1978, is the precollege component of the Conservatory of Music and the Department of Theater. The center offers community programs in music, theater, and dance for children three to eighteen years of age and for adults. The Prep Center's Suzuki Program for violin and cello is among the largest and most successful of New York City's Suzuki schools. Student and faculty recitals are held regularly in Sam Levenson Recital Hall. It is open to all who seek high-quality training by professional artist teachers, from beginners to those preparing for college-level work. Information on admission and tuition is available by calling (718) 951-4111.

**Personal counseling**  
**0203 James Hall, (718) 951-5363**  
<http://pc.brooklyn.cuny.edu>

Counseling services include individual, couples, family, and group counseling, short-term therapy, crisis intervention, referrals to off-campus services, and a range of life-skills workshops for test anxiety, stress management, etc. All services are free and confidential.

**Speech and Hearing Center**  
**4400 Boylan Hall, (718) 951-5186**  
<http://depthome.brooklyn.cuny.edu/speech/center>

The center staff consists of licensed and certified speech-language pathologists and audiologists who provide and supervise quality clinical services on a fee basis. Clients with speech, language, voice, fluency, and hearing disabilities are seen for evaluations and remediation, including the dispensing of hearing aids.

Students majoring in speech-language pathology and audiology receive supervised clinical experience in conjunction with their academic preparation. Facilities include a complex of sound-treated rooms, audio and video recording equipment, and soundproof audiometric booths containing the latest instrumentation for testing and research.

**Television Center**  
**018 Whitehead Hall, (718) 951-5585**

The center provides television production and post-production facilities and technical support to the Department of Television and Radio. Students enrolled in the department's master of fine arts program are employed by the center as part-time production assistants. They have the opportunity to participate in all aspects of television production and can provide additional support for center activities. The center's facilities include a broadcast-quality three-camera studio; nonlinear editing facilities; radio production suites; broadcast-quality digital field-production equipment; and the newly renovated state-of-the-art student radio station, BCR.

**Veterans Affairs and Counseling Center**  
**0303 James Hall, (718) 951-5105**  
[www.brooklyn.cuny.edu/bc/offices/studlife/veterans.html](http://www.brooklyn.cuny.edu/bc/offices/studlife/veterans.html)

The center provides orientation counseling; assistance with admission procedures, academic planning, and tutoring; and liaison with the Veterans Administration and other government agencies. It also provides information on federal and state benefits. Peer counselors help veterans file applications for the GI bill and other educational benefits.

**Women's Center**  
**227 Ingersoll Hall Extension, (718) 951-5777**  
<http://depthome.brooklyn.cuny.edu/womens/center>

The center sponsors noncredit programs, workshops, and lectures on a broad variety of women's issues. It offers referrals to therapists, lawyers, social service, and counseling agencies as well as information about new career opportunities, professional women's networks, scholarships, and grants. Services are available to students, faculty and staff members, and community residents.

# Programs of Study

## The core curriculum

Brooklyn College's college-wide core curriculum must be completed by all candidates for a baccalaureate degree. The core curriculum consists of interrelated courses plus a foreign language requirement. Brooklyn College students must complete eleven Core Curriculum courses and the foreign language requirement, as outlined in the chart and in the descriptions of the new Core Curriculum courses which follow.

Transfer students may be exempted from some of the Core Curriculum requirements. Check under the heading "*Transfer students.*"

Students who began at Brooklyn College prior to fall 2006 and who successfully completed Core Studies courses under the core curriculum that was then in place must complete the current core curriculum, but will have earned credit toward the current core curriculum based on their completion of Core Studies courses. See the section "*Students who enrolled at Brooklyn College before fall 2006.*"

The courses of the core curriculum are arranged in two tiers (lower-tier and upper-tier) and three groups (Arts and Literatures, Philosophical and Social Inquiry, and Scientific Inquiry), as illustrated in the chart that follows.

The faculty has established the courses in the core curriculum according to the following criteria:

Core Curriculum courses aim to broaden awareness, cultivate the intellect, and stimulate the imagination, rather than to provide specific career preparation. They are intended to develop mental skills, rather than vocational skills. In these respects, they constitute the best long-term preparation for any career.

They offer both substantive knowledge and insight into the way knowledge is acquired. Emphasis varies, some courses stressing the approaches to knowledge, others concentrating more on what are taken to be definitive human achievements.

The purpose of each core course is to give the student a perspective, an overall view of a subject or branch of learning, and a substantial amount of information, which together with other core curriculum courses will provide a broad background in the liberal arts and sciences.

Core Curriculum courses are less concerned with the breadth of coverage than with an examination of selected topics in some depth to reveal the nature of each discipline to a general undergraduate audience.

The Lower Tier is composed of foundation courses for non-specialists, suitable for non-majors in the course disciplines. Each is planned so as to introduce material of fundamental and lasting significance. Brooklyn College students must complete 9 lower-tier courses (27 credits), one from each of the boxes in the section of the following chart marked LOWER TIER. Certain transfer students are exempt from the entire Lower Tier. (See the section headed "*Transfer Students.*")

Upper-tier courses are planned to allow students to do more in-depth study and to refine critical thinking, writing, and interpretive skills. No specific disciplinary background is required for these courses, but an upper-tier course in a particular group requires both at least junior standing (minimum of 60 credits) and satisfaction of all lower-tier course requirements in the group. Each box in the UPPER TIER section of the following chart represents an entire category of courses in one of the three groups of the core curriculum. Brooklyn College students, including all transfer students, must complete two upper-tier courses from two of the three groups (6 credits).

	<b>Arts and Literatures</b>	<b>Philosophical and Social Inquiry</b>	<b>Scientific Inquiry</b>
<b>Lower Tier</b> (9 courses; one from each box)	1.1: Classical Cultures	2.1: Knowledge, Reality, and Values	3.1.1: Thinking Mathematically or 3.1.2: Computing: Nature, Power, and Limits
	1.2: Introduction to Art	2.2: Shaping of the Modern World	3.2.1: Biology for Today's World or 3.2.2: Science In Modern Life —Chemistry
	1.3: Music: Its Language, History, and Culture	2.3: People, Power, and Politics	3.3.1: Physics: The Simple Laws That Govern the Universe or 3.3.2: Geology: The Science of Our World
<b>Upper Tier</b> (2 courses; each from a different box)	10.01 through 10.99: Exploring Literature	20.01 through 20.99: Exploring Global Connections*	30.01 through 30.99 Exploring Science

\* Exploring Global Connections will focus on Africa, Asia/Pacific Islands, the Caribbean, Latin America, and/or the Middle East; it will not focus on Europe or North America except in relation to indigenous peoples or to questions of global migration and diaspora.

## Core Curriculum courses: Lower-Tier

### Arts and literatures

#### 1.1 Classical Cultures

3 hours; 3 credits

Introductory study of ancient cultures through close reading of a variety of texts; most sections will focus on Greece and Rome, but some may explore other classical traditions such as those of India, Mesopotamia, or China. Attention to such questions as literary genre, material and performance contexts, gender, political institutions, religion, philosophy, models of culture, and the creation of a classical tradition. Practice in close reading and communication by means of critical writing, class discussion and such other methods as collaborative group work. (Not open to students who have completed Core Studies 1, 1.1, or 1.2.)

#### 1.2 Introduction to Art

3 hours; 3 credits

Introduction to art, emphasizing visual literacy in an historical context. Major works of art and architecture, drawn from a wide range of world cultures and periods from ancient times to the present, will be explored. Texts, readings, and syllabi may vary somewhat among sections. (Not open to students who are enrolled in

or have completed Art 1.1, 1.3, 2.3 or 2.4, or Core Studies 2.1.)

#### 1.3 Music: Its Language, History, and Culture

3 hours; 3 credits

Introduction to music through the study of works representing different times, places, and peoples. The grammar, syntax, and communicative purposes of music; the musical dialects of different cultures and how these have changed over time. Recorded, concert, and classroom performances. (Not open to students who have completed Core Studies 2.2 or Music 1.1.)

### Philosophical and social inquiry

#### 2.1 Knowledge, Reality, and Values

3 hours; 3 credits

Philosophy's distinctive ways of understanding and thinking about perennial human questions: "What can I know?" "What is real?" "What is the basis of moral judgments?" Contemporary and traditional examples of philosophical analysis and criticism. (Not open to students who are enrolled in or have completed Philosophy 1.1 or Core Studies 10.)

## 2.2 Shaping of the Modern World

3 hours; 3 credits.

A history of modernity since 1500: from Europe's expansion and the emergence of the Atlantic world to a global society. Early modern societies, cultures, and state structures. Effects of trade, colonialism, and slavery. Enlightenment and revolutions. Comparative industrialization and urbanization. Nationalism, internationalism, and totalitarianism. Demography, environment, and gender. (Not open to students who have completed Core Studies 4.)

## 2.3 People, Power, and Politics

3 hours; 3 credits

Introduction to social science concepts through the study of power, authority, and social organization in U.S. society. Emphasis on the interaction of government and civil society. Readings focus on primary documents concerning the role of social class, race, and gender in the construction of social and political inequality. (Not open to students who have completed Core Studies 3.)

## Scientific inquiry

### 3.1 I Thinking Mathematically

3 hours; 3 credits

Problem solving and applications of mathematical thinking in the real world and in the ideal world of mathematics. Elementary number theory and public key cryptography. Integers, rational numbers, real numbers and the sizes of various infinite sets. Additional topic chosen from: geometry, elementary topology, chaos and fractals, probability. (Not open to students who are enrolled in or have completed Core Studies 5 or 5.2 or Mathematics 2.5 or any mathematics course numbered 3 or higher.)

### 3.12 Computing: Nature, Power, and Limits

3 hours; 3 credits.

The nature, power, and limits of the computer and computing. The components of the computer. Information representation. Computer networks, the Internet, and the World Wide Web. The nature of algorithms, problem-solving, and computer programming. Feasibility and computability. Computer and network security and privacy. (Not open to students who are enrolled in, or have completed, any course in computer and information science, other than CIS 5.2, numbered 1.0 or higher with a grade of C or higher, or who have completed Core Studies 5 or 5.1.)

## 3.21 Biology for Today's World

2 hours lecture, 2 hours laboratory; 3 credits

Life, biology, science, and the urban condition in today's world. Role of science in society. Analysis of life using the scientific method. Physical structure, properties, and principles that apply to all living things. Integration of biological science into daily events. (Not open to students who are enrolled in or have completed any course in biology or who have completed Core Studies 8.1).

## 3.22 Science in Modern Life—Chemistry

2 hours lecture, 2 hours laboratory; 3 credits

Study of basic concepts in chemistry and their implications in modern life. (Not open to students who are enrolled in or have completed Integrated Science 2, Core Studies 7.1, or any college course in chemistry, except Chemistry 0.7 or 1.1.)

## 3.31 Physics—The Simple Laws That Govern the Universe

2 hours lecture, 2 hours laboratory; 3 credits

The development of physics, in historical context. Applications to everyday life. Laws of universal gravitation and the conservation of energy. Examination of a topic in modern physics in which these classical concepts are transformed, extended, and/or applied. (Not open to students who are enrolled in or have completed Physics 0.1 or 1 or 1.2 or 1.5 or 1.6, Integrated Science 1 or Core Studies 7.2.)

## 3.32 Geology: The Science of Our World

2 hours lecture, 2 hours laboratory; 3 credits

Study of five fundamental themes that underlie geology and their implications for important issues in modern life: Earth as a dynamic planet, Earth materials, geologic time, geology and the human environment, and the scientific method as applied to geology. (Not open to students who are enrolled in, or who have completed, Geology 1 or 2.2, or who have completed Core Studies 8.2.)

## Core Curriculum courses: Upper-Tier

**Note:** New upper-tier courses may be created each semester and existing upper-tier courses may be temporarily or permanently withdrawn. Consult the *Schedule of Classes* each semester for the upper-tier courses offered that semester.

### Exploring literature

Perspectives on literature. Critical analysis and interpretation of structure, content, context of world literature, literary genres, literature, and other fields. Fiction, non-fiction, poetry, drama.

#### 10.01 Literature, Ethnicity, and Immigration

3 hours; 3 credits

Exploration of ways in which ethnicity, migration, and immigration are represented in literature. Development of students' understanding of aesthetics of literature and acquaintance with new approaches to reading. Topics include literary conceptions of national belonging, ethnic identity, home and family, immigration, memory, and diaspora.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Arts and Literatures.

#### 10.02 Ideas of Character in the Western Literary Tradition

3 hours; 3 credits

Approaches to the Western tradition: study of a selection of texts from the Western literary tradition or canon; emphasis on the connections between the texts, cultural context, and origins of literary canons; examination of change in canons over time in response to social and aesthetic pressures.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Arts and Literatures.

#### 10.03 Italian American Literature and Film

3 hours; 3 credits

Exploration of the possibilities for storytelling in the genres of Italian American literature and film. The focus of discussion is character development, structure, and point of view as well as the conflict between stereotype and anti-stereotype.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Arts and Literatures.

#### 10.04 Literature and Film

3 hours; 3 credits

Exploration of the intersection of literature and film. Development of students' understanding of aesthetics of language and literature and acquaintance with new approaches to reading. Topics include narrative structure, character, setting, point of view, representation of emotion and thought.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Arts and Literatures.

#### 10.05 Philosophical Issues in Literature

3 hours; 3 credits

Philosophical issues in major literary works and related classical and contemporary philosophical literature. Such issues as appearance and reality, personal identity, truth, freedom, evil, justice, and ideal government.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Arts and Literatures.

#### 10.06 Text/Context: Special Topics

3 hours; 3 credits

Study of a text in its literary, historical, and cultural contexts across time. Focus on textual analysis; literary, historical, and cultural influences on the production of the text; and responses to the text across time. Reactions to the text in different media.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Arts and Literatures

#### 10.07 The Emergence of the Modern

3 hours, 3 credits

Study of a series of major works in literature, from the fourteenth to the twentieth centuries, with special attention to the development of secular culture. Attention to the rise of the bourgeoisie, the growth of individualism and of subjectivity, and the transformations in codes of representation.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Arts and Literatures.

#### 10.08 The Quest for Ethnic, Cultural, and National Identities in Literature

3 hours; 3 credits

A thematic approach to literature. Themes to be chosen range from the global to the local, from the abstract to the concrete. Focus on fostering

connections with other disciplines in a manner that enhances students' understanding of the diverse strands that make up communities, traditions, and values.

Exploration of how East European, Latin American, and Indian novels from the late 1960s to the present interpret the question of ethnic, cultural, and national identities.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Arts and Literatures.

### **10.09 The Self and Society**

3 hours; 3 credits

Critical examination of issues of the self and society in works by such authors as Thoreau, Kafka, Duerrenmatt, Orwell, Dostoyevsky, Sartre, Camus, Ellison. Topics include reflections on the self and personal integrity, justice and responsibility, alienation.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Arts and Literatures.

### **10.10 Literature of the African Diaspora**

3 hours; 3 credits

Prose, poetry, drama, and film by black writers in Africa, the Americas, and Europe. Engagements with Western literary traditions and traditional oral literatures, folklore, and music. Commonalities in style and theme. Major literary movements. Gender, nationality, and transnationalism as constructed and interrogated boundaries, identities, and affiliations.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Arts and Literatures.

### **10.11 Classical Jewish Texts: Moving Toward Modernity**

3 hours; 3 credits

Exploration of masterpieces of Jewish literature. Various genres of Jewish writings, including biblical, rabbinic, poetic, philosophical, mystical, and kabbalistic. Examination of the extent to which modern Jewish literature adapted and/or broke away from earlier classical genres. A particular focus on the writings (and/or films) of Sholom Aleichem, Woody Allen, Ahad Ha'am, and I. B. Singer.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Arts and Literatures.

### **Exploring global connections**

Peoples of Africa, Asia/Pacific Islands, the Caribbean,

Latin America, and/or the Middle East. Culture, customs, social structure, government. Global diasporas, transnationalism, migrations. From ancient times to the contemporary world.

### **20.01 Art and Archaeology of Late Period Egypt, 1070 BC–AD 642**

3 hours; 3 credits

Art and architecture of Egypt from the end of the New Kingdom to the Arab conquest. Use of archaeological evidence to analyze Egypt's global connections with Africa, the Near East, and the Mediterranean. Application of recent interdisciplinary approaches such as postcolonialism and gender theory to the archaeology of a central non-Western culture of the ancient world.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Philosophical and Social Inquiry.

### **20.02 Classical Philosophies of India and China**

3 hours; 3 credits

Comparative study of the classical philosophies of China and India. Such philosophical issues as the nature of reality, the self, knowledge, ethics, society, the good life, and enlightenment in writings associated with Confucius, Lao-tzu, Chuang-tzu, the Hindu sages who composed the *Vedas* and *Upanishads*, the Buddha, and others.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Philosophical and Social Inquiry.

### **20.03 Latin@ Diasporas in the United States**

3 hours; 3 credits

Formation of Latin@ diasporas in the United States. Legacy of indigenous societies, colonization. African diasporas in Latin America. Racial formation. Latin American societies. Demographic patterns, (im)migration, settlement and community development. Issues of citizenship, racism, and discrimination. Transnationalism and transnational identities. (Not open to students who have completed Core Curriculum Upper Tier 20.04)

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Philosophical and Social Inquiry.

### **20.04 The Global Spanish-Speaking Community: From Imperial Conquests to Latino Diasporas**

3 hours; 3 credits

Examination of the history and present-day realities of

the diverse cultures comprising the global Spanish-speaking community: Spain, Latin America, and the Caribbean, Spanish-speaking Africa, and the US Latino populations. Topics include language and empire, colonialism, economic and social structures of power, religion, the role of women, racial and ethnic identity, migration and immigration, and the role of the artist in society. (Not open to students who have completed Core Curriculum Upper Tier 20.03.)

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Philosophical and Social Inquiry.

### **20.05 The Jewish Diaspora**

3 hours; 3 credits

Comparative study of cultures by exploring Jewish diaspora, the cultures in which Jews found themselves, and variations in development as a result of location. Influences, differences, and similarities of immigrant and local populations.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Philosophical and Social Inquiry.

### **20.06 The Development of the Silk Road**

3 lecture hours; 3 credits

An exploration of the art and architecture of the Silk Road from China into Central Asia, with some attention to exports to Europe, from the Han Dynasty (2nd century BCE) until the Mongols (13th century CE). Subjects covered: the history of art, the rise and interaction of Islam and Buddhism, and the economic and diplomatic context that facilitated the development and expansion of the Silk Road, the Silk Road today.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Philosophical and Social Inquiry.

### **20.07 The Caribbeanization of North America**

3 hours lecture; 3 credits

The formation of Caribbean societies and their impact on the United States. Migration to the United States, its selection process and settlement patterns. The transformation of immigrants in the United States and their transformation of American society.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Philosophical and Social Inquiry.

### **20.08 Comparative Studies in Cultures and Transformation**

3 hours; 3 credits

Multidisciplinary exploration of the cultures and history of at least two societies. Thematic emphasis. Themes drawn from issues such as colonization, gender, urbanization, social movements, race and ethnic relations, north-south/east-west dyads, religion, nationalism, geography, encounter; diasporic communities, core-periphery, modernity and modernization, globalization, and transnationalism. A minimum of two world areas chosen from Africa, Asia, the Caribbean, Latin America, the Middle East and the Pacific Islands. Comparison of selected cultural clusters and social themes.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Philosophical and Social Inquiry.

### **Exploring science**

The development and nature of theories about the natural world; scientific methodology, concepts, controversies. Analysis and experimentation. Theoretical and practical approaches.

#### **30.01 Cosmology**

3 hours lecture; 3 credits

Organization and evolution of the universe. Methods of inquiry over large cosmological distances. The structure of space and time. Lifecycle of stars. The origin of chemical elements. Are we alone in the universe?

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Scientific Inquiry.

#### **30.02 Energy Use and Climate Change**

3 hours lecture; 3 credits

Global energy balance as a function of the chemistry of the atmosphere and its effects on global and local climate. Climatic consequences of human energy use. The long history of climate and the relatively short history of human energy use. The socioeconomic and political issues involved in attempts to project and influence future energy use and its climatic consequences. (Not open to students who are enrolled in or have completed Core Curriculum Upper Tier 30.09.)

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Scientific Inquiry.

**30.03 Exploring Robotics**

3 hours; 3 credits

Introduction to programming through the use of project-based educational robotics activities. Small group work on a series of multi-week creative projects involving use of robots to address meaningful and socially important issues, such as urban search and rescue or elder care. Introduction to the fundamentals of robotics (including aspects of mechanical design) and elementary programming within a graphical environment.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Scientific Inquiry.

**30.04 Exploring the Earth System**

3 hours; 3 credits

Earth system science. Origin and evolution of the earth. Time scales of environmental and geologic processes. Earth materials. Rock cycle. Plate tectonics. Biogeochemical cycles. Global climate changes. Greenhouse effect and global warming. Circulation in the oceans and atmosphere. Atmospheric circulation and ozone depletion. Environmental pressures on natural resource utilization (petroleum and water). Public policy and the global environment.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Scientific Inquiry.

**30.05 Exploring Scientific Issues: Methodology, Theory, and Ethics in the Sciences**

3 hours; 3 credits

A critical examination of three fundamental sorts of scientific issues, methodological, theoretical, and moral. Exploration of the nature of scientific inquiry, scientific knowledge, pseudoscience. Examination of controversial theories, and of ethical issues relating to scientific research.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Scientific Inquiry.

**30.06 Scientific Revolutions**

3 hours; 3 credits

The nature and rationale of scientific revolutions. A critical examination of how scientific theories are justified and why scientific theories change. The development of new theories and the rise of modern science. Illustration and examination of theory change.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Scientific Inquiry.

**30.07 Studies in Forensic Science**

3 hours; 3 credits

Introduction to forensic science, including modern techniques of forensic analysis. Collection and preservation of physical evidence at crime scenes. Authentic criminal cases.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Scientific Inquiry.

**30.08 The Making of the Atomic Bomb**

3 hours; 3 credits

The history of the development of the atomic bomb. The scientific breakthroughs of the first half of the twentieth century that led to it. The political context in which the bomb developed. The personal stories of the leading scientists involved. The moral issues arising from the development and use of the bomb.

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Scientific Inquiry.

**30.09 Climate Change—Torn Between Myth and Fact**

3 hours; 3 credits

Myths and facts of climate change with emphasis on global warming. Basic atmospheric science and climate modeling. Exploration of the nature of scientific knowledge. Relationships between scientific knowledge and social and cultural values. Contribution that the social sciences and humanities can make to public debates on climate change. (Not open to students who are enrolled in or have completed Core Curriculum Upper Tier 30.02.)

*Prerequisite:* Junior standing and satisfaction of all lower-tier requirements in Scientific Inquiry.

**Foreign language requirement**

As part of the core curriculum, all baccalaureate students are required to complete one course in a foreign language at Level 3 (the third semester of study at the college level) or to demonstrate an equivalent proficiency by examination, except as modified as follows.

1. Students who have successfully completed three years of one language in high school and have passed the Regents Level 3 are exempted from the core language requirement.
2. The foreign language requirement presupposes two years of secondary school language study. Students

who offer only one year of foreign language study (or none at all) are required to take one or two semesters of college study (Levels 1 and/or 2) before they can take Level 3. A student who has studied a language in high school for at least two years and wants to study a different language at the college level may do so, but this student must complete a minimum of two terms of the new language at the college level to fulfill the core requirement.

3. Students whose native language is not English may be exempted from this requirement by passing one of the competency examinations administered by the Department of Modern Languages and Literatures.
4. Neither blanket nor equivalent credits will be given for introductory courses in a foreign language from which a student has been exempted by examination, whether given by the Department of Modern Languages and Literatures or an approved outside institution. Students who have completed part of the language requirement in high school are strongly advised to continue further language study in the first year.

### **Core sequence: Planning a program**

Students must complete nine lower-tier courses (27 credits), one from each lower-tier box in the chart on page 75. Lower-tier courses may be taken at any time, although students are strongly encouraged to complete them in their first two years.

Students must complete two upper-tier courses from two of the three Core Curriculum groups (6 credits). Enrollment in upper-tier courses requires junior standing (60 credits), and the completion of all lower-tier course requirements in that group, or exemption from all lower-tier courses in that group.

### **Substitutions for Core Curriculum Courses**

The core curriculum is a common-experience core. Students are excused from Core Curriculum courses only by virtue of completing a stipulated, more comprehensive or more advanced course or set of courses in the same area, or by having completed certain Core Studies courses at Brooklyn College before fall 2006. Substitutions for certain core courses for non-transfer students are permitted only as follows:

*Core Curriculum 1.1:* Any two courses from Classics 14, 15, 16, 18, 22, 28, 31, 32, 35, 39, 44.

*Core Curriculum 1.3:* Music 11.1

*Core Curriculum 2.1:* One course from Philosophy 11.1, 11.2, 11.3, 11.4, 12.1, 12.2, 12.3, or 12.4; and one course from Philosophy 6, 6.5, 7.2, 20, 21, 22, 23, 26, 27, or 28; or completion of a major in philosophy.

*Core Curriculum 3.11 or 3.12:* Mathematics 2.5 or 2.9 or 2.92 or any Mathematics course numbered 3 or higher; or Computer and Information Science 1.0 or 1.5

*Core Curriculum 3.21 or 3.22:* Chemistry 1 or 1.2 or 5 or Biology 3 or 4 or 17.

*Core Curriculum 3.31 or 3.32:* Physics 1 or 1.2 or 1.5 or 2.3 or Geology 1 or 2.2.

An additional set of equivalents applies to transfer students. These will be found in the section “*Transfer students.*”

Students registered in Brooklyn College study abroad programs (see the section on “Special Programs” in this *Bulletin*) may have up to seven credits earned in such programs applied to their core curriculum requirements according to the “General guidelines on core equivalents for transfer students only” and “readmitted students.” Students who have completed three years of language study (Regents Level 3) or who demonstrate an equivalent proficiency are exempted from the core foreign language requirement of one course at Level 3.

### **Students who enrolled at Brooklyn College before fall 2006**

Students who enrolled at Brooklyn College prior to fall 2006 may substitute Core Studies courses, completed at Brooklyn College and required at that time, for current Core Curriculum courses, as follows. (Such students should also be aware that they may also substitute certain non-Core courses completed before fall 2006 for Core Curriculum courses, as specified in the section “Substitutions for Core Courses.”) Transfer students who enrolled at Brooklyn College before 2006 should also see the section “Transfer Students.”)

*For Core Curriculum 1.1:* Core Studies 1, or both Core Studies 1.1 and Core Studies 1.2.

*For Core Curriculum 1.2:* Core Studies 2.1.

*For Core Curriculum 1.3:* Core Studies 2.2.

For Core Curriculum 2.1: Core Studies 10.

For Core Curriculum 2.2: Core Studies 4.

For Core Curriculum 2.3: Core Studies 3.

For Core Curriculum 3.11 or 3.12: Core Studies 5, or either Core Studies 5.1 or Core Studies 5.2.

For Core Curriculum 3.21 or 3.22: Core Studies 7.1 or Core Studies 8.1.

For Core Curriculum 3.31 or 3.32: Core Studies 7.2 or Core Studies 8.2.

For Core Curriculum 10.01 through 10.99: Core Studies 6.

For Core Curriculum 20.01 through 20.99: Core Studies 9.

For Core Curriculum 30.01 through 30.99: All of the following: Core Studies 7.1, Core Studies 7.2, Core Studies 8.1, and Core Studies 8.2.

If a student completed a course prior to fall 2006, whether at Brooklyn College or at another college from which the student transferred prior to fall 2006, and that course substituted or exempted from a second course, and that second course substitutes for a Core Curriculum course after summer 2006, the student is exempt from that Core Curriculum course and has satisfied any requirement that the Core Curriculum course satisfies.

A student in the Small College program prior to fall 2006 may substitute both English 1.7 and English 2.7, completed before fall 2008, for an upper-tier course in Arts and Literatures.

### **Retroactive pass option**

A student may elect to have grades in any two previously passed Core Curriculum or Core Studies courses changed from an ordinary passing grade (D- through A+) to a grade of pass (P). This option must be exercised no later than the tenth week of the semester following that in which students complete their ninety-sixth credit. Once this option has been utilized it may not be rescinded, nor may the courses to which the grade of P has been assigned be changed. Students may elect the retroactive pass option online in the Registrar's section of the College Web site, or in person at the Office of the Registrar.

Courses deemed to be substituted for, or equivalent to Core Curriculum or Core Studies courses are not eligible for the retroactive pass option.

### **Special Baccalaureate Degree Program**

Students in the Special Baccalaureate Degree Program for Adults, a program that has its own structured core curriculum, continue to fulfill the curricular requirements of that program and are exempt from the Core Curriculum. Students in the program must satisfy the language requirement of the College (see "Foreign language requirement" in this *Bulletin*). Students must also satisfy any additional requirement stipulated by the department of their major. Further information about the Special Baccalaureate program may be obtained from the Special Baccalaureate Director, 2331 Boylan Hall (telephone: 718-951-4114).

### **William E. Macaulay Honors College students**

Students who have completed the four seminars of the Honors College may substitute them, with advising by either the Honors College adviser or the director, for four Core Curriculum courses. Three of the seminars can substitute for lower-tier Core Curriculum courses, with the qualification that no more than one seminar can substitute for a lower-tier course in any one Core Curriculum group, i.e., Arts and Literatures, Philosophical and Social Inquiry, and Scientific Inquiry. The fourth seminar can substitute for one required upper-tier Core Curriculum course.

### **Readmitted students**

Students who take a leave of absence and are then readmitted to the College must complete the Core Curriculum/core equivalency requirements at Brooklyn College. If they have taken courses at another institution after matriculation at Brooklyn College, and feel that certain of these courses may apply towards the core, they must file a request to use these with the Center for Academic Advisement and Student Success (CAASS).

Readmitted students who earned 80 credits or more at Brooklyn College prior to 1983 may graduate under the current Core Curriculum or the degree requirements stated in the 1979-1981 *Undergraduate Bulletin*.

### **Transfer students**

The College has established equivalencies regarding the fulfillment of core requirements by transfer students as listed here. These equivalencies refer only to courses completed at another college before entering Brooklyn College.

Senior college transfer students may be exempt from the lower-tier Core Curriculum after examination of their transcript. When a senior college transfer student transfers 60 or more total credits, at least 30 of which are liberal arts credits, it is assumed that he/she has fulfilled the lower-tier Core Curriculum requirements. Such students must fulfill the upper-tier Core Curriculum requirements at Brooklyn College.

A student who transfers to Brooklyn College with an A.A. or A.S. degree from another school in the United States is exempt from the lower-tier Core Curriculum requirement but must fulfill the 6-credit upper-tier Core Curriculum requirement at Brooklyn College.

As per University policy, any other transfer students may be exempted from specific lower-division requirements based on evaluation of their individual transcripts.

Transfer students who enrolled at Brooklyn College prior to fall 2006 and who are exempt from lower-tier Core Curriculum course requirements are also exempt from one of the two upper-tier Core Curriculum courses. They need only complete one upper-tier Core Curriculum course at Brooklyn College to meet the Core Curriculum course requirement.

### **General guidelines on core equivalents for transfer students only**

**Core Curriculum 1.1:** A course of at least three credits based on a substantial variety of readings of translated literary texts from Greece, Rome, or other ancient cultures. The same three credits may not be offered in fulfillment of the Core course in philosophy.

**Core Curriculum 1.2:** An introductory art history course.

**Core Curriculum 1.3:** A course of at least three credits in music history or music literature or introduction to music.

**Core Curriculum 2.1:** A philosophy course of at least three credits that includes at least two of the following three areas: epistemology, metaphysics, ethics.

**Core Curriculum 2.2:** A broad survey course of at least three credits in world history since 1700 or the history of Western civilization beginning between 1500–1800.

**Core Curriculum 2.3:** A course in sociology and a course in political science totaling at least 4 credits; or at least 2 credits in political science and a Brooklyn College course in sociology; or at least 2 credits in sociology and a Brooklyn College course in political science.

**Core Curriculum 3.11 or 3.12:** 3 transfer credits in Mathematics, or 3 transfer credits in computer and information science that includes study of the Internet and/or study of programming, or a course of at least 3 credits that combines study of mathematics and computing.

**Core Curriculum 3.21 or 3.22:** At least three credits in chemistry, at least one credit of which is for laboratory work, or at least 3 credits in biology that includes a survey of basic principles, at least one credit of which is for laboratory work.

**Core Curriculum 3.31 or 3.32:** At least three credits in Physics, at least one credit of which is for laboratory work, or at least three credits in geology, at least one credit of which is for laboratory work.

All students who transfer in or after fall 2006, or who are not exempt from lower-tier requirements, must fulfill the upper-tier Core Curriculum requirement by taking two upper-tier courses from two different groups at Brooklyn College. Students who transfer a course judged equivalent to a particular upper-tier course may nevertheless not use the transferred credit in fulfilling the upper-tier requirement.

### **Language requirement for transfer students**

It is recommended that transfer students who entered Brooklyn College during the academic years 1981–82 and 1982–83 fulfill a foreign language minimum of one course at Level 3 or an equivalent proficiency. Students majoring in the humanities and performing arts departments are required, as of September 1981, to meet at least the new college-wide requirement of level-3 language. These students are also advised to consult departmental language requirements, which in some areas exceed the college-wide minimum. As of September 1983, all transfer students are required to meet the college-wide language requirement.

### **For additional information**

Students who have questions about the core curriculum should consult a counselor in the Academic Advisement Center, 3207 Boylan Hall.

## Africana Studies

Department Office: 3105 James Hall  
Telephone: (718) 951-5597

*Chairperson:* George P. Cunningham  
*Deputy Chairperson:* Lynda Day  
*Professors:* Cunningham, Latortue, Thomas;  
*Associate Professor:* Day;  
*Assistant Professors:* Cumberbatch, Green.

The Africana Studies Department offers a multidisciplinary curriculum devoted to the study of blacks in Africa, the Caribbean, and the United States. The wide range of courses focuses on the histories, cultures, politics, and societies of Africa and its diaspora. In addition to its own core faculty, the department draws on the expertise of its affiliates in the Departments of Political Science, English, and Modern Languages and Literatures, as well as the Conservatory of Music. The multidisciplinary nature of Africana studies exposes students to the theoretical approaches and basic content of many of the traditional liberal arts disciplines, including history, literature, and sociology.

Students have many options. The department offers a bachelor of arts degree in Africana studies and a bachelor of arts degree in adolescence education for social studies teachers. The department also offers minors in three areas: African American studies; African studies; and the literature of the African diaspora. Each minor requires the completion of 15 credits of courses given by the Department of Africana Studies and other Brooklyn College departments.

The department also offers a 6-credit study-abroad seminar during the summer, which provides an in-depth experience in a selected country of the African diaspora in cooperation with a host institution in that country. Summer seminars have taken place in Barbados, Brazil, Cuba, Ghana, Haiti, Jamaica, Panama, and Trinidad and Tobago.

Our graduates are well equipped for the twenty-first century workplace or for graduate study at universities and professional schools that seek broad intellectual preparation.

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### Core curriculum

The Department of Africana Studies participates in the College's core curriculum through the upper tier courses: Exploring Literature and Exploring Global Connections.

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### B.A. degree program in Africana studies HEGIS code 2211; SED program code 02112

#### Department requirements (45 credits)

Two courses chosen from Africana Studies 0.12 through 0.9.

Four courses chosen from one of the groups a), b), or c):

- a) *History and political science: 10 through 19.*
- b) *Literature, culture, and the arts: 20 through 29.*
- c) *Society and the economy: 30 through 59.*

Two courses from groups other than the one chosen above.

One seminar or independent study course chosen from Africana Studies 70.1 through 88.

Eighteen credits of advanced courses offered by any other single department or program plus any prerequisite of the courses.

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### Department recommendation

Students should consult a department counselor for help in planning a course of study. Majors are advised to include a methods course among the eighteen credits of advanced electives in another department or program offered for the completion of the major. Majors may satisfy their writing across the curriculum requirement with Africana Studies 79W or a writing-intensive course in another department.

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### B.A. degree program in adolescence education: social studies teacher HEGIS code 2201.01; SED program code 26754

See the "Social Studies" and "Education" sections in this *Bulletin*.

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### Requirements for a minor in African American studies

A program of 15 credits, nine of which must be advanced electives in Africana studies. Each course must be completed with a grade of C or higher. Students must complete 1 and 2 below.

1. Africana Studies 12.5 or 12.6.
2. Twelve additional credits selected from Africana Studies 12.5, 12.6, 23, 23.1; Africana Studies 24.1 or English 64.2; Africana Studies 24.2 or English 64.3; Africana Studies 24.3 or Music 10.1; Africana Studies 24.4; Africana Studies 24.5 or Theater 41.4; Africana Studies 25.2 or American Studies 20.2; Africana Studies 41, 43, 44, 44.6, 54; Economics 40.5; History 41.3; Music 20.4; Political Science 38; Sociology 26, 26.1, 26.4, 61.4.

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### Requirements for a minor in African studies

A program of 15 credits of advanced electives. Each course must be completed with a grade of C or higher. Students must complete 1 and 2 below.

1. Africana Studies 11.2 or History 55.2.
2. Twelve credits chosen from the following: Africana Studies 11.1 or History 55.1; Africana Studies 11.3, 11.5, 12.1; Africana Studies 12.4 or Political Science 49.2; Africana Studies 23.1, 24.7, 24.8, 28; Anthropology 53; Art 16.02.

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### Requirements for a minor in literatures of the African diaspora

A program of 15 credits of advanced electives. Each course must be completed with a grade of C or higher. Students must complete 1, 2, and 3 below.

1. Africana Studies 24.2 or English 64.3.
2. One of the following: Africana Studies 23, 23.1, 24.7.
3. Nine credits chosen from the following: Africana Studies 23, 23.1; Africana Studies 24.1 or English 64.2; Africana Studies 24.3 or Music 10.1; Africana Studies 24.5 or Theater 41.4; Africana Studies 24.7; Africana Studies 24.8

or Comparative Literature 32.2; Africana Studies 25.2 or American Studies 20.2; Africana Studies 27 or English 64.4; Africana Studies 28.5 or English 50.13 or Comparative Literature 50.13; Africana Studies 29 or Comparative Literature 38.3 or Puerto Rican and Latino Studies 38; French 48.1; Spanish 49.

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### Division of Graduate Studies

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The Africana Studies Department offers graduate courses for students in other fields. For information, students should consult the department chairperson. A *Graduate Bulletin* may be obtained in the Office of Admissions.

### Courses

\*Courses marked with an asterisk (\*) are not counted toward the requirement of no fewer than 18 credits in advanced courses for majors in this department.

§Independent work means not less than three additional hours each week of conference, research, independent reading, and writing as assigned by the instructor. The student's grade is determined in part by the successful completion of this independent work.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

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### Introductory courses

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#### 0.12 Introduction to Contemporary Africa

3 hours; 3 credits

Historical, cultural, religious, social, educational, and economic background of the African continent. (Not open to students who have completed *Africana Studies* 0.1.)

#### 0.2 Introduction to African American Studies

3 hours; 3 credits

Growth and development of social, political, economic, cultural, and religious institutions of the African American community.

#### 0.25 Introduction to Contemporary African American Culture

3 hours; 3 credits

Race and representation in contemporary culture. An interdisciplinary examination of African American culture from the "Black Arts Movement" to the present. Novels, poetry, films, and music as cultural texts; and political discourses as cultural texts. Topics may include: the Black Aesthetic Movement, Malcolm X, Afrocentricity, multiculturalism, body politics, and the intersection of race and gender. (Not open to students who have completed *Africana Studies* 23.2.)

#### 0.4 Introduction to Research Studies of African Americans

3 hours; 3 credits

Research methods and procedures for study of phenomena characteristic of the Black community. Development of the young Black child. Interviewing techniques, participant

observation, historiography, quantitative methods and computer applications.

### 0.5 Introduction to the Caribbean

3 hours; 3 credits

Study and analysis of peoples, forces, institutions, and cultures of the Caribbean. African, European, United States, and Western Hemisphere influences on Caribbean development. (Not open to students who have completed *Africana Studies* 17.)

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### History and political science

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#### 11.1 Africa to 1800

3 hours; 3 credits

Themes in the history of Africa south of the Sahara from earliest times to 1800. Salient themes include Nile Valley civilizations, trans-Saharan trade, early social and economic systems, West African states, especially the Empire of Mali, Islamic influences, state formation, Swahili coastal city states, and Indian Ocean trade. Origins, development, and consequences of the Atlantic slave trade; abolition. This course is the same as History 55.1. (Not open to students who have completed *Africana Studies* 18.1.)

*Prerequisite:* one of the following: *Africana Studies* 0.12, Core Studies 4 or 9, Core Curriculum 2.2, History 1, 2, 3, 4, 41.8, or 41.9, or permission of the chairperson.

#### 11.2 Africa from 1800

3 hours; 3 credits

Themes drawn from all regions of the continent of Africa south of the Sahara from 1800 to the present. The Islamic revolutions, the Zulu Empire and political evolution in South Africa, the rise of legitimate trade, the impact of European missionaries and explorers, imperialism, the colonial state, nationalist independence movements, and post independence challenges. This course is the same as History 55.2. (Not open to students who have completed *Africana Studies* 18.2.)

*Prerequisite:* one of the following: *Africana Studies* 0.12, Core Studies 4 or 9, Core Curriculum 2.2, History 1, 2, 3, 4, 41.8, or 41.9, or permission of the chairperson.

#### 11.3 Africa in Antiquity

3 hours; 3 credits

Introduction to history, art, philosophy and religion of the Nile Valley civilizations of Kemmet (Egypt), Ethiopia, Nubia, Kush. Ancient Ethiopian Kingdom of Axum, African links to Greece and Rome.

*Prerequisite:* one of the following: *Africana Studies* 0.12, 0.2; Core Studies 1 or 9 or Core Curriculum 1.1 or 2.2.

#### 11.5 Southern Africa

3 hours; 3 credits

History of people and politics in southern Africa. Major political, economic, and social developments in the 19th and 20th centuries. Focus on South Africa as central to regional

economic and political evolution. (Not open to students who have completed Africana Studies 11.6.)

*Prerequisite:* one of the following: Africana Studies 0.12, or 0.2; Core Studies 3 or 9 or Core Curriculum 2.2.

### **12.1 The African Diaspora**

3 hours; 3 credits

Creation and history of the African diaspora. Economic, political, and sociocultural interrelationships of Africa and the African diaspora.

*Prerequisite:* one of the following: Africana Studies 0.3, Core Studies 4 or 9.

### **12.4 Political Systems of Africa**

3 hours; 3 credits

Political developments in the African states. Patterns before and after independence. Development of nationalism. Political integration, institution building, one-party systems, role of the military, and protest movements. Problems of regional and African unity. This course is the same as Political Science 49.2.

*Prerequisite:* one of the following: Political Science 1, 1.5, 5, Core Studies 3, Africana Studies 0.1, 0.11, or 0.12.

### **12.5 African American History to 1860**

3 hours; 3 credits

African Americans from the era of the Atlantic slave trade to the beginning of the Civil War. Topics include the African origins of African Americans, defining African Americans, the slave trade, free Blacks in antebellum America, origins of the Black church, slavery, and abolitionism.

*Prerequisite:* Core Studies 4 or 9, or permission of the chairperson.

### **12.6 African American History from 1860**

3 hours; 3 credits

African Americans since the beginning of the Civil War. Topics include Blacks and Reconstruction, Blacks and Redemption, "The Nadir," emigration and colonization, Black cowboys, the Great Migration, Blacks in World Wars I and II, Marcus Garvey, Blacks and the Great Depression, and the Civil Rights and Black Power movements. (Not open to students who have completed Africana Studies 12.7.)

*Prerequisite:* Core Studies 4 or 9, or permission of the chairperson.

### **12.9 The Civil Rights and Black Power Movements**

3 hours; 3 credits

Examination of the major themes and debates in the Civil Rights and Black Power movements in the United States from 1950 to 1975. Highlight the discourses among and about African Americans as they relate to the creation of political and social movements in the quest for racial and economic justice. This course is the same as Political Science 32.1.

*Prerequisite:* Core Studies 3 or 4 or Core Curriculum 2.2 or 2.3.

### **14.3 The Struggle for Liberation**

3 hours; 3 credits

Analysis of Black protest and liberation movements from the slave revolts to recent urban rebellions. Immediate underlying causes of specific events. Such major trends as the civil rights movement, Black nationalism, Pan-Africanism, and the Third World movement.

*Prerequisite:* one of the following: Core Studies 3, 4, 9, Sociology 5, Political Science 1 or 1.5, or Social Science 1 or 2, or Africana Studies 0.12 or 0.2.

### **17.3 Caribbean Societies in Perspective**

3 hours; 3 credits

Emergence of Caribbean societies during the era of indentured servants in the islands. Imported institutions and their changing character in the new environment.

### **17.4 Caribbean Political Systems**

3 hours; 3 credits

Comparative approach to the government and politics of the contemporary Caribbean. Major states in the Caribbean: Cuba, Haiti, Dominican Republic, the Commonwealth Caribbean; and selected members of other territories. The political economy of these societies and the growth of mass movements. Foreign policies of various Caribbean states. This course is the same as Political Science 49.8.

*Prerequisite:* one of the following: Core Studies 3, 9, Africana Studies 17, 17.3, Political Science 1.5.

### **17.5 Haitian Heritage**

3 hours; 3 credits

Creation and development of the Haitian experience as shaped by the African connections. Analysis of the societal forces impinging on Haiti as the first Black independent republic in the New World.

*Prerequisite:* one of the following: Africana Studies 0.5, 17, 17.3, 17.4, or permission of the chairperson.

### **19 Special Topics in History and Politics**

3 hours; 3 credits

Study of selected topics in the history and politics of the Africana world. Students may take this course for credit twice, but may not repeat topics.

*Prerequisite:* English 2 or sophomore status or permission of the chairperson.

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## **Literature, culture, and the arts**

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### **23 African American Folklore**

3 hours; 3 credits

African American oral tradition and African American culture. Survival of the African culture. Oral history, spirituals, folktales, blues, toasts, dozens, etc. Uses of the oral tradition in literature. This course is the same as English 24.5.

*Prerequisite:* English 1 or 1.7.

**23.1 African Religion and Culture in the New World**

3 hours; 3 credits

African religious and philosophical beliefs as they have shaped cultural practices, language, social organization, material culture, music, visual arts, and religion of African people in the diaspora. Considers reinterpreted African cultural practices in African American, Caribbean, and Latin American societies. Historical and contemporary patterns of creolization. (Not open to students who have completed Africana Studies 14.)

**24.1 African American Literature to 1930**

3 hours; 3 credits

Literature from the colonial period through the Harlem Renaissance. Slave narratives, rhetoric of abolition, formal and vernacular aesthetics. Such writers as Phillis Wheatley, David Walker, Frederick Douglass, Harriet Jacobs, Booker T. Washington, Paul L. Dunbar, Charles W. Chesnutt, James Weldon Johnson, W.E.B. Du Bois, Countee Cullen, Jean Toomer, Claude McKay, Sterling Brown, Zora Neale Hurston, Langston Hughes. This course is the same as English 64.2.

*Prerequisite:* English 1 or 1.7.

**24.2 Modern African American Literature**

3 hours; 3 credits

Literature from 1930 to the present. Naturalism and protest, the Black Aesthetic, women's literature. Such writers as Richard Wright, Ralph Ellison, Gwendolyn Brooks, Robert Hayden, James Baldwin, Amiri Baraka, Audre Lorde, Alice Walker, Toni Morrison. This course is the same as English 64.3.

*Prerequisite:* English 1 or 1.7.

**24.3 African American Music**

3 hours; 3 credits

African American music from its African roots to the present. Synthesis of tradition and distinct African elements in American musical culture. This course is the same as Music 10.1.

**24.35 History of Jazz**

3 hours; 3 credits

Origin, early development, and history of jazz to the present. Required reading and listening. This course is the same as Music 10.4 and 20.4.

*Prerequisite:* Core Studies 2.2 or Core Curriculum 1.3 or permission of the chairperson.

**24.4 African American Art**

3 hours; 3 credits

Historical survey of the contributions of Black art to American culture. Study of the Black experience through works of art. This course is part of the joint program in elementary education with a specialization in African American studies and is open to all students.

**24.5 Black Theater**

3 hours; 3 credits

Lectures, studies, and workshops in Black theater: Liaison with professional and community theater. This course is the same as Theater 41.4.

**24.8 African Literature**

3 hours; 3 credits

Survey of twentieth-century fiction, drama, poetry of sub-Saharan Africa. Works by such authors as Achebe, Ekwensi, Emecheta, Ngugi, Oyono, Laye, Dadie, Clark, Sembene, Senghor, Soyinka. This course is the same as Comparative Literature 32.2.

*Prerequisite:* English 1.

**25.2 Reading Race**

3 hours; 3 credits

Race and American political and literary culture from the American Revolution to urban modernism. The South as a paradigm of American culture, constructions of "race," tensions between democratic ideals and elaborate race and class distinctions. Readings from Thomas Jefferson, slave narratives, Herman Melville, Uncle Tom's Cabin, Mark Twain, Uncle Remus, Charles Chesnutt, and others. Cultural legacies and entanglements of minstrelsy, the blues, and jazz. This course is the same as American Studies 20.2.

**25.7 (Re)presenting Black Men**

3 hours; 3 credits

African American men, manhood, and masculinities in American and African American culture. Examination of literary, folk, popular, and political texts by men and women, whites and blacks.

*Prerequisite:* English 1 or 1.7.

**27 Black Women's Fiction**

3 hours; 3 credits

Black women novelists, short story writers, and essayists. Cross-cultural comparisons with African and Caribbean women novelists. Readings of selected essays in feminist criticism. This course is the same as English 64.4 and Women's Studies 46.

*Prerequisite:* one of the following: English 1, or 1.7.

**28 Special Topics in Literature, Culture, and the Arts**

3 hours; 3 credits

Study of selected topics in the literature, culture, and the arts of the Africana world. Students may take this course for credit twice, but may not repeat topics.

*Prerequisite:* English 2 or sophomore status or permission of the chairperson.

### **28.5 Introduction to Postcolonial Literature and Theory**

3 hours; 3 credits

Literary works and theoretical paradigms relating to the culture of European imperialism and its aftermath. Diversity of works from many parts of the formerly colonized world to introduce the global significance of postcolonialism.

Topics include: race and representation, Orientalism and the production of knowledge, Empire and exoticism, gender and nationalism, and multiculturalism and diasporic identities.

This course is the same as English 50.13 and Comparative Literature 50.13.

*Prerequisite:* English 2 or 2.7.

### **29 Caribbean Literature**

3 hours; 3 credits

Black culture and writings in the Caribbean. Reflections on alienation and independence. Literary liberation movements, Negritude, Indigenism, and Negritude as the first step towards emancipation from a European cultural vision. Writers from the English-, French-, and Spanish-speaking countries will be examined. All readings will be in English. This course is the same as Puerto Rican and Latino Studies 38 and Comparative Literature 38.3. (Not open to students who have completed Puerto Rican and Latino Studies 54.)

*Prerequisite:* English 1.

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### **Society and the economy**

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#### **33 Black Entrepreneurship in America**

3 hours; 3 credits

History and development of African American business enterprise and entrepreneurs from Booker T. Washington and the National Negro Business League to the present. Topics include political philosophy of "black capitalism"; small and large businesses and the Black community; the impact of governmental programs on business development; case studies of successful African American businesses. (Not open to students who have completed Africana Studies 34.)

*Prerequisite:* one of the following: Africana Studies 0.11, 0.2, 0.4, or Core Studies 3.

#### **41 The Black Urban Experience**

3 hours; 3 credits

An interdisciplinary study of African Americans and urban life. Drawing on the methodological approaches of history, literature, and folklore primarily, although not exclusively, this course will examine the African American experience in United States cities in the 19th and 20th centuries. Where appropriate, comparisons will be made with non-United States cities such as Rio de Janeiro, Johannesburg, or London. Topics chosen from: urban slavery, free blacks in Northern cities, race riots, "great migration," Caribbean migration, urban economics, urban politics, the urban novel, the black family in the city, the blues, contemporary urban folklore.

*Prerequisite:* two of the following: Core Studies 3, 4, and 9, or their equivalents.

### **43 Blacks and the Law**

3 hours; 3 credits

Examination of the relationships between the American judicial system and the socioeconomic status of Blacks.

The role of law in the systematic subordination of Black rights. The use of law to ease the burden of racism.

*Prerequisite:* one of the following: Africana Studies 0.2, Political Science 1.5, Core Studies 3, 4, or 9, or an equivalent course.

### **43.2 Blacks in the American Criminal Justice System**

3 hours; 3 credits

Exploration of the relationship between African Americans and the criminal justice system. Sociological theory and methods of collecting and understanding information.

Assessment of the political, social, and economic institutions of American society as they frame race, crime, and punishment. Ways that the American criminal justice system has operated both to maintain and ameliorate a racially oppressive society. This course is the same as Sociology 51.41.

### **44 The Black Family**

3 hours; 3 credits

The Black family as a social unit in the experience of Black Americans from slavery to the present. Comparison with African family patterns past and present.

*Prerequisite:* one of the following: Africana Studies 0.11, 0.12, or 0.2, Core Studies 3.

### **44.3 Community Studies**

3 hours; 3 credits

Goals, structures, and administration of community development programs and poverty programs past and present. Field trips to day care centers, youth programs, and adult learning centers. Practice in program design. (Not open to students who have completed Afro-American Studies 30.)

### **44.5 Caribbean Communities in North America**

3 hours; 3 credits

Analysis of the factors responsible for the movement of Caribbean peoples to mainland North America; achievements, frustrations, and contributions of Caribbean communities to the host country; linkages between Caribbean-Americans and the Caribbean.

*Prerequisite:* Africana Studies 0.5 or 17.

### **44.6 The Black Woman in America**

3 hours; 3 credits

Interpretation and critical evaluation of the history, role, and image of the Black woman in America; emphasis on the burdens of racism, sexism, the economy, the Black "matriarch," health care, feminism and womanism, and contemporary issues. This course is the same as Women's Studies 44.

*Prerequisite:* one of the following: Africana Studies 0.2 or 27, Core Studies 3 or 9, Women's Studies 10.7.

**44.7 Black Men in the United States**

3 hours; 3 credits

Black men in the United States, their relationship to the family, black women, and each other. Social, economic, cultural contexts. Critical examination of the impact of racism, public policy, and cultural norms. Explorations of models for social success and failure.

*Prerequisite:* Core Studies 3 or 4 or Core Curriculum 2.2 or 2.3.

**44.9 African Women and Feminism**

3 hours; 3 credits

Women's power, activism, and inequality on the basis of gender in the African continent. Explorations of gender-based inequality and the way African women exercise formal power. African women scholars' and activists' theoretical and practical analyses of feminism and the consequences of such analyses on gender relations in the continent. Theoretical readings and case studies. Course may have a national, regional, or continental focus. This course is the same as Political Science 78.35 and Women's Studies 49.

*Prerequisite:* Core Studies 3 or 9, or Political Science 1.51 or 1.7, or Africana Studies 0.12, or Women's Studies 10.7 or 12, or permission of instructor.

**54 The Black Child and the Urban Education System**

3 hours; 3 credits

Study and evaluation of school curricula from preschool through high school in terms of their historical background and contribution to the development of Black children. Finding and writing bibliographical materials relevant to the curricula.

**55 Internship in Africana Studies**

9 hours field work plus conferences and independent work; 3 credits

Field experience in professional and community organizations in preparation for careers in such areas as law, government, the arts, business, teaching, and community service. Individual and group conferences with faculty mentor. Directed readings in a variety of fields in the related disciplines of Africana Studies such as sociology, history, or political science that relate to the field experience. Preparation and presentation of a critical report of the experience.

*Prerequisite:* A minimum of 9 credits in courses in Africana Studies and permission of the chairperson.

**59 Special Topics in Society and the Economy**

3 hours; 3 credits

Study of selected topics in the society and economy of the Africana world. Students may take this course for credit twice, but may not repeat topics.

*Prerequisite:* English 2 or sophomore status or permission of the chairperson.

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**Special topics**

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**Seminars****70.1 Seminar in Humanities**

3 hours; 3 credits

Study of a topic in Africana studies related to the humanities. Students may take this course for credit twice, but may not repeat topics.

*Prerequisite:* completion of an approved program of advanced courses and permission of the chairperson.

**71 Seminar in Social Sciences**

3 hours; 3 credits

Study of a topic in Africana Studies related to the social sciences. Students may take this course twice, but may not repeat topics.

*Prerequisite:* completion of an approved program of advanced courses and permission of the chairperson.

**73 Summer Seminar**

6 hours; 6 credits

Lectures, research, and study in selected historical, political, economic, and social aspects of life in a selected country or in a region of the United States. Lectures by Brooklyn College and host-country scholars, in cooperation with a university in Africa, the Caribbean, South America, or the United States may be supplemented by field work and library and empirical research. Course may not be taken more than once. Consult department for locale of a specific offering.

*Prerequisite:* Africana Studies 0.11, or permission of the chairperson.

**79W Independent Research and Writing**

Minimum of nine hours conference and independent work; 3 credits

Independent research project and reading of advanced material on an approved topic supervised by a faculty member. Project culminates in a full-length research paper based on primary and/or secondary sources. Writing-intensive course.

*Prerequisite:* completion of an approved program of advanced Africana Studies Department courses and permission of the instructor and the chairperson; English 2.

## Honors course

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for the course described below. Students may not register for more than six credits in honors courses in the department in one term.

### 88 Independent Study

Minimum of 9 hours conference and independent work;  
3 credits

Reading of advanced material supervised by a faculty member: Written report or final examination.

*Prerequisite:* completion of an approved program of advanced Africana Studies Department courses and permission of the instructor and the chairperson.

The following courses are inactive and will be offered only if there is sufficient demand:

#### 24.7 African Oral Literatures

#### 37.2 Caribbean Economics

#### 45 Foundations of Africana Research Methods

## American Studies

An interdisciplinary major

Office: 415 Whitehead Hall

Telephone: (718) 951-5655

*Director:* Ray Allen

*Faculty:* Allen, Music; Beatty, Anthropology and Archaeology; Cumberbatch, Africana Studies; Cunningham, Africana Studies; Gerardi, History (emeritus); Grubbs, Music; Hirsch, English; Davis, Entin, English; Minter; Nadell, English; Napoli, History; Schlissel, English (emerita); Washington, Music; Wills, History; and additional faculty from the departments of the College.

American studies is an interdisciplinary field that explores the American experience through the study of history, literature, and the arts. Drawing on faculty members from various departments who are versed in the theories and methods of literary criticism, historiography, anthropology, folklore, musicology, art history, and ethnic and gender studies, the Brooklyn College American studies program investigates the history and culture of the United States. Courses vary from those probing such crucial historical periods as the Frontier era, the Depression, and the 1960s, to those focused on the study of such expressive genres as immigrant literature, folklore, popular culture, and musical performance.

The program offers a bachelor of arts degree in American studies, a bachelor of arts degree in adolescence education for social studies teachers, a minor in American studies, a minor in American music and culture, and a concentration for education majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6).

The program embraces a diverse interdisciplinary approach. We assume that the American studies student is interested not simply in the literature of the United States, but in how that literature relates to American music, art, film, history, and religion and in how these influences collectively reflect and shape our national attitudes and values. The American studies student will explore the multifarious strands of American culture and will examine the forces of race, ethnicity, class, and gender, which form the student's own identity and contribute to his or her place in the larger mosaic of American society.

Graduates of the program work in a variety of professions including education, journalism, law, arts administration, and public policy.

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### **B.A. degree program in American studies HEGIS code 0313; SED program code 01978**

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#### **Program requirements** (39–42 credits)

American Studies 10.

Five of the following: American Studies 20.1, 20.2, 20.3, 50, 51, 52, 60, 61, 62, 63, 64.1, 66, 67, 68, 71, 83.

Two of the following: History 41.1, 41.2, 41.3, 41.4, 41.6, 41.7, 43.14, 43.16, 43.2, 44, 44.1, 69.2.

Two of the following: English 25.3, 50.41, 60.1, 62.11, 62.21, 62.31, 62.41, 63.1.

Either a) or b):

a) *American Arts and Letters*: three of the following: Africana Studies 23, 24.2; Art 16.10, 16.30; English 18.17; Film 24; Music 10.1, 20.4, 50; Television and Radio 6.5; Theater 41.1, 41.4; Women's Studies 10.8, 32.

b) *American Society*: three of the following: Africana Studies 12.5, 12.6, 12.7; Anthropology 37, 37.5; Judaic Studies 47, 48.5; Philosophy 48; Political Science 26.1, 28, 38, 54, 59; Puerto Rican and Latino Studies 1.1, 32, 32.5; Sociology 8, 9, 43.1, 61.4; Women's Studies 10.7, 36.

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**B.A. degree program in adolescence education:  
social studies teacher  
HEGIS code 2201.01; SED program code 26754**

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See the "Social Studies" and "Education" sections in this *Bulletin*.

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**American studies concentration for majors in the  
following programs: early childhood education  
teacher (birth–grade 2); childhood education  
teacher (grades 1–6)**

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The requirements for the teacher education programs indicated above are described in the "Education" section in this *Bulletin*. Students who major in either of these programs and who elect a concentration in American studies must complete at least 30 credits in the Program in American Studies with a grade of C or higher in each course. Students must meet with a program adviser to declare their intention to complete this sequence.

**Concentration requirements:**

American Studies 10.

Two of the following courses: American Studies 20.1, 20.3, 64.1.

Two of the following courses: American Studies 20.2, 50, 51, 61, 63, 67; American Studies 60 or 71.

Two of the following courses: History 41.1, 41.2, 41.3, 41.4, 41.6, 41.7, 43.14, 43.16, 43.2, 44, 44.1, 69.2.

Two of the following courses: English 25.3, 50.41, 60.1, 62.11, 62.21, 62.31, 62.41, 63.1.

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**Requirements for a minor in American studies**

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Fifteen credits in advanced electives in American studies, each completed with a grade of C or higher, as follows:

American Studies 10.

One of the following: American Studies 20.1, 20.3, 64.1.

One of the following: American Studies 20.2, 50, 63, 67.

Two of the following: any American studies advanced electives.

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**Requirements for a minor in American music  
and culture**

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Fifteen credits in advanced electives completed with a grade of C or higher, as follows:

American Studies 10.

Four of the following: American Studies 50/Music 10.3, American Studies 51/Music 10.2; Music 10.0, Music 10.1/Africana Studies 24.3, Music 10.4/Africana Studies 24.35, Music 43, 43.1, 94, 94.1; Puerto Rican and Latino Studies 18; additional special topics course by permission of program director:

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**Honors in American studies**

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Students with an index of 3.5 may earn honors in the program by completing an interdisciplinary project or a critical essay. The proposal must be filed with the program director in the student's junior year; the work concluded in American Studies 83 and graded by the two faculty mentors in different departments.

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**Program recommendation**

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Students should consider the many courses related to American studies offered in the college. A list is available in the program office.

**Courses**

†Students may take no more than three credits of mini-courses in this program.

§Independent work means not less than three additional hours each week of conference, research, independent reading, and writing as assigned by the instructor. The student's grade is determined in part by the successful completion of this independent work.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

**10 Introduction to the American Experience**

3 hours; 3 credits

The beliefs that have shaped our identities as Americans: the self-made man/woman; the land of plenty; the rise from rags to riches. Material culture and how it has marked American life. The American Dream as it is constructed by political realities and racial inequalities. Introduction to the methodologies of American studies and to the process of connecting disciplines in order to understand how the American heritage has been formed.

**20.1 Hard Times: The Great Depression**

3 hours; 3 credits

Reexamination of the American Dream. Effect of the national experience of poverty and "failure" of the Puritan ethic. The dust bowl and migration of Okies; rise of proto-fascist factions; bread lines; Hollywood films.

**20.2 Reading Race**

3 hours; 3 credits

Race and American political and literary culture from the American Revolution to urban modernism. The South as a paradigm of American culture, constructions of "race," tensions between democratic ideals and elaborate race and class distinctions. Readings from Thomas Jefferson, slave narratives,

Herman Melville, *Uncle Tom's Cabin*, Mark Twain, *Uncle Remus*, Charles Chesnutt, and others. Cultural legacies and entanglements of minstrelsy, the blues, and jazz. This course is the same as Africana Studies 25.2.

### **20.3 The American Frontier**

3 hours; 3 credits

Native Americans and the impact of European expansion from the colonies to California; homesteaders, speculators, ranchers, railroadmen, cowboys and outlaws; women and the frontier; the land as wilderness and as property; Spanish territorial and water rights; the Gold Rush; issues of the contemporary West; the development of hydroelectric and nuclear power. This course is the same as History 43.13. (Not open to students who completed History 43.9 in spring, 1988.)

### **50 Music of the United States**

3 hours; 3 credits

Music in the United States from a historical perspective, including folk, popular, jazz, and concert hall traditions. Emphasis on the interaction of European, African, and various ethnic styles in America. The relationship of music to select movements in American theater, dance, and art. This course is the same as Music 50.

### **51 Music in New York City**

2 hours lecture, 3 hours fieldwork; 3 credits

Exploration of music performance in the music institutions and diverse cultural resources of New York City. Students will attend musical performances and carry out field documentation of a local music culture or institution. This course is the same as Music 3.

*Prerequisite:* Core Studies 2.2 or permission of the director.

### **52 North American Indians: Traditional and Contemporary**

3 hours; 3 credits

Patterns of American Indian cultures north of Mexico; cultural and linguistic diversity; cultural adaptations and developments; contemporary Native Americans. This course is the same as Anthropology and Archaeology 52.

*Prerequisite:* American Studies 20.3; or Anthropology 1 or 2.1; or Core Studies 1 or 3 or 9; or six credits in social science courses; or permission of the program director.

### **60 Special Topics in the American Experience**

3 hours; 3 credits each term

Exploration of an aspect of American cultural experience. Topics vary from term to term. Course description may be obtained in the program office before registration. Students may take this course for credit twice, but may not repeat topics.

*Prerequisite:* sophomore or junior or senior standing.

### **61 New York City Folklore**

3 hours; 3 credits

Folklore of the streets and neighborhoods of New York City. The urban environment as a region generating its own folklore and traditions. Customs, language, and symbols of urban life, past and present. Introduction to problems of fieldwork and methods of collecting urban folklore. This course is the same as English 25.4.

*Prerequisite:* sophomore or junior or senior standing.

### **62 Religious Experience in America**

3 hours; 3 credits

Development of the major American traditions of Protestantism, Catholicism, and Judaism. Puritanism and its legacy; the Great Awakening; Christianity, slavery and the Civil War; the religious experience of Black Americans. Interaction between religious thought and such other aspects of American culture as ethnicity, social change, sexual mores, intellectual life. This course is the same as History 43.11.

*Prerequisite:* Core Studies 4 or permission of the program director.

### **63 Private Lives: American Autobiography**

3 hours; 3 credits

Autobiography and its special importance to the process of defining the self in America. Examination of the theme of the New World and the "new" man and the "new" woman. The relation between the private identity and national character as revealed in the autobiographical writings of immigrants, workers, and plainfolk. This course is the same as English 61.

*Prerequisite:* English 2.

### **64.1 Decade in Crisis: The 1960s**

3 hours; 3 credits

Counterculture and its challenge to traditional values. The Beat Generation, its poetry, literature, and music. Political papers, autobiographies, documentary film. (Not open to students who have completed American Studies 71, spring, 1989, or spring, 1991.)

*Prerequisite:* sophomore, junior, or senior standing; or permission of the program director.

### **66 American Folklore**

3 hours; 3 credits

Myths, legends, tales, proverbs, riddles, songs, dances, beliefs, rituals, celebrations, and folk art of American folk groups. Ethnic, regional, and occupational folklore. The relationship of oral folk culture to popular expression and written literature. Independent work in collecting folklore. This course is the same as English 25.3.

*Prerequisite:* one of the following: English 1, or 1.2, or 1.7.

### **67 The Immigrant Experience in Literature, Film, and Photography**

3 hours; 3 credits

The experience of immigrant groups as recorded in autobiography, folklore, and fiction. Becoming an American as recorded in photographs and film. Exploring relationships between text and image. This course is the same as English 67. (Not open to students who have completed American Studies 70.)

*Prerequisite:* one of the following: English 1, or 1.2, or 1.7.

### **68 American Popular Culture**

3 hours; 3 credits

Introduction to the history and interpretation of American popular arts and culture. Popular music, theater, radio, film, television, and advertising. Popular expressions as shapers and reflectors of American ideas about nationalism, class, gender, ethnicity/race, region, and generation. This course is the same as History 43.18.

*Prerequisite:* one of the following: English 1, or 1.2, or 1.7.

### **71 Seminar**

3 hours; 3 credits

Special problems of interdisciplinary research and writing. Topics vary from term to term. Course descriptions may be obtained in the program office before registration. A student completing the course with distinction is recommended for honors in the program.

*Prerequisite:* six credits of American studies courses or permission of the instructor and the director of the program.

### **83 Independent Research**

Minimum of 9 hours conference and independent work§; 3 credits

Independent research supervised by a faculty member on an approved topic. The project must involve research in more than one field that culminates in a full-length research paper based on materials drawn from primary, secondary, and/or field data sources. Writing-intensive course.

*Prerequisite:* junior or senior standing, nine credits of American studies courses, permission of the program director and of the sponsoring faculty member.

The following courses are inactive and will be offered only if there is sufficient demand:

#### **5 Mini-Course in Selected Topics on American Life**

##### **5.1 Mini-Course in Selected Topics on North American Indians**

##### **5.2 Mini-Course in Selected Topics on Contemporary American Life**

## **Anthropology and Archaeology**

Department Office: 3307 James Hall

Telephone: (718) 951-5507

*Chairperson:* H. Arthur Bankoff

*Professor:* Bankoff, Perdikaris;

*Associate Professors:* Antoniello, Gustav, Rosenberger, Sharman;

*Assistant Professor:* Cavanaugh.

Anthropology studies how people live, how they develop physically and culturally, and how they interact within their own group and with others. Round the world, in the remains of an ancient civilization, in the isolated mountains of New Guinea, in an industrialized modern urban area, and in the turmoil of the Middle East, anthropologists and archaeologists study the human experience. Using a four-field approach that includes cultural anthropology, archaeology, physical anthropology, and linguistics, anthropology combines the sciences with the humanities to understand the physical, social, and cultural factors contributing to the commonalities and differences of historical and contemporary human behavior. It considers humans living in hunter and gatherer; horticultural, herding, nomadic, peasant, island, urban, industrial, and postindustrial societies. Employing a methodology developed over the past 150 years, anthropologists do their work by living with the subjects of their study and experiencing their own lives as those people do, thereby developing an empathetic knowledge, which informs their work.

The Brooklyn College Department of Anthropology and Archaeology offers a bachelor of arts degree in anthropology, a minor in anthropology and archaeology, and an interdisciplinary minor in law and society. It also offers a bachelor of arts degree in adolescence education for social studies teachers, and a concentration for students in the early childhood education program (birth–grade 2) and the childhood education program (grade 1–6). The department's course offerings present the richness of human diversity and encourage students to employ a cross-cultural, holistic perspective to analyze experiences and solve problems. For many of our students, anthropology becomes a lifelong framework for integrating and organizing knowledge.

Undergraduate majors in our department have ongoing opportunities to do hands-on research in laboratory and fieldwork studies conducted by full-time faculty members. Our graduates find employment in education, business, nonprofit, and governmental settings that require a background in the diversity of human behavior and lifestyle. Many of our students pursue graduate degrees to further their career goals. A doctorate in anthropology is offered by the Graduate Center of the City University of New York.

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### **Core curriculum**

The department recommends Anthropology I for students who have not yet had the opportunity to take the core sequence.

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**B.A. degree program in anthropology**  
**HEGIS code 2202; SED program code 02102**


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**Department requirements** (32–37 credits)

Anthropology I and 30.5W.

One course chosen from Anthropology 2.2, 2.3, or 2.4.

One field or laboratory course chosen from: Anthropology 24.1, 24.2, 70.1, and 72.1.

Twenty-one additional elective credits; 18 credits must be in courses numbered 10 and above.

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**B.A. degree program in adolescence education:**  
**social studies teacher**
**HEGIS code 2201.01; SED program code 26754**


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See the "Social Studies" and "Education" sections in this *Bulletin*.

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**Anthropology and archaeology concentration for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6) (SED program codes 26737 and 26829 respectively)**


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The requirements for the teacher education programs indicated above are described in the "Education" section in this *Bulletin*.

Students who major in either of these programs and who elect a concentration in anthropology and archaeology must complete at least 30 credits in the Anthropology and Archaeology Department with a grade of C or higher in each course. Students must meet with a department adviser to declare their intention to complete this sequence.

**Concentration requirements: (30 credits)**

Anthropology and Archaeology I, 2.2, 2.4, and 30.5W.

One of the following courses: Anthropology and Archaeology 24.1, 24.2, 70.1.

An additional 12 to 15 credits chosen from anthropology and archaeology courses numbered 10 and above.

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**Requirements for a minor in anthropology and archaeology**


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Twelve credits of advanced electives in anthropology and archaeology with a grade of C or higher in each course.

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**Requirements for an interdisciplinary minor in law and society**


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Courses in anthropology and archaeology presented for this minor may not be counted toward the anthropology major:

Twelve credits chosen from the courses of two or more departments as specified below. Each course must be completed with a grade of C or higher:

Africana Studies 43, 43.2; Anthropology 34, 35; Classics 34; Political Science 21, 22, 26.2, 45.1; Sociology 43.5, 51.4.

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**Program recommendations**

The following courses are strongly recommended:

Art 13.30, 13.40.

Biology 25, 62.5.

Chemistry 53.

Classics 15.

Comparative Literature 33.1, 42.1.

Computer and Information Science 21, 45, 48.

Geology 11, 12, 13.53, 17.01, 17.11, 25.1.

History 24.9.

A statistics course in any department. Foreign language courses in addition to those required.

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**Department recommendations**

Students should take Anthropology and Archaeology 30.5W as soon as possible after completing Anthropology and Archaeology I. Majors are strongly urged to consult a department counselor each year in planning their programs.

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**Recommendations for prospective graduate students**


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To facilitate evaluation of prospective graduate students, a seminar or independent studies course in anthropology and archaeology is strongly recommended.

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**Courses**

\*Courses marked with an asterisk (\*) are not counted toward the requirement of no fewer than 24 credits in advanced courses for majors in this department.

†Students may take no more than three credits of mini-courses in this department.

§Independent work means not less than three additional hours each week of conference, research, independent reading, and writing as assigned by the instructor. The student's grade is determined in part by successful completion of this independent work.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

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**Introductory and general courses**
**†\*0.3 Mini-Course in Selected Topics in Anthropology**

1 hour; 1 credit

Lectures and discussions on selected topics in anthropology. Seven, two-hour; sporadically scheduled meetings and a final examination. Course descriptions and reading lists are available in the Anthropology and Archaeology Department office before registration. Students may take this course twice, but may not repeat topics.

**\*I On Being Human: An Introduction to Anthropology**

3 hours; 3 credits;

General introduction to anthropology and its four subfields: archaeology, cultural anthropology, linguistics, and physical anthropology. Integration of subfields in approaches to the definition of humanity and the meaning of being human. Nature of the anthropological approach.

**\*1.05 Readings in Anthropological Studies**

2 hours; 2 credits

The exploration and comparison of literature drawn from among the four major areas of anthropology: cultural, biological, linguistic, and archeological anthropology.

**\*1.06 Researching the Literature in Cultural and Linguistic Anthropology**

2 hours; 2 credits

Introduction and examination of research tools to provide familiarization with topics in cultural and linguistic anthropology. Methods to locate, organize, and evaluate sources and then synthesize the material for presentation.

**2.2 Introduction to Archaeology**

3 hours; 3 credits

Survey of major techniques and methods of archaeology. Reconstruction of social and subsistence patterns from material remains. Methods and procedures in excavation, classification, and evaluation of finds. This course is the same as Classics 26. (Not open to students who are enrolled in or have completed Anthropology 20 or Classics 2.2 or 19 or 26 or 60.)

**2.3 Introduction to Linguistic Anthropology**

3 hours; 3 credits

Language as a human universal practice. Survey of linguistic anthropological methods and analysis of language data. Linguistic diversity, dialects, social usage, change. Relationships among society, language, and culture. (Not open to students who are enrolled in or have completed Linguistics 1.)

**2.4 Introduction to Physical Anthropology**

3 hours; 3 credits

Description and classification of humans. Comparison with other primates. Direct and indirect evidence of processes of evolution. Relationship of culture and cultural evolution to human evolution. Humans today: group and individual variation.

**2.21 Archaeology Laboratory**

4 hours; 2 credits

Analysis techniques in archaeology; recording and analysis of artifacts and features from a site in New York. (Students who have completed Anthropology 70.1 may take this course only with permission of the chairperson.) With the chairperson's permission, students may take this course for credit twice, but may not repeat topics.

*Prerequisite or corequisite:* Anthropology 2.2 or Classics 2.2 or 26 and permission of the instructor.

**5 Anthropology of Race**

3 hours; 3 credits

Role of anthropology in scientific revolt against racism, race prejudice, racist theories. Relationship of human biological variation to cultural variation. History of the concept of race. Critical evaluation of contemporary theories. Facts and fallacies of race.

*Prerequisite:* One of the following: Anthropology 1 or 2.4, Core Studies 8.1 or 9, or Core Curriculum 2.2 or 3.2.1, or permission of the chairperson.

**5.5 Forensic Anthropology: A Digital Approach**

3 hours; 3 credits

The techniques of forensic identification as applied to medicolegal problems. Methods, procedures, and illustrative case studies pertinent to the reconstruction of biological profiles, and cause and manner of death. Hands-on work in the computer lab is required.

**6 Anthropological Perspectives on Sexual Behavior**

3 hours; 3 credits

Sexual behavior as a cultural universal. Role and function of sex viewed cross-culturally. Sexual practices in non-Western societies.

**7 Great Discoveries in Archaeology**

3 hours; 3 credits

Survey of the most important archaeological discoveries of the past two centuries. Introduction to world archaeology through the study of famous archaeological monuments and sites. Basic archaeological concepts and techniques.

**7.5 Archaeology in Biblical Lands**

3 hours; 3 credits

Major archaeological discoveries in the lands of the Bible, from the Neolithic through Roman periods. Interpretation of excavations at major sites with reference to Biblical events.

**10 Special Topics in Anthropology**

3 hours; 3 credits

Subjects of interest in any of the four fields of anthropology that are not treated systematically in the regular curriculum. Topics may include violence, complex societies, archaeology of Mesopotamia. Topics vary from term to term. Course description may be obtained in the department office before registration. Students may take this course for credit twice, but may not repeat topics.

*Prerequisite:* Anthropology \*1 or Core Studies 1, or 3, or 4, or 9 or permission of the chairperson.

### **11 Special Topics in Peoples and Cultures of Selected Areas**

3 hours; 3 credits

Study of culture groups; institutions, historical influences, and effects of outside contact on specific areas within the larger regions described in existing course offerings. Ethnographic and theoretical analyses of culture groups. Cultural adaptations and retentions. Contemporary issues and problems. Selected area will vary each semester. Students may take this course for credit twice, but may not repeat areas.

*Prerequisite:* Anthropology \*1 or Core Studies 1, or 3, or 4, or 9, or permission of the chairperson.

### **13 People, Nature, and Culture**

3 hours; 3 credits

The ways in which people's traits, values, and institutions interact with their environment.

*Prerequisite:* Anthropology \*1 or Core Studies 3, or 8.1, or 9, or permission of the chairperson.

### **13.5 Case Studies in Anthropology**

3 hours; 3 credits

The exploration of case studies drawn from among the four major fields of anthropology—cultural, archaeological, biological and linguistic anthropology—in order to illustrate major concepts in the field through in-depth study.

*Prerequisite:* Anthropology 1 or 1.05 or 2.2 or 2.3 or 2.4 or permission of the chairperson.

### **14 Anthropology of Health and Disease**

3 hours; 3 credits

Health beliefs and health behaviors of various groups of people; the history of diseases; the training and practices of health specialists; the unrecognized effects on both physical and mental health of sociocultural factors; the relationship between human health and environment.

*Prerequisite:* Anthropology \*1 or \*2.1 or Anthropology 2.4, or Core Studies 8.1 or Core Curriculum 3.21, or Health Science 6.1, or Biology 3 or permission of the chairperson.

### **14.6 Anthropology of Food**

3 hours; 3 credits

Eating and food provide some of the most basic ways in which humans define themselves. A cross-cultural consideration of nutrition, food production, and food as social practice will help to define the place of food and eating in basic human practice. (Not open to students who completed Anthropology 10 in Fall 1999.)

*Prerequisite:* Anthropology 1.

### **15.5 Introduction to Ethnography**

3 hours; 3 credits

Survey of early and contemporary ethnography. Analysis of

ethnographic techniques, critiques, and development. Includes representative works from various regional specialities, theoretical perspectives, and historical periods.

*Prerequisite:* Anthropology 1 or Core Studies 1 or 3 or 9, or Core Curriculum 2.1 or 2.2, or permission of the chairperson.

### **16 Primate Behavior**

3 hours; 3 credits

Field studies of Prosimians, Old and New World Monkeys, Great Apes. Comparative studies of ecology, social organization, territoriality, dominance, communication. Appraisal of current research. (Not open to students who have completed Anthropology 25.)

*Prerequisite:* Anthropology \*1 or \*2.1 or 2.4, or Core Studies 8.1 or Psychology 10, or Biology 25, or permission of the chairperson.

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## **Linguistics**

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### **18 Sociolinguistics**

3 hours; 3 credits

The study of language as it is used by various social groups. Language and gender; language and culture, language and thought, Creole languages, Black English, linguistic change. (This course is the same as English 24.8 and Sociology 30.1.)

*Prerequisite:* English 1 and either Anthropology 2.3 or Linguistics 1; or permission of the chairperson.

### **19.5 Anthropology of Language, Sex, and Gender**

3 hours; 3 credits

Language, as a human universal, is uniquely available for defining, maintaining, and enacting the cultural categories of gender and sexual orientation. This course offers a cross-cultural perspective on the relationships between language and gender; which helps us understand both how we use language in gender-specific ways and how gender is enacted through language practices. This course is the same as Women's Studies 29.

*Prerequisite:* Anthropology 1 or Women Studies 12.

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## **Archaeology**

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### **21 Approaches to Archaeological Theory**

3 hours; 3 credits

Historical and current trends in archaeological theory. Methodology and techniques of anthropology, classics, art history, and the physical sciences relevant to archaeological studies. This course is the same as Classics 27. (Not open to students who have completed Classics 21.)

*Prerequisite:* one of the following: Anthropology 2.2, 20, Classics 26, or permission of the chairperson.

### **22 World Prehistory**

3 hours; 3 credits.

Survey of prehistoric archaeology; human origins in Africa; Paleolithic hunter/gatherers of the Old and New Worlds; the earliest food-producers; the rise of civilizations in the

Near East, Mesoamerica, and South America. (Not open to students who have completed Anthropology 22.1.)

*Prerequisite:* Anthropology \*1 or 7 with a grade of B or better, or Core Studies 1 or 9, or Core Curriculum 2.1 or 2.2, or permission of the chairperson.

### **22.1 Old World Archaeology**

3 hours; 3 credits

Introductory survey of the development of human culture in the Old World. Study proceeds from the earliest pebble tools through the period of domestication and urbanization to the dawn of written history.

*Prerequisite:* Anthropology 2.2 or permission of the chairperson.

### **23 Urban Archaeology**

3 hours; 3 credits

This course will begin at the formation of the first cities in the Middle East, and move on to the Polynesian chiefdoms in the South Pacific and the Viking presence and voyages across the North Atlantic. Historical sites from eighteenth- and nineteenth-century Europe and U.S. will also be examined to trace continuity and change in the character of commercialization and urbanization through time.

*Prerequisite:* Anthropology 1 or Anthropology 2.2 or permission of the chairperson.

### **23.5 Soils, Sediments, and Cultural Landscape History**

3 hours; 3 credits

Principles of soil and sediment stratigraphy in a variety of cultural landscapes; site formation and sediment accumulation in settlements; early arable land management; historical dimensions of grazing pressure and land degradation; landscapes of inheritance and settlement. (Not open to students who have completed Anthropology 11, Spring 2001 or Spring 2003.)

*Prerequisite:* Anthropology 2.2.

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## **Physical anthropology**

### **24.1 Human Osteology**

2 hours lecture, 2 hours laboratory; 3 credits

Functional aspects of the human skeleton with reference to evolution, race, age, sex. Intensive analysis of skeletal populations. Understanding biological and environmental influences in determining skeletal differences.

*Prerequisite:* Anthropology 2.4 or Core Studies 8.1, or Physical Education 22.71 and 22.75; or Health Science 22.7; or Health Science 22.71 and 22.75; or Biology 24.1; or permission of the chairperson.

### **24.2 Introduction to Zooarchaeology**

2 hours lecture, 2 hours laboratory; 3 credits

Study of animal remains from archaeological sites, methods of recovery, identification, and analysis. Special emphasis placed on natural and social environments, formation processes, subsistence strategies and paleoenvironments.

*Prerequisite:* one of the following: Anthropology 24.1 or Biology 24.1 or Physical Education and Exercise Science 22.75, or permission of the chairperson.

### **26.1 Human Paleontology**

3 hours; 3 credits

Mechanisms of evolutionary change, paleontological and archaeological evidence bearing on the phylogenetic history of humans, evaluation of the numerous interpretations of that evidence.

*Prerequisite:* Anthropology 2.4 or Core Studies 8.1 or 8.2 or Core Curriculum 3.21 or 3.2.2, or Biology 24.1 or permission of the chairperson.

### **26.2 Human Variation**

2 hours lecture, 2 hours laboratory; 3 credits

Range of variation and change due to growth, age, sex, race, constitutional differences. Techniques by which such differences are determined.

*Prerequisite:* Anthropology 2.4 or Core Studies 8.1 or Core Curriculum 3.21, or Biology 17; or Physical Education 22.71 and 22.75; or Health Science 22.7; or Health Science 22.71 and 22.75 or 22.72; or permission of the chairperson.

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## **Cultural anthropology**

### **30.5W Ethnographic Theory and Methods**

3 hours lecture; 2 hours laboratory; 4 credits

Major schools of anthropology; their distinctive approaches, concepts, and methods in the context of engaging in fieldwork. Techniques of fieldwork and analysis; ethnographic recording, participant observation, and focused interviewing. Analysis of information collected. Writing-intensive section. (Not open to students who have completed Anthropology and Archaeology 70.3, 71, or 71.3.)

*Prerequisite:* Anthropology 1, and 2.2 or 2.3 or 2.4; or permission of the chairperson; English 2.

### **31 Women: Anthropological Perspectives**

3 hours; 3 credits

Cross-cultural analysis of women's lives. Problems of nature and nurture, gender stereotyping and self-images, the position of women in all cultural spheres, and changes over the life cycle.

*Prerequisite:* Anthropology \*1 or \*2.1 or Core Studies 1 or 3 or 9 or Core Curriculum 2.1 or 2.2 or 2.3, or permission of the chairperson.

### **34 Political Anthropology**

3 hours; 3 credits

Political and legal institutions in cross-cultural perspective. Problems of political boundaries, allocation of authority, resolution of conflict. Impact of modern nation-states on other societies.

*Prerequisite:* Anthropology \*1 or \*2.1 or Core Studies 3 or Core Curriculum 2.3, or permission of the chairperson.

**34.5 Health and Globalization**

3 hours; 3 credits

Cross-cultural study of the effects of globalization on the health of contemporary human populations. Assessment of the ways that physiological factors are mediated by cultural and social processes. Problems of social inequality and power on primary determinants of health and health care. International health, human rights and health, AIDS pandemic, health and the environment. (This course is the same as Health and Nutrition Sciences 64.)

*Prerequisite:* Anthropology 14.

**37 Urban and Transnational Anthropology**

3 hours; 3 credits

Cross-cultural study of human migration, forced and voluntary, to the urban milieu. Sociocultural influences on urban life, effects of migration experience, social stratification, class structure. An in-depth look at the causes and effects of mass population movements. Ethnicity and the organization of multiethnic societies. Methods and problems in the analysis of urban systems.

*Prerequisite:* Anthropology \*1 or Core Studies 3 or 4 or Core Curriculum 2.1 or 2.2, or permission of the chairperson.

**37.5 The American Urban Experience: Anthropological Perspectives**

3 hours; 3 credits

Study of the diversity of American urban life and modes of analyzing sociocultural scenes, communities, and urban institutions.

*Prerequisite:* two of the following: Core Studies 3, 4, and 9, or Core Curriculum 2.1 or 2.2, or their equivalents.

**41 Visual Anthropology**

3 hours; 3 credits

Anthropological study of visual and performing arts; conceptions of art and aesthetics in other cultures; cross-cultural analysis of performance, performers and creators of art; theories and methods of visual anthropological research including historical and contemporary use of visual media by anthropologists; includes lectures and some limited practical work with visual media.

*Prerequisite:* Anthropology \*1 or permission of the chairperson.

**42 Anthropology of Religion**

3 hours; 3 credits

Study of religions in their cultural contexts; magic and witchcraft as aspects of religion; myths, rituals, and symbols; priests and shamans. Change in religions. Theoretical approaches.

*Prerequisite:* Anthropology \*1 or \*2.1 or Core Studies 1 or 9 or Core Curriculum 2.1 or 2.2, or Studies in Religion 1.1 or 1.2 or permission of the chairperson.

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**Peoples and cultures**

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**50 The Pacific**

3 hours; 3 credits

Peoples and cultures of the Pacific Islands, New Guinea, and Australia; prehistory, history and influence of geography; culture changes and problems of development.

*Prerequisite:* Anthropology 1 or Core Studies 1 or 3 or 9 or six credits in social science courses, or permission of the chairperson.

**52 North American Indians: Traditional and Contemporary**

3 hours; 3 credits

Patterns of American Indian cultures north of Mexico; cultural and linguistic diversity; cultural adaptations and developments; contemporary Native Americans. This course is the same as American Studies 52.

*Prerequisite:* Anthropology \*1 or Core Studies 1 or 3 or 9 or six credits in social science courses, or permission of the chairperson.

**61 The Middle East and North Africa**

3 hours; 3 credits

Similarities and differences in cultures throughout the area; villagers, nomads, and urban peoples; the role of Islam.

*Prerequisite:* Anthropology \*1 or Core Studies 1 or 3 or 9 or six credits in social science courses, or permission of the chairperson.

**68 Latin America**

3 hours; 3 credits

Pre- and post-Conquest peoples and cultures of Central and South America, and the Caribbean; impact of European colonization; post-independence political and economic development; contemporary identity politics; religion and social movements; urbanization and international migration. This course is the same as Puerto Rican and Latino Studies 20.

*Prerequisite:* Anthropology \*1 or Core Studies 1 or 3 or 9 or six credits in social science courses, or permission of the chairperson.

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**Theory and method**

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**70.1 Summer Archaeological Field School (Intensive Program)**

3 hours lecture, 6 hours supervised fieldwork; 6 credits

Intensive instruction in field methods and techniques of archaeology through participation in every aspect of an excavation; training in archaeological mapping, excavation techniques, and methods of archaeological laboratory analysis. This course is the same as Classics 29. Students may take this course for credit twice at different sites. No more than 6 credits may be applied to the credits for an anthropology major.

*Prerequisite:* permission of the chairperson and one of the following: Anthropology 2.2, Classics 26, Core Studies 1, 2.1, 9, Judaic Studies 12, a course in archaeological theory and methodology.

### **70.15 Intersession Archaeological Field School**

1 hour lecture, 6 hours supervised fieldwork; 3 credits

Intensive instruction in field methods and techniques of archaeology through participation in all aspects of an excavation; training in archaeological mapping, excavation techniques, and methods of archaeological laboratory analysis. (Not open to students who have completed Anthropology 70.1 or who have previously received credit for archaeological fieldwork.)

*Prerequisite:* Anthropology 2.2 and permission of the chairperson.

### **70.2 Archaeological Field School: Site Supervision**

6 hours supervised fieldwork; 3 credits

Techniques and practice of supervision on an archaeological excavation. Students will be responsible for direction of a trench crew and maintenance and checking of documentation during a session of the Summer Archaeological Field School.

*Prerequisite:* Anthropology and Archaeology 70.1 or Classics 29 or equivalent archaeological field experience, and permission of the chairperson.

### **72.1 Summer Ethnographic Field School**

3 hours lecture, 6 hours supervised fieldwork; 6 credits

Instruction and practice in organization of interviews, participant observation, data collection, analysis of data in a field situation. Lectures on methods, techniques, and culture of the area in which the field school is being held.

*Prerequisite:* Anthropology 1 plus nine credits in Anthropology and Archaeology Department courses numbered 10 and higher; and permission of the chairperson.

## **Seminars**

### **75.1, 75.2 Seminar I, II**

2 hours and independent work§; 3 credits

Course description may be obtained in the department office before registration. Report or final written examination. Students may not repeat seminar topics completed in Anthropology 84.1, 84.2, 84.3, 84.4, and 75.1.

*Prerequisite:* the appropriate introductory course (Anthropology \*1 or 2.2 or 2.3 or 2.4) plus nine credits in Anthropology and Archaeology Department courses numbered 10 and higher; or permission of the chairperson.

### **76 Seminar in Museum Techniques**

2 hours and independent work§; 3 credits

Introduction to museology. Practical experience in cooperation with museums in New York City.

*Prerequisite:* the appropriate introductory course (Anthropology \*1 or 2.2 or 2.3 or 2.4) plus nine credits in Anthropology and Archaeology Department courses numbered 10 and higher; or permission of the chairperson.

### **77 Seminar in Anthropological Theory**

2 hours and independent work§; 3 credits

Reading of significant works. Course descriptions may be obtained in the department office before registration. Report or final written examination.

*Prerequisite:* the appropriate introductory course (Anthropology \*1 or 2.2 or 2.3 or 2.4) plus nine credits in Anthropology and Archaeology Department courses numbered 10 and higher; or permission of the chairperson.

### **78 Preprofessional Internships**

9 hours fieldwork; 3 credits

Supervised participation in professional activities in cooperation with museums, government agencies, and similar institutions. Specific student programs will vary with each project. Students will arrange for their programs in cooperation with a faculty adviser. In addition to successfully fulfilling the institution's requirements, the student will submit a written report on the internship to the faculty adviser.

*Prerequisite:* six credits in Anthropology and Archaeology Department courses numbered 10 and higher; and permission of the chairperson during the semester prior to registration.

## **Honors courses**

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for courses described below. Students may not register for more than six credits in honors courses in the department in one term.

### **83.1, 83.2 Independent Research I, II**

Minimum of 9 hours conference and independent work§; 3 credits each term

Independent research supervised by a faculty member. Approved topic. Periodic conferences. Report. Not primarily for department honors.

*Prerequisite of 83.1:* completion of an approved program of advanced Anthropology and Archaeology Department courses and permission of the chairperson.

*Prerequisite of 83.2:* Anthropology 83.1.

**85.3 Colloquium in Psychological Anthropology**

Minimum of 9 hours conference and independent work§;  
3 credits

Critical review of recent studies in personality and culture.  
Appraisal of current research techniques and methodologies.  
Course description may be obtained in the department office  
before registration. Report or final written examination.

*Prerequisite:* completion of an approved program of advanced  
Anthropology and Archaeology Department courses and  
permission of the chairperson.

**88 Independent Study**

Minimum of 9 hours conference and independent work§;  
3 credits

Independent study supervised by a faculty member. Approved  
reading. Periodic conferences. Final written examination.

*Prerequisite:* completion of an approved program of advanced  
Anthropology and Archaeology Department courses and  
permission of the chairperson.

The following courses are inactive and will be offered only if  
there is sufficient demand:

- 0.1 Special Topics**
- 0.2 Mini-Course in Selected Topics on  
North American Indians**
- 12 Anthropological Perspectives on  
Intercultural Communication**
- 17 Historical Linguistics**
- 18 Sociolinguistics**
- 19 Language and Culture**
- 30 Comparative Social Systems**
- 35 Anthropology of Law and Order**
- 36 Psychological Anthropology**
- 43 Cult, Occult, and Secret Societies**
- 44 Folklore**
- 45 Animals and Monsters**
- 53 Africa South of the Sahara**
- 51 Peoples and Cultures of Japan**
- 63 Europe**

**Art**

Department office: 5306 Boylan Hall  
Telephone: (718) 951-5181, (718) 951-5182

*Chairperson:* Michael Mallory  
*Deputy Chairperson for Studio Art, Division of Graduate Studies:*  
Janet Carlile  
*Deputy Chairperson for Art History:* Mona Hadler  
*Distinguished Lecturer:* Vito Acconci  
*Undergraduate Studio Art Program Adviser:* Ronaldo Kiel  
*Professors:* Carlile, Flam, Giusti, Hadler, Mainardi, Mallory,  
McCoy, Rand, Williams;  
*Associate Professors:* Comerford, Kiel;  
*Assistant Professors:* Ball, Cronin, Kousser.

The Brooklyn College Art Department, located in the heart  
of the art world, draws on a vast community of distinguished  
art figures for its faculty as well as for the many visiting artists,  
art historians, critics, and curators who supplement our  
programs. Some of the most famous artists of the last half  
century have taught or lectured in the department. Our  
students also benefit from class visits to New York City's great  
museums and noted art galleries.

The department offers a bachelor of arts degree in studio  
art and art history, a bachelor of fine arts in studio art, a  
minor in art history, and a concentration for education majors  
in the following programs: early childhood education teacher  
(birth–grade 2); childhood education teacher (grades 1–6).

Art and art history teach visual literacy—how to use form  
expressively, understand the meanings of images, and  
articulate ideas in both visual and verbal language—preparing  
students not only for professional careers in art and art  
history but for a world where communication is increasingly  
conducted by visual means.

B.A. students concentrate in their own area but take courses  
in both studio art and art history. Art history classes cover  
periods from ancient to contemporary in both western and  
non-western art. Studio art classes include basic design,  
drawing, painting, sculpture, printmaking, photography, and  
digital art. The studio program has a fine arts rather than a  
digital orientation and seeks a balance between the traditional  
and the new in faculty appointments and course content.  
Undergraduates benefit from regular interaction with our  
accomplished graduate students.

Our studios, workrooms, shops, and state-of-the-art digital  
laboratories are available to students when not in use for  
class. The department boasts the Meier Bernstein Art Library,  
which offers print and digital materials and computers with  
Internet access, and has an attractive skylit gallery for student  
exhibitions.

Many of our graduates teach art history or art in schools  
and universities. Studio art students have become successful  
fine artists, commercial artists, illustrators, computer graphics  
designers, architects, art directors, cartoonist, fashion designers,  
art restorers, and art therapists. Art history students pursue

careers as professional art historians, art critics, museum curators, art writers, art editors and publishers, gallery managers, and art librarians and archivists, or work with other art-related organizations. Many of our graduates go on to earn master's and doctoral degrees from leading universities. The department sponsors workshops on graduate school admissions and career, job, and internship opportunities in the area's myriad art institutions. Students who wish to pursue graduate studies may apply to the master's and doctoral degree programs offered by or in conjunction with this department. Please see the Division of Graduate Studies section below.

Please note that to fulfill the department's requirements, all courses are considered advanced except Art 25.11 and 25.12 and Core Studies 1.2.

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### Core curriculum

The Department of Art participates in the College's core curriculum through Core Curriculum 1.2.

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### B.A. degree program in art history HEGIS code 1003; SED program code 01408

#### Department requirements (29–30 credits)

Art 1.3 or Core Studies 2.1, or Core Curriculum 1.2 or, with permission of the chairperson, Art 1.4.

Art 15.20 and 25.11.

Art 25.12 or 26.11.

(Art 27.21 is strongly recommended.)

Eighteen credits in advanced art history courses chosen from at least three of the following subject areas:

- Ancient and medieval art
- Early European art
- Modern European and American art
- Art of Africa, Oceania, and the Americas
- Art of Asia
- Architecture

Fulfillment of the foreign language requirement of the college in French or German. Another language may be substituted with permission of the chairperson.

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### Requirements for a minor in art history

Twelve credits of advanced art history courses. All courses must be completed with a grade of C or higher.

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### B.A. degree program in art HEGIS code 1002; SED program code 02015

#### Department requirements (38–39 credits)

Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

All of the following: Art 15.20, 25.11, 25.12.

Six additional credits in advanced art history courses.

Twenty-four credits in advanced studio art courses chosen from at least four of the following subject areas:

- Drawing: Art 26.11, 26.12, 26.21, 26.22, 26.30, 26.40.
- Painting: Art 26.51, 26.52, 26.53, 27.11, 27.21, 27.22.
- Sculpture: Art 30.11, 30.12, 31.11, 31.12, 32.11, 32.12, 33.11, 33.12.

d) Printmaking: Art 35.11, 35.12, 35.21, 35.22, 35.30.

e) Photography: Art 45.10, 45.20, 45.30, 45.60.

f) Digital Art: Art 46.11, 47.10, 47.20, 48.11, 48.12, 48.13, 48.14, 48.15.

Special topics and honors courses in the above subject areas may count toward the fulfillment of the subject-area requirements with permission of the instructor and the chairperson.

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### B.F.A. degree program in art HEGIS code 1002; SED program code 82460

#### Admission

Admission to the B.F.A. degree program should be obtained prior to the completion of 26 credits in studio art courses. An art portfolio is required. Consult the department for procedures.

#### Department requirements (65–66 credits)

Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

All of the following: Art 15.20, 25.11, 25.12.

Nine additional credits in advanced in art history courses.

Forty-five credits in advanced studio art courses subject to the following:

- At least 21 of these credits must be completed after admission to the B.F.A. degree program.
- At least three credits must be chosen from each of the following subject areas:
  - Drawing: Art 26.11, 26.12, 26.21, 26.22, 26.30, 26.40.
  - Painting: Art 26.51, 26.52, 26.53, 27.11, 27.21, 27.22.
  - Sculpture: Art 30.11, 30.12, 31.11, 31.12, 32.11, 32.12, 33.11, 33.12.
  - Printmaking: Art 35.11, 35.12, 35.21, 35.22, 35.30.
  - Photography: Art 45.10, 45.20, 45.30, 45.60.
  - Digital Art: Art 46.11, 47.10, 47.20, 48.11, 48.12, 48.13, 48.14, 48.15.

Special topics and honors courses in the above subject areas may count toward the fulfillment of the subject-area requirement with permission of the instructor and the chairperson.

Exhibition of the student's art work, following approval by a department committee. (The exhibition will normally be held during the semester preceding graduation.)

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### Art concentration for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6)

The requirements for the teacher education programs indicated above are described in the "Education" section in this *Bulletin*. Students who major in either of these programs and who elect a concentration in art must complete at least 31 to 32 credits in the Art Department with a grade of C or higher in each course. Students must meet with a department adviser to declare their intention to complete this sequence.

**Concentration requirements:**

Core Studies 2.1 or Art 1.3 or Core Curriculum 1.2.

Core Studies 2.2.

Art 25.11, 25.12, 45.10, and 48.11.

Three of the following courses: Art 15.12, 15.20, 15.30, 15.40, 15.60, 16.01, 73.10.

Two of the following courses: Art 26.11, 30.11, 35.11.

**Recommendation for prospective graduate students**

Prospective graduate students interested in art history should consult the deputy chairperson for art history and prospective graduate students interested in studio art should consult the deputy chairperson, Division of Graduate Studies.

**Division of Graduate Studies**

The Art Department offers the following graduate degree programs: M.A. in art history, M.F.A. in art, and M.A., art teacher (K–12). Some courses may be creditable toward the CUNY doctoral degree. For information about the art history and doctoral programs, students should consult the deputy chairperson for art history. For information about the studio art and teacher education programs, students should consult the deputy chairperson, Division of Graduate Studies. A *Graduate Bulletin* may be obtained in the Office of Admissions.

**Courses**

\*Courses marked with an asterisk (\*) are not counted toward the requirement in advanced courses for majors in this department.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

**Advanced courses in art history****Ancient and medieval art****12.50 Art of Egypt and the Ancient Near East**

3 hours; 3 credits

Near Eastern art and architecture from 3000 B.C. to the death of Alexander the Great. Emphasis on ancient Egypt under the Pharaohs and the contributions of the Sumerians, Babylonians, Assyrians, Hittites, and Persians. (Not open to students who have completed Art 12.5.)

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

**12.60 Aegean and Greek Art**

3 hours; 3 credits

Art and architecture of Bronze Age Crete and Mycenae and of historic Greece to the end of the Hellenistic period, with emphasis on great sites and sanctuaries and such artists as Polykeitos, Myron, and Praxiteles. Works of art are examined in the context of Greek myth, literature, and history. (Not open to students who have completed Art 12.1.)

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

**12.70 Etruscan and Roman Art**

3 hours; 3 credits

Art and architecture of the Etruscans and of the Romans through the late Empire. Domestic art and imperial monuments, including the Colosseum, the Pantheon, and the paintings of Pompeii, in their cultural contexts. (Not open to students who have completed Art 12.2 or 12.21.)

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

**13.30 Art of the Middle Ages**

3 hours; 3 credits

Major developments in Western Europe and Byzantium from the third century through the fourteenth. Emphasis on formation of new kinds of sacred art, interaction of classical and barbarian traditions, imagery of political authority, and emergence and evolution of the art of the book. (Not open to students who have completed Art 11.2 or 11.3 or 11.4 or 11.6.)

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

**Early European and American art****13.40 Jewish Art**

3 hours; 3 credits

Survey of Jewish art from antiquity to the present. Biblical archaeology, design and decoration of the synagogue, illuminated manuscripts, ceremonial art, nineteenth- and twentieth-century painting and sculpture. (Not open to students who have completed Art 11.5.)

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

**14.61 Early Renaissance Art in Northern Europe**

3 hours; 3 credits

The New Realism in painting and sculpture and its relationship to devotional practices, political policies, and social life in the Netherlands, France, and Germany from the fourteenth to the fifteenth centuries. Major artists: the Limbourg Brothers, Van Eyck, Van der Goes, Sluter. Major works: the *Très Riches Heures*, the Ghent Altarpiece, and the Arnolfini Wedding. (Not open to students who have completed Art 19.3 or 19.6.)

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

**14.62 Later Renaissance Art in Northern Europe**

3 hours; 3 credits

Painting, the graphic arts, and sculpture in the Netherlands, Germany, and France from 1500 to 1600, studied in the context of religious, cultural, and social upheavals and the emergence of secular subjects. Major artists: Bosch, Breugel, Dürer, Holbein. (Not open to students who have completed Art 19.6 or 19.8.)

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

**14.71 Early Renaissance Art in Italy**

3 hours; 3 credits

Art and architecture of Florence, Siena, and the surrounding area from the mid-thirteenth century to the end of the

fifteenth century. Consideration of major works of art in relation to the social and religious climate. Major artists: Giotto, Duccio, Masaccio, Brunelleschi, Donatello, Ghiberti, Piero della Francesca, Botticelli. (Not open to students who have completed Art 19.5.)

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

#### **14.72 Later Renaissance Art in Italy**

3 hours; 3 credits

Painting and sculpture of sixteenth-century Florence, Rome, and Venice. Evaluation of such concepts as "High Renaissance" and "Mannerism" in relation to the broader cultural currents of the period. Major artists: Leonardo da Vinci, Giorgione, Michelangelo, Raphael, Titian. Major works: *The Last Supper*, the paintings in the Sistine Chapel, and the Vatican "Stanze." (Not open to students who have completed Art 19.7.)

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

#### **14.81 Baroque Art in Italy**

3 hours; 3 credits

Italian architecture, sculpture, and painting of the late sixteenth century and seventeenth century assessed in relation to the Counter-Reformation, a resurgent Catholic Church, and the taste of the courts of France and Spain. Major artists: Caravaggio, the Carracci, Bernini, Borromini, Poussin, and Velázquez. (Not open to students who have completed Art 13.1.)

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

#### **14.82 Baroque Art in Belgium**

3 hours; 3 credits

Emergence of realist style in Antwerp in the seventeenth century; developments in the service of the church and state. The rise of new secular subjects considered in relation to the social and economic realities to which they refer. Major artists: Rubens and his school, van Dyck, Jordaens, Brouwer. (Not open to students who have completed Art 19.9 or 19.92.)

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

#### **14.83 Baroque Art in Holland**

3 hours; 3 credits

Development of Dutch art during the seventeenth century in relation to the culture, economy, and politics of the emergent Dutch Republic. Major artists: Rembrandt, Hals, Vermeer. (Not open to students who have completed Art 19.9 or 19.91.)

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

#### **14.84 Baroque Art in France**

3 hours; 3 credits

Painting, sculpture, and architecture from the reign of Henry IV to the death of Louis XIV. Emphasis on urban planning, the Louvre, Versailles and the Baroque palace, art theory and the Academy. Major artists: La Tour, Poussin, Lorrain. Art forms considered in social, economic, political, and cultural contexts.

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

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### **Modern European art**

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#### **15.12 Realism, Impressionism, and Post-Impressionism**

3 hours; 3 credits

Major artists and themes in European art, mainly French, during the second half of the nineteenth century. Art and literature and new optical theories of color and light. Major artists: Courbet, Manet, Degas, Monet, Renoir, Cézanne, Van Gogh, Gauguin. (Not open to students who have completed Art 16.5.)

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

#### **15.20 Modern Art**

3 hours; 3 credits

The art of the first half of the twentieth century, its precedents, and its political and cultural context. The rise of abstraction, the liberation of color, and the interest in the subconscious. Major artistic movements in Europe: Fauvism, Cubism, Futurism, Surrealism. Major artists: Picasso, Matisse, Mondrian, Kandinsky. (Not open to students who have completed Art 15.2.)

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

#### **15.30 Contemporary Art**

3 hours; 3 credits

Twentieth-century art since World War II from Abstract Expressionism to the present. Contemporary art exhibited in New York City galleries and museums. Major movements: Pop Art, Minimalism, Conceptual Art, Post-Modernism. Major artists: Pollock, de Kooning, Johns, Warhol. (Not open to students who have completed Art 15.3.)

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

#### **15.40 Modern Sculpture**

3 hours; 3 credits

Art of various European and American sculptors from the late nineteenth century to the present. Major sculptors: Rodin, Brancusi, Degas, Matisse, Picasso. (Not open to students who have completed Art 15.4.)

*Prerequisite:* Art 1.3 or 26.2 or Core Studies 2.1 or Core Curriculum 1.2.

#### **15.60 Women in Modern Art**

3 hours; 3 credits

Exploration of the changing image and role of women in nineteenth- and twentieth-century art. Major artists: Delaunay, Modersohn-Becker, Kollwitz, Kahlo, O'Keeffe. Issues of gender will be considered. (Not open to students who have completed Art 15.6.)

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2. or Women's Studies 10.8.

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**Art of Africa, Oceania, and the Americas**


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**16.10 American Art from the Colonial Period through the Civil War**

3 hours; 3 credits

Painting, sculpture, architecture, and the graphic and decorative arts from the seventeenth century through the mid-nineteenth century, viewed in social context and in light of English and Continental sources. Major artists: West, Copley, Cole. (Not open to students who have completed Art 16.1.)

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

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**Architecture**


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**20.30 Architecture from the Medieval Period to the Late Baroque Era**

3 hours; 3 credits

Architecture and planning from medieval times to the late Baroque era. Medieval cities; the Renaissance, with focus on Brunelleschi, Alberti, Bramante, Michelangelo, and Palladio; the Baroque, with focus on Bernini and Borromini; the spread of Renaissance and Baroque principles throughout Europe. Cultural context and distinctive features of major monuments. (Not open to students who have completed Art 14.1 or 14.5.)

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

**20.40 Architecture from the Industrial Revolution to the Art Nouveau Movement**

3 hours; 3 credits

Major developments in the architecture of Europe and the United States from the time of the Industrial Revolution to the end of the nineteenth century. Engineering, expositions, Neoclassicism, Gothic Revivalism, social utopian ideals, expansion of cities and suburbs, arts and crafts, and the Art Nouveau movement. (Not open to students who have completed Art 14.2 or 14.6.)

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

**20.50 Architecture from 1900 to 1939**

3 hours; 3 credits

Major personalities and developments in the architecture of Europe and the United States. Major architects: Wright, Gropius, Mies van der Rohe, Taut, Le Corbusier, Aalto. Major movements: Functionalism, Futurism, Constructivism, Expressionism, the Bauhaus movement, de Stijl.

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

**20.60 Architecture from World War II to the Present**

3 hours; 3 credits

Major personalities and developments in the architecture of Europe, Asia, and the United States. Major architects: Mies van der Rohe, Wright, Le Corbusier, Aalto, Kahn, Isozaki, Gehry. Major movements: the new Brutalism, Metabolism, utopian visions, Venturi, Post-Modernism, Rationalism, Deconstructionism.

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

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**Special topics and seminars**


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**70.10 Special Topics in Art History**

3 hours; 3 credits

Topic is selected by the instructor. Topics vary from term to term. Course description may be obtained in the department office before registration. Students may take this course for credit twice, but may not repeat topics. Students may not earn more than a total of six credits in Art 70.10.

*Prerequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2; and six credits in advanced art history courses.

**71.10 Seminar: Methods in Art History**

3 hours; 3 credits

Applicable art historical methodologies will be used for an in-depth study of a topic or an individual artist. Student participation in, and presentation of, research. Students may take this course for credit twice, but may not repeat topics.

*Prerequisite:* Art 1.3 or 1.4 or Core Studies 2.1 or Core Curriculum 1.2; and three credits in an advanced art history course.

**72.10, 72.20 Internships in the Visual Arts I, II**

Minimum of 9 hours conference and independent work; 3 credits

Internships in artistic vocations and in public service agencies in the arts.

*Prerequisite of 72.10:* permission of the chairperson.

*Prerequisite of 72.20:* Art 72.10.

**73.10 Art Theory and Criticism**

3 hours; 3 credits

Through readings, writing, museum visits, class discussion, and student presentations, students learn to interpret and analyze works of art through the different approaches of art history, art criticism, and art theory. Exploration of multiple perspectives on art across cultures and periods, including new materials and definitions of contemporary art. Topics include biography, formal analysis, iconography, social history, gender, race, psychoanalysis, modernism, poststructuralism.

*Prerequisite:* Core Studies 2.1 or Art 1.3 or Core Curriculum 1.2; and three additional credits in advanced art history courses.

**Honors courses in art history**

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for the courses described below. Students may not register for more than six credits in honors courses in the department in one semester.

### **83.10, 83.20 Independent Research in Art History I, II**

Minimum of 9 hours conference and independent work§; 3 credits

Independent research, supervised by a faculty member, on an approved topic. Weekly conference. Thesis or report. (Art 83.10 is not open to students who have completed Art 83.)

*Prerequisite of 83.10:* twelve credits in advanced courses in art history, including at least three credits in the subject area (e.g., early European art) in which the student proposes to work, and permission of the instructor and the chairperson.  
*Prerequisite of 83.20:* Art 83 or 83.10, and permission of the instructor and the chairperson.

### **Introductory courses in studio art**

#### **\*25.11 Basic Design, Drawing, and Color**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Introduction to basic studio materials and elements of design, drawing, and color. Analysis of perception and visual expression for the general student and the art major. (Not open to students who have completed Art 20.1 or 21 or 25.)

*Prerequisite or corequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

#### **\*25.12 Basic Three-Dimensional Design**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Introduction to the elements of three-dimensional design in a basic workshop. Development of expressive forms in various materials and the use of hand tools for the general student and the art major. (Not open to students who have completed Art 27 or 51.)

*Prerequisite or corequisite:* Art 1.3 or Core Studies 2.1 or Core Curriculum 1.2.

### **Advanced courses in studio art**

#### **Drawing**

##### **\*26.11 Drawing I**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Representation of forms and pictorial expression in line, value, and texture. Development in perceptual and creative skills with a variety of drawing materials and techniques. (Not open to students who have completed Art 26.)

*Prerequisite:* Art 25 or 25.11.

##### **26.12 Drawing II**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Continuation of Art 26.11. Abstract and figurative expression and composition. (Not open to students who have completed Art 33.6 or 33.7.)

*Prerequisite:* Art 26 or 26.11.

##### **26.21 Figure Drawing I**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Methods of drawing the human figure with reference to historical and contemporary modes of expression. (Not open to students who have completed Art 34 or 34.3.)

*Prerequisite:* Art 26 or 26.11.

##### **26.22 Figure Drawing II**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Continuation of Art 26.21. Media-expressive interpretation of the human figure using selected drawing materials. (Not open to students who have completed Art 34.4.)

*Prerequisite:* Art 26.21 or 34.3.

##### **26.30 Artistic Anatomy**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Study of drawing conventions within the Western figurative tradition. Recommended for students strongly motivated toward structural and aesthetic knowledge of human form. (Not open to students who have completed Art 34.2.)

*Prerequisite:* Art 26 or 26.11.

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#### **Painting**

##### **26.51 Painting I**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Introduction to techniques of oil or acrylic painting. Development in painting expression, composition, and dynamics of color. (Not open to students who have completed Art 40.1 or 42.1.)

*Prerequisite:* Art 25 or 25.11.

##### **26.52 Painting II**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Continuation of Art 26.51. Development of problems and ideas in painting. Analysis of modern and historical masterworks and techniques. (Not open to students who have completed Art 40.2.)

*Prerequisite:* Art 26.51 or 40.1.

##### **26.53 Painting III**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Continuation of Art 26.52. Advanced problems and concepts in painting. (Not open to students who have completed Art 40.3.)

*Prerequisite:* Art 26.52 or 40.2.

**27.11 Workshop in New Materials**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Creative and technical experimentation with a variety of non- traditional materials for selected workshop projects. (Not open to students who have completed Art 43.)

*Prerequisite:* Art 25.11 or 26; and 25.12 or 27.

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**Sculpture**

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**30.11 Sculpture I**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Introduction to creative sculpture practice and techniques; to include plaster and clay. (Not open to students who have completed Art 51.1.)

*Prerequisite:* Art 25.12 or 27.

**30.12 Sculpture II**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Continuation of Art 30.11. Advanced projects in creative sculpture and theory. (Not open to students who have completed Art 52.1.)

*Prerequisite:* Art 30.11 or 51.1.

**31.11 Wood Sculpture I**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Sculptural form in wood. Use of hand and machine tools. Development of craftsmanship and structural ingenuity. (Not open to students who have completed Art 54.1.)

*Prerequisite:* Art 25.12 or 27.

**31.12 Wood Sculpture II**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Continuation of Art 31.11. Advanced sculptural techniques and concepts. Creative development of figurative and non- figurative sculptural form in wood. (Not open to students who have completed Art 54.2.)

*Prerequisite:* Art 31.11 or 54.1.

**32.11 Metal Sculpture I**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Exploration of form and space using the special characteristics of metal. Methods of joining and forming. (Not open to students who have completed Art 55.1.)

*Prerequisite:* Art 25.12 or 27.

**32.12 Metal Sculpture II**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Continuation of Art 32.11. Advanced concepts of form and

space. Creative development of representational and abstract form in metal. (Not open to students who have completed Art 55.2.)

*Prerequisite:* Art 32.11 or 55.1.

**33.11 Ceramics I**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Studio practice in techniques and aesthetics of ceramic form, to include pottery design, firing, and glazing methods. (Not open to students who have completed Art 53.1.)

*Prerequisite:* Art 25.12 or 27.

**33.12 Ceramics II**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Continuation of Art 33.11. Advanced ceramics projects and firing and glazing techniques. (Not open to students who have completed Art 53.2.)

*Prerequisite:* Art 33.11 or 53.1.

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**Printmaking**

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**35.11 Printmaking: Relief and Woodcut**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Creative development of visual form using relief and planographic techniques of monoprint, linoleum, and woodcut. (Not open to students who have completed Art 67.1.)

*Prerequisite:* Art 25 or 25.11.

**35.12 Printmaking: Lithography**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Continuation of Art 35.11. Creation of images using advanced relief and planographic techniques, including lithography. (Not open to students who have completed Art 67.2.)

*Prerequisite:* Art 35.11 or 67.1.

**35.21 Printmaking: Etching I**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Creative development of visual form using all etching techniques. (Not open to students who have completed Art 66.)

*Prerequisite:* Art 25.11 or 26.

**35.22 Printmaking: Etching II**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Continuation of Art 35.21. Creative development of etching and engraving concepts. Experimentation in color. Thematic and nonthematic development of ideas. (Not open to students who have completed Art 66.1.)

*Prerequisite:* Art 35.21 or 66.

**35.30 Edition Printing**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

The techniques of printing an edition of fine art prints for an artist. Students will produce suites of lithographs, etchings, and woodcuts.

*Prerequisite:* Art 35.11 or 35.21 or 66 or 67.1 or permission of the chairperson.

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**Photography**

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**45.10 Photography I**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Photography as a creative art. Use of camera. Exposure, developing, and printing. Students must supply their own cameras. (Not open to students who have completed Art 45.1.)

*Prerequisite:* Art 25 or 25.11.

**45.20 Photography II**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Continuation of Art 45.10. Further development of visual perception. Advanced training in handling photographic material. Analysis of main trends in contemporary photography. (Not open to students who have completed Art 45.2.)

*Prerequisite:* Art 45.1 or 45.10.

**45.30 Photography III**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Continuation of Art 45.20. Development of a photography project relating to the history of photography and the work of selected master photographers. (Not open to students who have completed Art 45.3.)

*Prerequisite:* Art 45.2 or 45.20.

**45.60 Workshop in the History of Photography**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Survey of the history and evolution of photography. Analysis of the work of significant photographers. (Not open to students who have completed Art 45.6.)

*Prerequisite:* Art 45.1 or 45.10.

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**Digital art**

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**48.11 Electronic Image I**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Introduction to computer-imaging techniques. The methods by which a computer looks at an image and conveys it into conventional graphical formats. Exploration of the role of computer-imaging techniques in the creative process. (Not open to students who have completed Art 29.)

*Prerequisite:* Art 25 or 25.11; and 27 or 25.12.

**48.12 Electronic Image II**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent computer laboratory work§; 3 credits

Continuation of Art 48.11, with focus on complexities of black-and-white techniques in producing images, line art, and gray scale. Screen technology. (Not open to students who have completed Art 30.)

*Prerequisite:* Art 29 or 48.11.

**48.13 Electronic Image III**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent computer laboratory work§; 3 credits

Continuation of Art 48.12, with focus on the complexities of color in graphic design; techniques for scanning and color separation. (Not open to students who have completed Art 31.)

*Prerequisite:* Art 30 or 48.12.

**48.14 Advanced Media I**

1 hour lecture, 1 hour recitation, a minimum of 4 hours independent work§; 3 credits

Studio techniques of modeling and rendering computer design-media into formats for file exchange among existing applications. Storyboards, timeline, modeling, and rendering along a production ladder. Perception and theory of visual structures as applied to culturally accepted values studied as aesthetic values.

*Prerequisite:* all of the following: Art 25.12 or 27, 26.11 or 26, 48.13 or 31; Core Studies 5 or Computer and Information Science 1.10.

**48.15 Advanced Media II**

1 hour lecture, 1 hour recitation, a minimum of 4 hours independent work§; 3 credits

Continuation of Art 48.14. Emphasis on refinement of studio techniques of modeling and rendering computer-design media into formats for file exchange among existing applications. Storyboards, timeline, modeling, and rendering along a production ladder. Advanced techniques, including transfer to such output systems as print and video tape.

*Prerequisite:* Art 48.14.

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**Special topics**


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**70.12 Summer Archaeological Field School in Israel**

3 hours lecture, 6 hours supervised fieldwork; 6 credits

Intensive instruction in field methods and techniques of archaeology through participation in every aspect of an excavation; training in archaeological mapping, excavation techniques, and methods of archaeological laboratory analysis. This course is the same as Judaic Studies 70.1. (Not open to students who have previously received credit for archaeological fieldwork.)

*Prerequisite:* permission of the chairperson and one of the following: Art 2.1 or Core Curriculum 1.2, Anthropology 2.2, Classics 26, Judaic Studies 12, Core Studies 1, 2.1, 9, a course in archaeological theory and methodology.

**70.20, 70.21 Special Topics in Studio Art I, II**

1 hour recitation, 1 hour lecture, 2 hours laboratory, a minimum of 4 hours independent work§; 3 credits

Topics vary and reflect the interests of students and faculty. Emphasis on specialized techniques and art media or creative projects not otherwise covered in the regular curriculum.

*Prerequisite of 70.20:* permission of the chairperson.

*Prerequisite of 70.21:* Art 70.20.

**72.10, 72.20 Internships in the Visual Arts I, II**

Minimum of 9 hours conference and independent work§; 3 credits

Internships in artistic vocations and in public service agencies in the arts.

*Prerequisite of 72.10:* permission of the chairperson.

*Prerequisite of 72.20:* Art 72.10.

**73.10 Art Theory and Criticism**

3 hours; 3 credits

Through readings, writing, museum visits, class discussion, and student presentations, students learn to interpret and analyze works of art through the different approaches of art history, art criticism, and art theory. Exploration of multiple perspectives on art across cultures and periods, including new materials and definitions of contemporary art. Topics include biography, formal analysis, iconography, social history, gender, race, psychoanalysis, modernism, post-structuralism.

*Prerequisite:* Core Studies 2.1 or Art 1.3 or Core Curriculum 1.2; and three additional credits in art history courses.

**73.11, 73.12 Special Problems in the Visual Arts I, II**

Minimum of 9 hours conference and independent work§; 3 credits

Independent work in a visual arts medium or a project agreed on by the student and the instructor and not covered in the regular curriculum.

*Prerequisite of 73.11:* permission of the instructor and the chairperson.

*Prerequisite of 73.12:* Art 73.11 and permission of the instructor and the chairperson.

**Honors courses in studio art**

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for the courses described below.

Students may not register for more than six credits in honors courses in the department in one semester.

**86.10, 86.20, 86.30, 86.40 Honors Workshop in Creative Art I, II, III, IV**

Minimum of 9 hours conference and independent work§; 3 credits

Individual development through traditional and experimental studio-art media. Students may not earn more than a total of twelve credits in the Art 86 sequence.

*Prerequisite of 86.10:* eighteen credits in advanced courses in studio art, including at least six credits in the subject area (e.g., sculpture) in which the student proposes to work, and permission of the instructor and the chairperson.

*Prerequisite of 86.20:* Art 86.1 or 86.10, and permission of the instructor and the chairperson.

*Prerequisite of 86.30:* Art 86.2 or 86.20, and permission of the instructor and the chairperson.

*Prerequisite of 86.40:* Art 86.3 or 86.30, and permission of the instructor and the chairperson.

The following courses are inactive and will be offered only if there is sufficient demand:

- 1.3 Masterpieces of Western Art**
- 1.4 Masterpieces of Non-Western Art**
- 14.90 Rococo to Revolution**
- 15.11 Neoclassicism and Romanticism**
- 15.80 History of Photography**
- 16.01 Traditional Art of Africa, Oceania, and the Americas**
- 16.02 African Art**
- 16.30 American Art from the Civil War to the Present**
- 18.40 Art of Ancient China**
- 18.50 Art of Japan**
- 20.20 Architecture from the Neolithic to the Fall of the Roman Empire**
- 47.10 Visual Communication I**
- 47.20 Visual Communication II**
- 62.10 Image and Word in Western Culture**

## Biology

Department office: 200 Ingersoll Hall Extension  
Telephone: (718) 951-5396, (718) 951-5397, (718) 951-5398

*Chairperson:* John Blamire

*Deputy Chairperson, CLAS and SGS:* David R. Franz

*Professors:* Blamire, Eckhardt, Eshel, Franz, Gavin, Lipke, McGowan;

*Associate Professors:* Basil, Forest, He, Muth, Nishiura, Polle;

*Assistant Professors:* Ovalle, Singh.

The Department of Biology at Brooklyn College is a well-respected science department in a traditional liberal arts college. Our faculty members have a wide variety of interests and active careers in laboratory-based research at national and international levels. They are successful in obtaining federal grants for their research programs and in publishing and presenting their findings. Faculty members pursue their research at the College and mentor students in their specialties.

The department offers a bachelor of arts in biology, a bachelor of science in biology, and a bachelor of arts degree in adolescence education for biology teachers as well as a minor in biology.

The department offers opportunities for access and excellence in the biological sciences at the bachelor's, master's, and doctoral degree levels. It provides an exciting, supportive environment in which to hone skills and perform cutting-edge research. Our programs of study equip students with the knowledge and understanding of biological sciences necessary to succeed in our increasingly interdependent, technological world. Each year, approximately 400 undergraduates major in biology. They have a broad range of interests and careers plans and are ethnically and culturally diverse, reflecting the demography of Brooklyn.

Armed with a superior science education, our graduates are informed and responsible citizens, committed to science, and prepared to lead their communities into an ever more complex future. Many of our students, including a recent Rhodes scholar, continue their studies in prestigious graduate and professional schools across the country and around the world. Students who wish to pursue graduate studies may apply to the master's and doctoral degree programs offered by or in conjunction with this department. Please see the Division of Graduate Studies section below.

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### Core curriculum

The Department of Biology participates in the College's core curriculum through Core Curriculum 3.21.

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### B.A. degree program in biology

**HEGIS code 0401; SED program code 01985**

#### Department requirements (35–41½ credits)

To enroll in any of the following laboratory courses: Biology 17.1, 29.1W, 45.1, and 52.2, students must have completed the appropriate pre- or corequisite courses with a grade of C- or better. A student who receives a grade of D+ or

lower in any biology course applied toward fulfillment of department requirements must repeat the course until the grade of C- or higher is earned, or offer another course of equal or higher rank. Any substitution of courses must be approved by the chairperson.

All of the following: Biology 17, 29, 38, 45, 52, 58, and 34.1 or 34.

All of the following: Biology 17.1, 29.1W, 45.1, 52.2.

One of the following: Biology 15, 16.1, 21.2, 23.1, 23.2, 24.2, 25, 26, 27.5, 32.1, 33, 36.3, 36.4, 39.1, 42.1 and 42.2, 55.1, 55.2, 57, 59, 63.

One of the following chemistry sequences, a), b), or c):

- a) Chemistry 1, or 1.1 and 1.2, and 50.
- b) Chemistry 1, or 1.1 and 1.2, 2, and 51.
- c) Chemistry 1, or 1.1 and 1.2, 2, 51, and 52.

Mathematics 3.3.

### Department recommendations

Chemistry 51 and 52 and Physics 1 and 2 are required for some preprofessional programs and are strongly recommended for prospective graduate students in biology.

Students who anticipate majoring in biology must see a departmental adviser before the end of the sophomore year in order to plan their programs.

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### B.S. degree program in biology

**HEGIS code 0401; SED program code 01984**

#### Department requirements (48–50½ credits)

To enroll in any of the following laboratory courses: Biology 17.1, 29.1W, 45.1, and 52.2, students must have completed the appropriate pre- or corequisite courses with a grade of C- or better. A student who receives a grade of D+ or lower in any biology course applied toward fulfillment of department requirements must repeat the course until a grade of C- or higher is earned, or offer another course of equal or higher rank. Any substitution of courses must be approved by the chairperson.

All of the following: Biology 17, 29, 38, 45, 52, 58, and 34.1 or 34.

All of the following: Biology 17.1, 29.1W, 45.1, 52.2.

Two of the following: Biology 15, 16.1, 21.2, 23.1, 23.2, 24.2, 25, 26, 27.5, 28, 32.1, 39.1, 42.1 and 42.2, 43.3, 55.1, 55.2, 57, 59, 63, 73.1, or 83.1.

All of the following: Chemistry 1, or 1.1 and 1.2, 2, 51, 52. Mathematics 3.3.

### Department recommendation

Students who anticipate majoring in biology must see a departmental adviser before the end of the sophomore year in order to plan their programs.

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### Additional requirements for a B.S. degree

Candidates for a B.S. degree with a major in biology must complete at least 60 credits in science and mathematics; 24 of these 60 credits must be completed in advanced

courses in the Biology Department. These 24 credits must be completed at Brooklyn College with a grade of C- or higher in each course. Specific course requirements for a B.S. degree are described above.

The following courses may be applied toward the 60 credits in science and mathematics:

- A) All courses in the departments of biology, chemistry, computer and information science, geology, mathematics, physics, and psychology.
- B) Courses marked with a (\*) symbol in the Department of Health and Nutrition Sciences.
- C) Anthropology and Archaeology 2.4, 16, 24.1, 24.2, 26.1, 26.2, 36, 85.3.  
Core Studies 5, 5.1, 5.2, 7.1, 7.2, 8.1, 8.2.  
Core Curriculum 3 through 3.99;  
Core Curriculum 30.1 through 30.99;  
Economics 30.2, 30.3, 31.1, 31.2.  
Philosophy 13, 33, 42.  
Physical Education 22.71, 22.75, 23, 30, 51.  
Sociology 77.1.

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**B.A. degree program in adolescence education:  
biology teacher  
HEGIS code 0401.01; SED program code 26814**

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The School of Education and the Department of Biology jointly offer a program for students who plan to teach biology in grades 7 through 12. Additional information may be obtained from the School of Education or the Department of Biology. Students should consult a counselor as early as possible to plan their program.

**Program requirements (63–70 credits):**

All of the following: Biology 17, 29, 34, 38, 45, 52, 58.

All of the following: Biology 17.1, 29.1, 45.1, 52.2.

One of the following: Biology 15, 16.1, 21.2, 23.1, 23.2, 24.1, 25, 26, 27.5, 32.1, 39.1, 42.1, 42.2, 55.1, 55.2, 57, 62.5.

One of the following chemistry sequences, a), or b), or c):

- a) Chemistry 5 and 50.
- b) Chemistry 2 and 50.
- c) Chemistry 1 or 1.1 and 1.2; Chemistry 2, 51, 52.  
Mathematics 3.3.

The following pedagogical courses: Education 16, 34, 64.1, 69, 71.04, and 72.04. These courses are described in the "Education" section of this *Bulletin*. Also consult the "Education" section for specific grade requirements for the degree program for biology teacher.

These program requirements meet the revised teacher certification regulations adopted by the New York State Board of Regents in 2000 and replace the requirements that appeared in the 2000–2003 *Bulletin* for undergraduate programs.

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**Requirements for a minor in biology**

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All of the following required courses: Biology 17, 29, 34, 17.1, 29.1.

Any two of the following elective courses: Biology 15, 25, 38, 45, 52, or 58.

Each course must be completed at Brooklyn College with a grade of C- or higher.

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**Recommendation for prospective graduate students**

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Many graduate programs in biology require reading competence in two of the following languages: French, German, Russian. Prospective graduate students who studied one of the languages for two years in high school should study another of these languages through course 2 in college. Proficiency in a computer language may be substituted for one of the foreign languages.

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**Undergraduate research participation**

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The department encourages students to participate in research programs with faculty members, without credit. This work may begin as early as feasible and continue throughout the student's academic program. Qualified students may enroll in Biology Department courses numbered 73.1, 73.2 or 83.1 through 83.4.

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**Department honors**

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To be eligible for graduation with honors in biology, a student should have an average of 3.50 or higher in biology courses and complete a Biology Department course numbered 83.1 through 83.4 with distinction.

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**Division of Graduate Studies**

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The Biology Department offers master of arts degree programs in biology, applied biology, and biology teacher (grades 7 through 12). Some courses may be creditable toward the CUNY doctoral degree. For information, students should consult the department's deputy for graduate studies. A *Graduate Bulletin* may be obtained in the Office of Admissions.

**Courses**

\*Courses marked with an asterisk (\*) are not counted toward the requirement of no fewer than 18 credits in advanced courses for majors in this department.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

**\*3 General Biology I**

1 hour recitation, 2 hours lecture, 3 hours laboratory;  
4½ credits

Nature, functioning, and interrelationships of communities and organisms within the biosphere. Evolution, structure, and function of plants and animals. (Not open to students who are enrolled in or have completed Biology 2 or 6.1 or 6.2.)

**\*4 General Biology II**

1 hour recitation, 2 hours lecture, 3 hours laboratory;  
4½ credits

Continuation of Biology 3. Cell structure, physiology, and

genetics. Interrelationships of form and function in metabolism and embryonic development. (Not open to students who are enrolled in or have completed Biology 1.)

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**To enroll in biology courses not marked (\*), biology majors must earn a grade of C or higher in each biology course completed, unless excused from this requirement by the chairperson.**

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### **15 Field Studies in Botany**

30 hours lecture, 60 hours fieldwork and laboratory work; 4 credits

Field trips to observe associations in typical plant habitats. Laboratory consideration of the characteristics, evolutionary relationships, and geography of flowering plants. Summer session.

*Prerequisite:* Biology 11 or 11.5 or 29.

### **\*17 Molecular Biology**

2 hours; 2 credits

Principles and problems of the structure and functions of cell components. Emphasis will be placed on the molecular composition of cells and on methods of research. (Not open to students who have completed Biology 35.)

### **17.1 Laboratory in Eukaryotic Cell Biology and Physiology**

4 hours; 2 credits

Experiments designed around fundamental questions in eukaryotic cell biology and physiology with a strong emphasis on contemporary sophisticated cell and molecular biology techniques. Computer simulations and prerecorded video disks will supplement the experiments. (Not open to students who have completed Biology 35.)

*Prerequisite:* Biology 17.

### **19.5 Biology Topics Workshop: A Virtual Tour of Research Laboratories in Biology**

4 hours laboratory; 2 credits

Independent exploration of Internet resources under the supervision of a faculty member. Current research topics in top biology laboratories around the world. Preparation for higher-degree studies. Asynchronous use of Internet resources and relevant literature. Preparation of a research proposal in the form of an application to a research laboratory.

*Prerequisite:* Biology 17 and 17.1 and permission of the chairperson.

### **21 Invertebrate Zoology**

2 hours lecture, 4 hours laboratory; 4 credits

Structure, life histories, and phylogeny of the most important invertebrate forms.

*Prerequisite:* Biology 2 or completion of Biology 1 with a grade of B or higher; or Biology 4.

### **24.1 Developmental Anatomy**

2 hours lecture, 4 hours laboratory; 4 credits

Introduction to structure, development, and phylogeny of vertebrates.

*Prerequisite:* Biology 2 or 4 or permission of the chairperson.

### **25 Field Studies in Zoology**

30 hours lecture, 60 hours fieldwork and laboratory work; 4 credits

Field studies of animals in their natural environments. Laboratory work. Summer session.

*Prerequisite:* Biology 2 or 4 or 29.1 or 45.1.

### **27.5 Molecular Biology of Development**

1 hour recitation, 3 hours lecture; 4 credits

Experimental and biochemical analysis of development of echinoderm, molluscan, and amphibian embryos. Biochemical analysis is primarily related to the replication, transcription, and translation of nucleic acids. Analysis of experimental design and interpretation of work in current literature with emphasis on experimental designs for future work.

*Prerequisite:* Biology 4 or 17.1 and Chemistry 50 or 51. The chairperson may waive Chemistry 50 or 51 as a prerequisite of Biology 27.5 for students who received a grade of B or higher in Chemistry 2.

### **29 Organismic Biology I, Botany**

2 hours; 2 credits

Concepts in the structure, diversity, growth, and development of plants and related organisms. (Not open to students who have completed Biology 11.5.)

### **29.1 Plant Form and Function Laboratory**

4 hours; 2 credits

Experiments and examination of the structure, diversity, growth, and development of plants and related organisms. (Not open to students who have completed Biology 11.5.)

*Prerequisite:* Biology 29.

### **29.1W Organismic Biology of Plants Laboratory**

2 hours recitation/lecture, 2 hours lab/writing; 3 credits

Recitations, experiments, and demonstrations of the structure, diversity, growth, and development of plants. Techniques and standards of scientific writing. Research and observation of selected plants, and write-ups of plant profiles containing personal observations, drawings, cultural uses, history, and technical botanical descriptions of selected plants. Writing-intensive course.

*Prerequisites:* Biology 29, English 2.

### **33 Macromolecular Structure and Bioinformatics**

3 hours; 3 credits

The fundamentals of biological macromolecular structures; an introduction to the computational tools important in determining biological functions. (This course is the same as Computer and Information Science 10.33.)

### **34 Animal Physiology**

2 hours; 2 credits

Lecture survey of how basic physiological processes are influenced and controlled by the nervous and endocrine systems. The relationships between structure and function will be emphasized. A comparative approach using examples from different groups of vertebrate animals. Those physiological processes that do not come under direct neuroendocrine control will be contrasted with those that do. (Not open to students who have completed Biology 31.)

*Prerequisite:* Biology 17 and 29.

#### **34.1 Comparative Physiology**

2 hours lecture; 2 credits

Physiological processes will be compared at the cellular and whole organism levels among a broad variety of organisms ranging from bacteria, plants, and fungi, to animals, including humans.

### **35 Cell and Molecular Biology**

3 hours; 3 credits

Introduction to the biology of the cell with emphasis on molecular aspects of biology. Ultrastructures, molecular composition, functions of the cell. Emphasis on cellular energetics, information storage and transfer; protein synthesis, growth, reproduction, and functional integration of cellular organelles and inclusions. (Not open to students who have completed Biology 38 or Biology 39.)

*Prerequisite:* Biology 2 or 4; and Chemistry 2.

#### **36.3 Plant Physiology–Lecture**

2 hours lecture; 2 credits

Basic topics in plant physiology, including water household, mineral nutrition, respiration, photosynthesis, nitrogen and sulfur fixation, plant hormones and development, plant molecular biology, genetic engineering, and environmental physiology. (Not open to students who have completed Biology 36, 36.1, or 36.2.)

*Prerequisite:* Biology 17, 29, 34.1, and Chemistry 1.

#### **36.4 Plant Physiology–Laboratory**

4 hours laboratory; 2 credits

Experiments designed to gain better understanding of fundamental questions encountered in plant physiology, covering topics such as water household, transport, photosynthesis, respiration, nitrogen fixation, and secondary metabolism.

*Prerequisite:* Biology 36.3.

### **38 Evolution**

2 hours; 2 credits

Introduction to the major ideas and models of evolution; emphasis on natural selection and other processes in explaining structures and functions of individuals and populations; current ideas to account for the biodiversification of life on earth. (Not open to students who have completed Biology 50.)

*Prerequisite:* Biology 17 and 29; Biology 58 recommended.

#### **42.1 Medical Microbiology**

3 hours; 3 credits

Microbes as disease agents. Examination of host-microbe interactions, the immune response, nature and mechanisms of infectious diseases, chemotherapy, drug resistance, and epidemiology. (Not open to students who have completed Biology 42.)

*Prerequisite:* Biology 40.1 or 41 or 52.1 or 52.2, or permission of the chairperson.

#### **45 Organismic Biology II, Zoology**

2 hours; 2 credits

Key concepts in the structure and development of animals with special reference to those species used as models in contemporary developmental biology. (Not open to students who have completed Biology 21 or 24.1.)

#### **45.1 Animal Form and Function Laboratory**

4 hours; 2 credits

Dissection and microscopic examination of the structure and development of animals. (Not open to students who have completed Biology 21 or 24.1.)

*Corequisite:* Biology 45.

#### **50 Ecology and Evolution**

3 hours; 3 credits

Introduction to ideas and models of evolutionary ecology. Emphasis on natural selection and other processes in explaining structures and functions of populations, communities, ecosystems. (Not open to students who have completed Biology 57 or 62.)

*Prerequisite:* Biology 2 or 4.

#### **\*52 Microbiology**

2 hours; 2 credits

Microbiology as a science, structure and function of microbes, microbial interrelationships, microbial metabolism, mechanisms of recombination, and microbes as agents of disease. (Not open to students who have completed Biology 40.1 or 41.)

*Prerequisite:* Biology 4, or 17 and 29.

#### **52.1 Microbiology Laboratory for Health Sciences**

4 hours; 2 credits

Study of bacteria, molds, and yeasts in relation to human

welfare. (Does not count towards the major in biology.) (Not open to students who have completed Biology 40.1 or 41.)

*Prerequisite:* Biology 4, and permission of the chairperson of Health and Nutrition Sciences.

*Prerequisite or corequisite:* Biology 52.

### **52.2 Microbiology Laboratory**

4 hours; 2 credits

Techniques for isolation, cultivation, and characterization of bacteria and the use of microbes as experimental organisms. (Not open to students who have completed Biology 40.1 or 41.)

*Prerequisite:* Any two of the following: Biology 17, 29, 34, 38, 45, 58.

*Prerequisite or corequisite:* Biology 52.

### **53.5 Genetics**

3 hours; 3 credits

Principles and problems of heredity. (Not open to students who have completed Biology 53.)

*Prerequisite:* Biology 1 or 4; and Chemistry 2.

### **55.1 Recombinant DNA Technology**

2 hours lecture, 1 hour recitation; 3 credits

Introduction to recombinant DNA technology. Application to current biological research. Basic biological understanding that supports recombinant DNA laboratory technology.

*Prerequisite:* Biology 17 or 35 and 41 or 52.2 and 53.5 or 58; or permission of the chairperson.

### **55.2 Recombinant DNA Laboratory**

4 hours laboratory; 2 credits

Central techniques used in recombinant DNA studies. Gene cloning.

*Prerequisite or corequisite:* Biology 55.1 and permission of the instructor.

### **58 Genetics**

2 hours; 2 credits

Principles and problems of heredity, including gene transmission, mutation, recombination, and function. (Not open to students who have completed Biology 53.5.)

*Prerequisite:* Biology 17 and 29.

### **59 Biotechnology of Algae**

2 hours lecture; 2 credits

Phylogeny, evolution, habitats, growth cycles, and genetic engineering of algae; biosynthetic pathways of algal products and their metabolic regulation; interdisciplinary topics such as designing bioreactors and nutritional sciences including values of natural products. The economic aspect of patent law and management of companies dealing with algae will be covered.

*Prerequisite:* Biology 29 and Chemistry 1.

### **62.5 Ecology**

2 hours lecture, 4 hours laboratory and supervised fieldwork; 4 credits

Populations of plants and animals, their relationships to environments and each other. Natural communities, their functions and utilizations. Field and laboratory methods in ecology. Five all-day field trips. (Not open to students who have completed Biology 62.)

*Prerequisite:* Biology 38 or 50.

### **63 Principles of Ecology**

3 hours lecture, 3 credits

Introduction to the principles of ecology; biology of populations, communities, and ecosystems; basic issues of biodiversity.

*Prerequisite:* Biology 29, 29.1, 34 or 34.1, 38, 45, and 45.1.

### **63.1 Field and Laboratory Methods in Ecology**

4 hours laboratory including supervised fieldwork; 2 credits

Introduction to field and laboratory methods in ecology, with focus on nearby ecosystems, including Jamaica Bay. One weekend all-day field trip required. Students work as a research team on field and laboratory projects. Grades based on individual student reports on team projects. (Students registering for Biology 63.1 must take Biology 63 concurrently.) (Not open to students who have completed Biology 62.5.)

*Prerequisite:* Biology 45.1.

*Prerequisite or corequisite:* Biology 63.

### **73.1, 73.2 Research I and II**

Minimum of 9 hours conference and independent work; 3 credits each term

Independent research in an approved area supervised by a faculty member. (Not open to students who are enrolled in Biology 83.1–83.4.)

*Prerequisite of 73.1:* one of the following: Biology 11, 11.5, 12, 21, 24.1, 31, 35, 41, 50, 53, 53.5; or any one of the following: Biology 17.1, 29.1, 45.1, 52.2; and permission of the sponsoring faculty member and department chairperson.

*Prerequisite of 73.2:* Biology 73.1 and permission of the sponsoring faculty member and department chairperson.

## Honors courses

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for courses described below. Students may not register for more than six credits in honors courses in the department in one term.

### 83.1, 83.2, 83.3, 83.4 Independent Research I, II, III, IV

Minimum of 9 hours conference and independent work; 3 credits each term

Independent research supervised by a faculty member. Weekly conference. Thesis or report.

*Prerequisite of 83.1:* Biology 4; completion of at least two advanced Biology Department electives with a grade of A or B in each; or any two of the following: Biology 17.1, 29.1, 45.1, 52.2 with a grade of A or B in each; and permission of the instructor and the chairperson.

*Prerequisite of 83.2:* Biology 83.1 and permission of the instructor and the chairperson.

*Prerequisite of 83.3:* Biology 83.2 and permission of the instructor and the chairperson.

*Prerequisite of 83.4:* Biology 83.3 and permission of the instructor and the chairperson.

### 85.1 Colloquium

Minimum of 9 hours recitation, conference, and independent work; 3 credits each term

Intensive reading in and group discussion of a special field. Students should consult department bulletin boards for current offerings. A term report or examination may be required.

*Prerequisite:* completion of an approved program of advanced Biology Department courses and permission of the chairperson.

The following courses are inactive and will be offered only if there is sufficient demand.

- 5 **The Biology of Aging**
- 6 **Philosophy of Biology**
- 7 **Ecological Principles and Environmental Problems**
- 8 **Human Embryology**
- 9 **Laws and Theories in Biology**
- 10 **Mini-Course in Special Topics in Biotechnology**
- 12.5 **Light and Life Process**
- 14 **Plants and Man**
- 24.2 **Advanced Vertebrate Anatomy and Phylogeny**
- 37 **Metabolism**
- 39.1 **Cell Culture Techniques**
- 44 **Experimental Protozoology**
- 52 **History of Biology**
- 54 **Experimental Genetics**
- 57 **Evolution**

## Caribbean Studies

An interdisciplinary dual major

Office: 3107 James Hall

Telephone: (718) 951-4596, (718) 951-5597

*Director:* Bert J. Thomas

*Faculty:* from the Departments of Africana Studies, History, Modern Languages and Literatures, Political Science, Puerto Rican and Latino Studies, and Sociology.

More than two million people from the Caribbean live in the New York metropolitan area making Brooklyn College an ideal location for the program in Caribbean Studies. The program draws on the Departments of Africana Studies, History, Political Science, Puerto Rican and Latino Studies, and Sociology to offer a dual major to undergraduates. Students may also work with such science departments as geology or biology. The program examines the great significance of this small region's contribution to world development.

As interdisciplinary dual majors, our students enjoy working with scholars and researchers in varied disciplines who have different perspectives on the impacts of slavery and colonialism on the Caribbean region. The program is further enriched by visiting lecturers and mini-conferences at the College and neighboring colleges. Visiting Caribbean dignitaries also contribute to our understanding. Caribbean studies students are active in the vibrant Caribbean Students' Union, a Brooklyn College student club that addresses issues affecting the region. The International Caribbean Studies Association is open to our dual majors on a gratis basis. Many participate in association activities, often as panelists in presentations and roundtable discussions. Research opportunities are plentiful and unpaid internships abound at such institutions as the Caribbean Women's Health Organization and the Caribbean Chamber of Commerce and Industry. With the benefit an interdisciplinary education, our graduates go on to pursue a variety of careers and to study medicine and law, among other professions.

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**B.A. degree program for Caribbean studies dual major HEGIS code 0308; SED program Code 82001**

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**Program requirements** (18 credits plus a major in any department of the college)

Students must also complete parts 1 through 4.

1. Caribbean Studies 1.1.
2. Nine credits from the courses listed below, plus any prerequisite of the courses. The courses must be in three different participating departments.
  - Africana Studies 0.5 or 17
  - Africana Studies 17.4/Political Science 49.8
  - Africana Studies 17.5

Africana Studies 29/Comparative Literature 38.3/  
 Puerto Rican and Latino Studies 38  
 Africana Studies 37.2  
 Africana Studies 44.5  
 History 51.5  
 History 51.6  
 Political Science 49.6/Puerto Rican and Latino Studies 56  
 Puerto Rican and Latino Studies 18  
 Puerto Rican and Latino Studies 35 or Spanish 48  
 Spanish 49

3. Six additional credits in Caribbean studies chosen either from the courses listed above or approved by the program director. Students may use credits in relevant special topics courses and/or seminars toward satisfying this requirement. Such courses are offered by the Departments of Africana Studies, History, Political Science, and Puerto Rican and Latino Studies. Some seminars offer opportunities for field study in Caribbean countries. However, students must complete 12 credits in Caribbean studies before enrolling in a seminar.
4. A major in any of the departments of the college. Courses taken to satisfy requirements in the primary major may not be used to satisfy dual major requirements in the Caribbean Studies Program.

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### Requirements for a minor in Caribbean studies

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A program of twelve credits of advanced electives in Caribbean studies, as defined above in part 1 of the description of the Caribbean Studies Program, including one seminar; each course completed with a grade of C or higher.

## Course

### 1.1 Major Themes in Caribbean Studies

3 hours; 3 credits

Major factors that have shaped the Caribbean: discovery, slavery, colonialism, imperialism, "foreign" ideologies, and neo-colonialism. Comparative description of plantation societies in the Caribbean.

## Chemistry

Department office: 359 Ingersoll Hall Extension  
 Telephone: (718) 951-5458, (718) 951-5459

*Chairperson:* James Howell

*Deputy Chairperson, CLAS:* Mark Kobrak

*Deputy Chairperson, Division of Graduate Studies:*

Richard Magliozzo

*Professors:* Ciszowska, Davenport, Howell, Levine, Magliozzo;  
*Associate Professors:* Dowd, Greer, Kobrak, Sanchez-Delgado, Telting-Diaz;

*Assistant Professors:* Brenner, Contel, Jarzecki, Juszczak.

Chemistry considers the nature of matter; its transformation, and its interaction with energy. The discipline provides the foundation for modern biology and is a cornerstone to such emerging fields as materials science and nanotechnology. The Brooklyn College Department of Chemistry offers a bachelor of science degree and a bachelor of arts degree in chemistry as well as a bachelor of arts degree in adolescence education for chemistry teachers. The department also offers a minor in chemistry and a minor in biochemistry. Its faculty members maintain active research programs and mentor promising students who express interest.

The bachelor of science degree is a rigorous program designed to prepare students to work as professional chemists, either upon graduation or after graduate school, and is recommended for those interested in pursuing scientific research. The bachelor of arts degree is less rigorous, and is recommended for students interested in the medical professions. The more flexible course schedule allows for the additional course work and extracurricular activity necessary for admission to professional schools. The B.A. degree is also suited to students who are seeking careers related to chemistry, but who do not wish to pursue advanced study. The requirements for the major for individuals who want to teach high school chemistry are equivalent to those of the B.A. degree, with supplementary courses in education. The minor in biochemistry provides strong preparation for students who wish to specialize in biochemistry at the master's or doctoral degree level. Internship opportunities in local commercial concerns are available, and interested students should contact the departmental counselor as should those students seeking honors.

A chemistry degree from Brooklyn College prepares students to be in the forefront of scientific and medical research in industry, government, and academia. Our graduates find employment as chemists in many different roles across an enormous range of fields, from government laboratories testing food, air, and water quality to commercial environments. A bachelor's degree in science is a prerequisite for a career in patent law, and can facilitate careers in such other areas as environmental law or in managerial positions, particularly in fields that rely on science and technology. The department maintains an office library of materials on careers in chemistry. Our students go on to graduate and professional programs

nationwide. Students who wish to pursue graduate studies may apply to the master's and doctoral degree programs offered by or in conjunction with this department. Please see the Division of Graduate Studies section below.

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### Core curriculum

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The Department of Chemistry participates in the college's core curriculum through Core Curriculum 3.22.

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### Courses for reentering students

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A student who completed courses in chemistry at Brooklyn College that are no longer offered and who wants to take additional courses in chemistry, must consult a department counselor to determine which courses in the present numbering system are equivalent to those for which credit has already been given. Without clearance, credit may be denied.

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### Choosing a first course in chemistry

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Chemistry I and I.1 are intended for students planning a career in any of the following: the physical, chemical, or biological sciences; engineering; geology; medicine; dentistry; pharmacy; or physical therapy.

Students who have taken one year of high school chemistry and who have taken or are enrolled in Mathematics 2.9 or its equivalent should take Chemistry I. Students who are not prepared for Chemistry I but who have completed intermediate high school algebra or its equivalent should take Chemistry I.1.

Chemistry 5 is intended for students who plan a career in such health-related fields as occupational therapy, nursing, or nutrition. Students in health and nutrition sciences should consult with their department counselor before choosing a chemistry course.

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### American Chemical Society Certification

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The American Chemical Society recommends a program of study for students planning a career in chemistry. Chemistry majors who complete the curriculum described for the B.S. degree in chemistry and who have taken selected courses, including instrumental analysis (Chemistry 42), inorganic chemistry (Chemistry 76), and biochemistry (Chemistry 57 or 57.1) may receive American Chemical Society accreditation. Certified graduates are eligible to become members of the society; other chemistry graduates may become associate members of the society and members after three years of professional experience in chemistry. Interested students should consult the department counselor.

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### B.S. degree program in chemistry

#### HEGIS code 1905; SED program code 02084

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This program is intended for students planning a professional career in chemistry or biochemistry.

#### Department requirements (67–70½ credits)

Chemistry I or both Chemistry I.1 and I.2.

All of the following: Chemistry 2, 41 or 41W, 51, 52, 61, 62.

At least nine credits chosen from the following: Chemistry

35, 42, 53, 55, 57, 57.1, 58, 58.1, 64, 72, 76, 76.1, either 78 or 79; Biology 17 and 17.1.

One of the following physics sequences a) or b) or c):

a) Physics 1 and 2.

b) Physics 1.5 and 2.5.

c) Physics 1.5 and 2.

Computer and Information Science 1.10, 1.20, or 1.5.

One of the following mathematics sequences a) or b):

a) Mathematics 3.3 and 4.3 and 5.3.

b) Mathematics 3.20 and 4.20 and 4.31 and 5.3.

A college-wide minimum of 24 credits in advanced courses in one department must be completed at Brooklyn College with a grade of C- or higher in each course.

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### Department recommendations

Physics 1.5 and 2.5.

Chemistry 62 should be completed by the end of the junior year.

One of the following languages through level 3: French, German, Russian.

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### Additional requirements for a B.S. degree

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Candidates for a B.S. degree with a major in chemistry must complete at least 60 credits in science and mathematics; 24 of these 60 credits must be completed in advanced courses in the Chemistry Department. These 24 credits must be completed at Brooklyn College with a grade of C- or higher in each course. Specific course requirements for a B.S. degree are described above.

The following courses may be applied toward the 60 credits in science and mathematics:

- A) All courses in the departments of biology, chemistry, computer and information science, geology, mathematics, physics, and psychology.
- B) Courses marked with a (•) symbol in the Department of Health and Nutrition Sciences.
- C) Anthropology and Archaeology 2.4, 16, 24.1, 24.2, 26.1, 26.2, 36, 85.3.  
Core Studies 5, 5.1, 5.2, 7.2, 8.1, 8.2. Core Curriculum 3 through 3.99; Core Curriculum 30.01 through 30.99.  
Economics 30.2, 30.3, 31.1, 31.2.  
Philosophy 13, 33, 42.  
Physical Education 22.71, 22.75, 23, 30, 51.  
Sociology 77.1.

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### B.A. degree program in chemistry

#### HEGIS code 1905; SED program code 02082

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This program is intended for premedical and pre dental students and for others for whom a broad background in chemistry is desirable.

#### Department requirements (49–53½ credits)

Chemistry I or both Chemistry I.1 and I.2.

All of the following: Chemistry 2, 41 or 41W, 51, 52, 60.1 or 61.

At least five credits chosen from the following: Chemistry 35,

42, 53, 55, 57, 57.1, 58, 58.1, 62, 64, 72, 76, 76.1, either 78 or 79; Biology 17 and 17.1.

One of the following physics sequences a) or b) or c):

- a) Physics 1 and 2.
- b) Physics 1.5 and 2.5.
- c) Physics 1.5 and 2.

The following mathematics sequence:  
Mathematics 3.3 and 4.3.

### Department recommendation

Chemistry 60.1 or 61 should be completed by the end of the junior year.

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### B.A. degree program in adolescence education: chemistry teacher HEGIS code 1905.01; SED program code 26813

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The School of Education and the Department of Chemistry jointly offer a program for students who plan to teach chemistry in grades 7 through 12. Additional information may be obtained from the School of Education or the Department of Chemistry. Students should consult a counselor as early as possible to plan their program.

#### Program requirements (70–74½ credits):

Chemistry 1 or Chemistry 1.1 and 1.2.

All of the following: Chemistry 2, 41 or 41W, 51, 52, 60.1 or 61.

At least five credits chosen from the following: Chemistry 35, 42, 53, 55, 57, 57.1, 58, 58.1, 62, 64, 72, 76, 76.1, either 78 or 79; Biology 17 and 17.1.

One of the following physics sequences, a), or b), or c):

- a) Physics 1 and 2.
- b) Physics 1.5 and 2.5.
- c) Physics 1.5 and 2.

The following mathematics sequence: Mathematics 3.3 and 4.3.

The following pedagogical courses: Education 16, 34, 64.1, 69, 71.04, and 72.04. These courses are described in the "Education" section of this *Bulletin*. Also consult the "Education" section for specific grade requirements for the degree program for chemistry teacher.

These program requirements meet the revised teacher certification regulations adopted by the New York State Board of Regents in 2000 and replace the requirements that appeared in the 2000–2003 *Bulletin* for undergraduate programs.

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### Requirements for a minor in chemistry

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A program of 12 credits of advanced electives in chemistry, each completed with a grade of C- or higher. Each course must be completed at Brooklyn College and must have 3 or more credits.

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### Requirements for a minor in biochemistry

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Biology 17; Chemistry 1 or both 1.1 and 1.2; Chemistry 2; Chemistry 41 or 41W or Biology 17.1; Chemistry 51, 52, 57; Chemistry 58 or 58.1.

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### Division of Graduate Studies

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The Chemistry Department offers master of arts degree programs in chemistry, and chemistry teacher (grades 7 through 12). Some courses may be creditable toward the CUNY doctoral degree. For information, students should consult the department's deputy chairperson for graduate studies. A *Graduate Bulletin* may be obtained in the Office of Admissions.

### Courses

\*Courses marked with an asterisk (\*) are not counted toward the requirement of no fewer than 18 credits in advanced courses for majors in this department for the B.A. degree or 24 credits for the B.S. degree.

§Independent work means not less than three additional hours each week per credit of conference, research, independent reading, and writing as assigned by the instructor. The student's grade is determined in part by the successful completion of this independent work.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

#### \*0.5 Chemistry and Society

3 hours lecture; 3 credits

Role of chemistry in contemporary life. Topics may include consumer products, foods, drugs, energy sources, and environmental problems. Recommended for nonscience majors.

*Prerequisite:* Core Studies 7.1.

#### \*I General Chemistry I

1 hour recitation, 3 hours lecture, 3 hours laboratory; 5 credits

Principles of chemistry. Emphasis on the facts, theories, and laboratory techniques needed for further courses in the sciences. Intended for students planning a career in any of the following: the physical, chemical, or biological sciences; engineering; geology; medicine; dentistry; pharmacy; physical therapy. (Not open to students who are enrolled in or have completed Chemistry 1.1.)

*Prerequisite:* a passing grade in high school chemistry.  
*Prerequisite or corequisite:* Mathematics 2.9 or 2.92; or assignment by the Department of Mathematics to Mathematics 3.3.

#### \*1.1 General Chemistry IA

3 hours lecture; 2 credits

Introduction to the principles of chemistry with more introductory material than is covered in Chemistry 1. Chemistry 1.1 and 1.2 constitute a two-term sequence intended for students who are not prepared for Chemistry 1. (Not open to students who are enrolled in or who have completed Chemistry 1.)

*Prerequisite:* a passing grade in intermediate high school algebra or a grade of C- or higher in Mathematics 0.47.

**\*1.2 General Chemistry IB**

3 hours lecture, 3 hours laboratory; 3½ credits

Continuation of Chemistry 1.1. (Not open to students who are enrolled in or who have completed Chemistry 1.)

*Prerequisite:* Chemistry 1.1.**\*2 General Chemistry II**

1 hour recitation, 3 hours lecture, 3 hours laboratory; 5 credits

Continuation of Chemistry 1.

*Prerequisite:* Chemistry 1 or 1.2.**\*5 General Chemistry for Health-related Professions**

1 hour recitation, 3 hours lecture, 3 hours laboratory; 5 credits

Principles of chemistry with applications to biological systems and processes. Intended for students in nursing or other health-related fields. (Not open to students who have completed Chemistry 1 or 1.2 or the equivalent.)

*Prerequisite:* one year of high school algebra or Mathematics 0.22.**35 Introduction to Inorganic Chemistry**

3 hours; 3 credits

Introduction to the principles of modern inorganic chemistry. Integration of the properties and reactions of representative compounds with illustrations of the importance of inorganic chemistry in the chemical industry, in fuel and advanced materials technology, in biology/medicine, and in environmental issues.

*Prerequisite:* Chemistry 2.**41 Analytical Chemistry**

3 hours lecture, 4 hours laboratory; 5 credits

Theory and practice of classical and modern analytical chemistry. Laboratory emphasizes quantitative methods. (Not open to students who are enrolled in or have completed Chemistry 41W.)

*Prerequisite:* Chemistry 2.**41W Analytical Chemistry**

3 hours lecture, 4 hours laboratory, 1 hour writing workshop; 5 credits

Theory and practice of classical and modern analytical chemistry. Laboratory emphasizes quantitative methods. Writing-intensive section. (Not open to students who are enrolled in or have completed Chemistry 41.)

*Prerequisite:* Chemistry 2 and English 2.**42 Instrumental Analysis**

2 hours lecture, 6 hours laboratory; 5 credits

Principles and applications of modern instrumentation in analytical chemistry including basic electronics, electroanalytical

methods, chromatography, and spectroscopic methods.

*Prerequisite:* Chemistry 41 or 41W; and Physics 2 or 2.5.**\*50 Organic Chemistry for Health-related Professions**

1 hour recitation, 3 hours lecture, 3 hours laboratory; 5 credits

Survey of fundamental classes of organic compounds, and principles of organic chemistry as applied to aliphatic, aromatic, and biologically important compounds. Emphasis on structure, properties, and preparative methods. Intended for students in nursing or other health-related fields. Not intended for chemistry majors. (Not open to students who are enrolled in or have completed Chemistry 51.)

*Prerequisite:* Chemistry 1 or 1.2 or 5.**51 Organic Chemistry I**

1 hour recitation, 3 hours lecture, 4 hours laboratory; 5 credits

Structure and properties of fundamental classes of organic compounds. Emphasis on reactivity, reaction mechanisms, synthesis, stereochemistry, and applications to allied fields. Chemistry 51 and 52 are required for admission to medical and dental schools. (Students who have taken Chemistry 50 will lose credit for Chemistry 50 upon successful completion of this course.)

*Prerequisite:* Chemistry 2.**52 Organic Chemistry II**

1 hour recitation, 2 hours lecture, 4 hours laboratory; 5 credits

Continuation of Chemistry 51.

*Prerequisite:* Chemistry 51.**53 Advanced Organic Laboratory Techniques**

2 hours lecture, 6 hours laboratory; 5 credits

Elucidation of the structures of organic compounds by spectrometric methods. Separation, purification, and identification of the components of mixtures. Synthesis of compounds utilizing modern methods.

*Prerequisite:* Chemistry 41 or 41W, and 52.**55 Advanced Organic Chemistry**

3 hours lecture; 3 credits

Intensive study of organic reaction mechanisms including topics of current interest.

*Prerequisite:* Chemistry 52.**57 Biochemistry I**

3 hours lecture, 4 hours laboratory; 5 credits

Properties and reactions of compounds of biological importance. Oxygen-transport proteins. Enzyme kinetics and mechanisms. Basic immunology. Biological membranes. DNA replication, mutation, and repair. Transcription and the Genetic Code.

Protein biosynthesis. Laboratory work emphasizes basic biochemical skills. (Not open to students who are enrolled in or have completed Chemistry 57.1.)

*Prerequisite:* Chemistry 41 or 41W, or Biology 17.1; and Chemistry 52.

### 57.I Biochemistry I Lectures

3 hours; 3 credits

This course is the same as Chemistry 57, but without laboratory work. (Not open to students who are enrolled in or have completed Chemistry 57.)

*Prerequisite:* Chemistry 52.

### 58.I Biochemistry II Lectures

3 hours; 3 credits

This course is the same as Chemistry 58, but without laboratory work. (Not open to students who are enrolled in or have completed Chemistry 58.)

*Prerequisite:* Chemistry 57 or 57.1.

### 60.I Physical Chemistry for the Health Professions

3 hours lecture; 3 credits

Physical chemistry with applications to biochemical processes. Topics include thermodynamics, chemical and physical equilibria, transport phenomena, kinetics, and quantum chemistry. Not recommended for students who intend to take graduate courses in chemistry or biochemistry. Students who complete Chemistry 60.I may take Chemistry 61, but must forfeit three credits of Chemistry 60.I. (Not open to students who are enrolled in or have completed Chemistry 61.)

*Prerequisite:* Chemistry 2; and Mathematics 4.3.

*Prerequisite or corequisite:* Physics 2 or 2.5.

### 61 Physical Chemistry I

3 hours lecture, 4 hours laboratory; 5 credits

Thermodynamics, including nonelectrolyte and electrolyte solutions, reaction equilibria, and phase equilibria. Laboratory emphasizes physicochemical measurements. Students who complete Chemistry 60.I may take Chemistry 61, but must forfeit three credits earned for Chemistry 60.I.

*Prerequisite:* Chemistry 41 or 41W; and Mathematics 5.3; and Physics 2 or 2.5.

### 62 Physical Chemistry II

3 hours lecture, 4 hours laboratory; 5 credits

Continuation of Chemistry 61. Chemical kinetics; transport properties; quantum mechanics; atomic and molecular structure; spectroscopy; statistical mechanics. Laboratory emphasizes synthesis and physical characterization of inorganic compounds.

*Prerequisite:* Chemistry 61.

### 64 Quantum Chemistry

3 hours lecture; 3 credits

Application of quantum mechanics to molecular electronic structure, including the Schrödinger equation, operators, angular momentum, variation and perturbation methods, electron spin, Pauli principle, many-electron atoms, application of molecular-orbital and valence-bond theories to diatomic and polyatomic molecules.

*Prerequisite or corequisite:* Chemistry 62.

### 73.1, 73.2, 73.3 Research I, II, III

Minimum of 6 hours conference and independent work§; 2 credits each

Planning and carrying out a research problem under supervision of a faculty member. Weekly conference. Written and oral reports. Students may not receive credit for more than three terms of undergraduate research in the Chemistry 73 and 83 sequences.

*Prerequisite of 73.1:* Chemistry 41 or 41W, and 52 and permission of the instructor and the chairperson.

*Prerequisite of 73.2:* Chemistry 73.1 and permission of the instructor and the chairperson.

*Prerequisite of 73.3:* Chemistry 73.2 and permission of the instructor and the chairperson.

### 76 Inorganic Chemistry

1 hours lecture, 4 hours laboratory; 5 credits

Atomic structure. Symmetry and Group Theory. Molecular orbitals. Coordination chemistry. Organometallic chemistry. Elements of catalysis and bioinorganic chemistry. Solid-state materials. Laboratory emphasizes the synthesis, purification and characterization of coordination, organometallic, main group, solid state, and bioinorganic compounds.

*Prerequisite:* Chemistry 60.I or 61; Chemistry 35 is strongly recommended.

### 76.I Inorganic Chemistry

3 hours lecture; 3 credits

Atomic structure. Symmetry and Group Theory. Molecular orbitals. Coordination chemistry. Organometallic chemistry. Elements of catalysis and bioinorganic chemistry. Solid-state materials.

*Prerequisite:* Chemistry 60.I or 61; Chemistry 35 is strongly recommended.

### 78 Environmental Chemistry

3 hours lecture; 3 credits

Principles of chemistry applied to problems of the environment. Sources, reactions, effects of chemical species on the environment. General and specific problems of analysis, interpretation of results, and pollution control. Methods and impact of energy production.

*Prerequisite:* Chemistry 41 or 41W, and 52.

## Honors courses

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for courses described below. Students may not register for more than six credits in honors courses in the department in one term.

### 83.1, 83.2, 83.3 Independent Research I, II, III

Minimum of 9 hours conference and independent work§; 3 credits each

Independent research supervised by a faculty member. Weekly conference. Written and oral report. Students may not receive credit for more than three terms of undergraduate research in the Chemistry 73 and 83 sequences.

*Prerequisite of 83.1:* Chemistry 41 or 41W, 52, an index of 3.30 or higher in chemistry, and permission of the instructor and the chairperson.

*Prerequisite of 83.2:* Chemistry 83.1, an index of 3.30 or higher in chemistry, and permission of the instructor and the chairperson.

*Prerequisite of 83.3:* Chemistry 83.2, an index of 3.30 or higher in chemistry, and permission of the instructor and the chairperson.

### 84.1, 84.2, 84.3 Seminar I, II, III

Minimum of 3 hours conference and independent work§; 1 credit each

Presentation and discussion of current topics.

*Prerequisite:* completion of an approved program of advanced courses and permission of the chairperson.

### 85.1, 85.2 Colloquium I, II

Minimum of 9 hours recitation, conference, and independent work§; 3 credits

Intensive reading and group discussion of a special field. A term report or examination may be required. Students should consult the department bulletin board for current offerings. Colloquium topics may include: statistical mechanics, polymer chemistry, interfacial phenomena, neurochemistry, physical biochemistry, spectroscopy, separation methods, solid-state, modern electrochemical methods. Students and faculty may suggest colloquium topics to the chairperson.

*Prerequisite:* completion of an approved program of advanced courses and permission of the chairperson.

The following courses are inactive and will be offered only if there is sufficient demand:

**58 Biochemistry II**

**70 Introduction to Research**

**72 Mathematical Methods of Chemistry**

## Children's Studies Program

Office: Children's Studies Center, 3602 James Hall

Telephone: (718) 951-3192

Web site: <http://dephome.brooklyn.cuny.edu/childrensstudies/>

*Director:* Gertrud Lenzer, Sociology and Children's Studies

*Faculty:* Gertrud Lenzer, Margaret-Ellen Pipe, Psychology and Children's Studies

From the departments of the College, including, among others, Johnson, King, History; Korn, Education; Levin, Health and Nutrition Sciences; Natov, English.

The innovative interdisciplinary field of children's studies was founded in 1991 at Brooklyn College. Called "pioneering" by The New York Times, it was soon emulated by other colleges. Brooklyn College children's studies faculty draw on the arts, humanities, social and natural sciences, education, medicine, and the law. Although individual disciplines deal with the experience of childhood and youth, children's studies considers the different perspectives of these disciplines on children and youth as the main focus of inquiry. It provides students with a holistic and comprehensive understanding of the propensities and aptitudes of children, from birth to age 18, in their formal and informal contexts, both historical and contemporary. At the same time, children's studies advances the rights of children, who often cannot advocate for themselves.

Every year since its inception, children's studies has attracted more and more students at Brooklyn College. The Children's Studies Center was established in 1997 to expand the scope of the academic courses and to promote teaching, research, public service, and advocacy. A student-organized ChildrenFirst Club is now chartered, with a blog by the same name.

Children's studies offers a concentration for education majors in the early childhood education teacher program (birth–grade 2) and the childhood education teacher program (grades 1–6), a liberal arts minor, and an area of concentration for students in the CUNY Baccalaureate program. The concentrations and minor include such topics as the history of childhood; human rights of children; autobiography as an inquiry into the child's self; the child's imagination; child development and health; the child in family, school, and community contexts; applied research methodologies; social, economic, and educational policies affecting children and youth; children and disability; and advocacy and policy research in the areas of child welfare and juvenile justice. The Internship in Applied Children's Studies places students in demanding professional settings.

Students benefit in numerous ways from the minor, concentrations, and courses offered by Brooklyn College children's studies. These offerings enrich the student's liberal arts education and complement the major area of study. Children's studies provides training in traditional, contemporary, and evolving research methodologies for studying the well-being of the whole child. Children's studies promotes an awareness of child-related issues for students in their present

or future roles as parents, citizens, and professionals and equips students for future careers in professions and occupations related to children and youth.

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### Requirements for a minor in children's studies

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Fifteen credits as follows:

One course from the following:

Children's Studies 20 or 30

Two courses from the following:

Children's Studies 21

Children's Studies 25

Children's Studies 32

English 65 or Speech 14.4 or 31

Health and Nutrition Sciences 36 or Children's Studies 95

Psychology 20

Sociology 40.2

Two courses from the following:

Africana Studies 54

Children's Studies 31

Children's Studies 35

Children's Studies 40

Education 34

Children's Studies 40.1 or History 30.4

Puerto Rican and Latino Studies 40

All courses must be completed with a grade of C or higher.

A minimum of nine credits must be completed at Brooklyn College.

Students interested in this minor should consult with the Children's Studies program adviser to plan an appropriate sequence of courses and to declare their minor:

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### Children's studies concentration for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6) (SED program codes 26737 and 26829, respectively)

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The requirements for the teacher education programs indicated above are described in the "Education" section in this *Bulletin*. Students who major in either of these programs and who elect a concentration in children's studies must complete at least 30 credits in the Children's Studies Program with a grade of C or higher in each course.

*Concentration requirements* (30 credits):

Children's Studies 20 (3 credits).

Two courses from the following:

Children's Studies 30; Children's Studies 40.1 or History 30.4;

Sociology 40.1 or 40.2.

Three courses from the following:

Children's Studies 21, 31;

Psychology 20 or 22 or 24.5; Speech 31.

Three courses from the following:

Africana Studies 54; Children's Studies 25, 35;

Health and Nutrition Sciences 31 or 36; Puerto Rican and Latino Studies 40.

One course from following:

Children's Studies 32, 40; English 65; Speech 14.4.

Students interested in this concentration should consult with the Children's Studies program adviser to plan an appropriate sequence of courses and to declare their concentration.

## Courses

The *Schedule of Classes* published each term lists under Children's Studies all courses offered in the program. Not all courses are offered each term.

### 20 Perspectives on Childhood

3 hours; 3 credits

Childhood viewed from the perspectives of health science, history, literature, psychology, sociology, and the arts. The history of childhood; autobiography as inquiry into the child's selfhood; the child's imagination; child development and health; adolescence as life-stage and perceptions of adolescence; the child in relation to the family, school, and community; children's experiences of personal, social, and political problems; social, economic, and educational policies affecting children; children's rights and international policy. May be team-taught. (Not open to students who have completed Children's Studies 1.)

*Prerequisite:* Core Studies 1, 3, or 4 and English 1; or Core Curriculum 1.1, 2.2 or 2.3, and English 1; or permission of program director.

### 21 Applied Research in Children's Studies

3 hours; 3 credits

Study of applied research with children in social science settings. Discussion of ethical issues that arise when conducting research with children. Students will develop their own research questions and explore appropriate methodologies for examining them. Different approaches to research, both qualitative and quantitative/experimental will be discussed. Students will gain hands-on experience with one or more research methods inside and/or outside of the class. The course emphasizes critical reading and understanding of the research literature and the presentation of research findings. (This course is not open to students who completed this topic as Children's Studies 25 in the spring or fall of 2006.)

*Prerequisite:* Children's Studies 20

### 25 Special Topics: Issues in Children's Studies

3 hours; 3 credits

Emerging issues, policies, and research in rapidly developing areas relating to children and youth. Topics vary from term to term. (Not open to students who have completed Children's Studies 5.)

### 30 The Human Rights of Children: A Transnational Development

3 hours; 3 credits

Development of the human rights of children movement

nationally and internationally. Central documents, data bases, national and international legislation in the area of children and youth rights, the U.N. Convention on the Rights of the Child of 1989, and its implementation, Children Ombudsmen in other countries, UNICEF activities, and more. Rights of children to full development, to education, health care, culture, and with such topics as street children, child abuse, child prostitution, discrimination on the basis of sex, race, and religion, child soldiers, and child labor:

*Prerequisite:* Core Studies 1, 3, or 4, and English 1; or Core Curriculum 1.1, 2.2, or 2.3, and English 1; or permission of the program director.

### **31 Children in Crisis**

3 hours; 3 credits

Focus on children in extreme situations of social, cultural, political, and familial disruption. Examination of such global and domestic situations as war; natural disaster; famine, poverty, abuse, and terrorism which can lead to starvation, disfigurement, slavery, forced prostitution, child soldiers, forced employment, separation, homelessness, and even high incidents of infanticide. Children and September 11, 2001; other conditions faced by children, including foster care, displacement, detention and intra-family abuse; effects of violence and crisis situations on children and educational experience. Focus on preventative measures and alleviation of children's suffering. (Not open to students who have taken Children's Studies 25, Special Topics, during the spring 2002 or fall 2002 semesters.)

*Prerequisite:* Core Studies 1, 3, or 4, and English 1; or Core Curriculum 1.1, 2.2, or 2.3, and English 1; or permission of the program director.

### **32 The Professional Performing Child: Past and Present Issues**

3 hours; 3 credits

Examination of the stage child in western history with particular emphasis on the last one hundred and thirty years. Focus will be on the performer in society, rather than on the dramatic character: Emphasis on contemporary issues and diversity. Construction of popular views of the stage child through an examination of the regulations, laws, and mores applied at various junctures. Issues in children's employment such as health and safety, education, professional training and prospects, the role of organized labor; long-term psycho-social adjustment. Venues in which children work today. Regulation of these professional children through state laws and union work rules. Scholarly studies and individual histories of professional performing children. (Not open to students who have taken Children's Studies 25, Special Topics, during the spring 2000 or spring 2001 semesters.)

*Prerequisite:* Core Studies 1, or 3, or 4, or permission of the program director.

### **35 Interdisciplinary Perspectives on Children and Disability: Local, National, and International Development**

3 hours; 3 credits

A critical overview of children and disability using local, national and international perspective. Historical to contemporary based discussions on culture and policy demonstrated through education, media, and medical practices, specific to children and disability. Understanding of current policy, child centered research and practices specific to child and disability extending from the U.S. to China. (This course is not open to students who completed this topic as Children's Studies 25, Special Topics, during the fall 2006 and spring 2007 semesters.)

*Prerequisite:* Core Studies 3 or 4; or Core Curriculum 2.2 or 2.3; or permission of the program director.

### **40 Children of New York**

3 hours; 3 credits

Examination of children's lives in New York and the institutions that affect them. Exploration of children's living conditions and lifestyles. Relevant demographic variables including: age, gender, ethnicity, race, geography, and socioeconomic status. Conditions and dynamics of housing, education, religion, family structure, and public health. Children's social organization in such activities as play, sports, music, video gaming, internet use, illegal music downloading, television, dance clubs, etc. Examination of demographic trends with focus on child welfare, including analysis of legal and social policies affecting children. (Not open to students who have taken Children's Studies 25, Special Topics, during the spring 2005 or fall 2005 semesters.)

*Prerequisite:* Children's Studies 20 or 30 or 31, or permission of the program director.

#### **40.1 History of Children, Public Policy, and the Law in the United States**

3 hours lecture; 3 credits

Political and legal history of children's issues in the United States, focused on the attitudes and actions of figures in power. Origins of public education and welfare; debate over child labor: *Brown v. Board of Education*, *In re Gault*, *Tinker v. Des Moines*. Abortion, busing, welfare reform, and children's rights in the legal and political arenas. (This course is the same as History 43.21.)

#### **95 Internship in Applied Children's Studies**

7 hours fieldwork, 1 hour conference; 3 credits

Off-campus internships to explore careers in professional settings that focus on children, youth, and families. Placements include such institutional areas as the media, advertising, governmental and non-governmental organizations, medicine, law, and corporations whose activities have a bearing on the lives of children and youth. Final report required.

*Prerequisite:* Children's Studies 20 or 30 or 31, or permission of the program director.

## Classics

Department office: 2408 Boylan Hall  
Telephone: (718) 951-5191, (718) 951-5192

*Chairperson:* Craig Williams

*Professors:* Clayman, Hansen, Van Sickle, Williams;

*Associate Professors:* Smith, Wilson;

*Assistant Professors:* Kellogg, Thibodeau, Yarrow.

The diverse, interdisciplinary nature of classics makes it a perfect element in a liberal arts and sciences education. Its theoretical and practical analysis of ancient civilizations provides students with a fundamental background for understanding the modern world. The Brooklyn College Department of Classics introduces students to the cultures of ancient Greece and Rome. From a variety of perspectives, we examine the language and literature of these cultures as well as their history; their mythic, religious, political, and philosophical traditions; their ways of constructing gender and sexuality; and their architecture and art.

The department offers a bachelor of arts and a minor in classics. A major or minor in classics equips a student not only with important knowledge about the past, but also with many contemporary, marketable skills, in particular a rigorous approach to language. Our graduates have succeeded in a wide variety of careers in law, medicine, international relations, business and finance, government, publishing, social work, communications and information technologies, teaching, and the arts.

Students who major or minor in classics should meet with the department's student adviser, who will help them to develop a course of study suited to their desired career or the requirements for postgraduate study. A doctorate in classics is offered by the Graduate Center of the City University of New York.

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### **B.A. degree program in classics** **HEGIS code 1504; SED program Code 02049**

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#### **Department requirements** (30–41 credits)

Greek 1, 2 and 12; or Latin 1, 2 and 11; or Greek 1.9; or Latin 1.9

Students who have studied Greek or Latin extensively before coming to Brooklyn College may receive a waiver of this requirement from the chairperson.

Classics 16 and 18.

Twenty-four credits in courses are to be selected among the following: Greek 14 or higher; Latin 12 or higher; any Classics, course numbered 13 or higher. One of these courses must be a Classics course that is designated as writing intensive (W).

Students who successfully complete Greek 1.9 or Latin 1.9 may apply three credits toward this requirement. Up to six credits may be counted toward this requirement from the following: Art 12.60, 12.70, Comparative Literature 42.1, English 50.2, 50.5, 50.7, History 21.4, 21.5, Philosophy 11.1.

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### **Classics concentration for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6)**

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The requirements for the teacher education programs indicated above are described in the "Education" section in this *Bulletin*. Students who major in either of these programs and who elect a concentration in classics must complete at least 30 credits in the Classics Department with a grade of C or higher in each course. Students must meet with a department adviser to declare their intention to complete this sequence.

#### **Concentration requirements:**

At least two of the following courses:

Classics 0.1, 0.11; Latin 1, 2, 1.9, 13, 15.

At least two of the following courses: Classics 16, 17; Latin 11, 12.

At least two of the following courses: Classics 14, 17, 22W, 31, 32, 34; Latin 15, 16, 31, 32, 33.

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#### **Requirements for a minor in classics**

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One of the following options:

- Twelve credits in classics, Greek, or Latin courses numbered 11 and higher.
- Eight credits from either Latin 1 and Latin 2 or Greek 1 and Greek 2, plus six credits in Classics, Greek, or Latin courses numbered 11 and higher.
- Nine credits from either Greek 1.9 or Latin 1.9, plus three credits from a Classics course numbered 13 and higher or a Greek or Latin course numbered 31 and higher.

All courses must be completed with a grade of C or higher.

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#### **Placement in language courses**

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Students who have begun studying Latin or Greek in high school should consult the chairperson for placement in an appropriate course. The following guidelines apply to those who wish to begin study of Greek or Latin at Brooklyn College.

**Classical Greek** can be studied through the intermediate level in one of two tracks; in track (a), each course is the prerequisite of the next. Completion of either track qualifies students for advanced work in Greek.

(a) Regular track: Greek 1, 2, 12, and 14.

(b) Intensive track: Greek 1.9.

**Latin** can be studied through the intermediate level in one of two tracks; in track (a), each course is the prerequisite of the next. Completion of either track qualifies students for advanced work in Latin.

(a) Regular track: Latin 1, 2, 11, and 12.

(b) Intensive track: Latin 1.9.

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### Summer programs

In addition to sections of the Core Curriculum taught during Brooklyn College's two summer sessions, the department offers the following special summer programs: Greek 1.9 (Greek Institute), Greek 36 (Greek Institute: Intensive Reading), Latin 1.9 (Latin Institute), Latin 26 (Latin Institute: Intensive Reading), and Classics 29 (Summer Archaeological Field School). Please contact the Latin/Greek Institute office at 212-817-2081 or the Department of Anthropology and Archaeology at 718-951-5507.

### Courses

\*Courses marked with an asterisk (\*) are not counted toward the major or minor.

§Independent work means not less than three additional hours each week of conference, research, independent reading, and writing as assigned by the instructor. The student's grade is determined in part by the successful completion of this independent work.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

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### Classics

**Knowledge of Latin or Greek is not required for the following courses. All texts are studied in English translation.**

#### \*0.1 Special Topics

1 hour; 1 credit

Topics vary from term to term. Course description may be obtained in the department office before registration.

Students may take this course for credit twice, but may not repeat topics.

#### \*0.11 Vocabulary Building: The Greek and Latin Element in English

3 hours; 3 credits

Intensive study of word derivation through systematic analysis of Latin and Greek elements in English. Some attention to technical and scientific vocabulary. (Not open to students who are enrolled in or have completed either Latin 15 or 16.)

#### \*0.12 Medical and Scientific Terminology

3 hours; 3 credits

Introduction to medical and scientific terminology through a study of Greek and Latin word roots. (Not open to students who have completed Classics 3.1.)

#### 13 Social Themes: Ancient and Modern

3 hours; 3 credits

Analysis of representative ancient Greek texts (epic, history, philosophy, tragedy, comedy) to investigate four significant social themes: the family, cultural diversity, love, and the role of women. Analysis of texts organized on the collaborative

model with small working groups along with traditional lecture and classroom discussion.

*Prerequisite:* Core Studies 1 or Core Curriculum 1.1 or permission of the chairperson.

#### 14 Gender and Sexuality in Ancient Greece and Rome

3 hours; 3 credits

An exploration into the ways in which individual sexual experience was categorized and evaluated by society in the ancient world, with special attention to questions of gender role, sexual orientation, and the intersection of the personal and the political. Evidence from such literary and nonliterary sources as lyric poetry, epigram, drama, oratory, history, philosophy, epigraphy, and the visual arts.

*Prerequisite:* Core Studies 1 or Core Curriculum 1.1 or permission of the chairperson.

#### 15 Greek and Roman Mythology

3 hours; 3 credits

Classical myths and modern theories of mythology. Readings in English translation from the ancient sources. This course is the same as Studies in Religion 16.

*Prerequisite:* Core Studies 1 or Core Curriculum 1.1 or permission of the chairperson.

#### 15W Greek and Roman Mythology

3 hours; 3 credits

Classical myths and modern theories of mythology. Readings in English translation from the ancient sources. Writing-intensive course.

*Prerequisite:* Core Studies 1 or Core Curriculum 1.1, and English 2; or permission of the chairperson.

#### 16 Rome: City of Empire

3 hours; 3 credits

The rise of Rome as the capital of an empire. Urban environment: housing, public buildings, monuments. Portrayals in literature of the Roman empire. Varied population of Rome: distinctions among social classes; role of women; ethnic minorities (e.g., Greeks, Jews, Christians). Later transformation of city and empire.

*Prerequisite:* Core Studies 1 or Core Curriculum 1.1 or permission of the chairperson.

#### 17 Delphi and Apollo: The Oracle and the Site

3 hours; 3 credits

The religious, historical, and social significance of Apollo's shrine at Delphi. Literary and archaeological evidence. Athletic festivals held on the site.

*Prerequisite:* Core Studies 1 or Core Curriculum 1.1 or permission of the chairperson.

### **18 Democracy and Imperialism: Athens in the Fifth Century BC**

3 hours; 3 credits

The development of Athenian ideas about democracy and empire in the fifth century through a study of the literature of the period.

*Prerequisite:* Core Studies I or Core Curriculum I.1 or permission of the chairperson.

### **22W Greek Athletics**

3 hours; 3 credits

An investigation of ancient Greek athletics as a cultural phenomenon with special attention to the nature of the various athletic events and the social context in which these competitions took place. Analysis of representative ancient Greek (and some Roman) texts (epic, history, philosophy, tragedy, comedy, medical writings, epigraphy) and relevant iconographical evidence. Comparison with modern athletics. Writing-intensive course.

*Prerequisite:* Core Studies I or Core Curriculum I.1, and English 2; or permission of the chairperson.

### **26 Introduction to Archaeology**

3 hours; 3 credits

Survey of major techniques and methods of archaeology. Reconstruction of social and subsistence patterns from material remains. Methods and procedures in excavation, classification, and evaluation of finds. This course is the same as Anthropology 2.2. (Not open to students who are enrolled in or have completed Anthropology 2.2.)

*Prerequisite:* Core Studies I or Core Curriculum I.1 or permission of the chairperson.

### **28 Science and Technology in Classical Antiquity**

3 hours; 3 credits

Science and technological progress of classical antiquity. Place of science and technology in ancient society.

*Prerequisite:* Core Studies I or Core Curriculum I.1 or permission of the chairperson.

### **29 Summer Archaeological Field School (Intensive Program)**

3 hours lecture, 6 hours supervised fieldwork; 6 credits

Intensive instruction in field methods and techniques of archaeology through participation in every aspect of an excavation; training in archaeological mapping, excavation techniques, and methods of archaeological laboratory analysis. This course is the same as Anthropology and Archaeology 70.1. (Not open to students who have previously received credit for archaeological fieldwork.)

*Prerequisite:* permission of the instructor and one of the following: Classics 26, Anthropology 2.2, Core Curriculum I.1, Core Studies I, 2.1, 9, Judaic Studies 12, a course in archaeological theory and methodology.

### **30 Environmental Ideologies and Their Classical Roots**

3 hours; 3 credits

Basic ideas about human nature and human activity that are rooted in the ancient Mediterranean ecosystem (Egypt, Greece, Italy) and still shape attitudes towards the environment, with special attention to such ideas as "nature, chaos, wildness, scarcity" and their contraries "culture, cosmos, tameness, fullness." Evidence from epic, historical, philosophical, and scientific writers.

*Prerequisite:* Core Studies I or Core Curriculum I.1 or permission of the chairperson.

### **31 Reading Tragedy**

3 hours; 3 credits

Development of Greek tragedy. Different perspectives of Aeschylus, Sophocles, Euripides. Criticism of tragedy by Aristophanes, Plato, Aristotle. Roman drama of Seneca. Reading in the works of modern critics.

*Prerequisite:* Core Studies I or Core Curriculum I.1 or permission of the chairperson.

### **32 Homer and Heroism: Epic Dimensions**

3 hours; 3 credits

The entire *Iliad* and *Odyssey* in translation. Heroic ideologies. Narrative and thematic structure. Oral vs. written communication.

*Prerequisite:* Core Studies I or Core Curriculum I.1 or permission of the chairperson.

### **34 Roman Law**

3 hours; 3 credits

Roman law from the law of the Twelve Tables to the Institutes of Justinian. Topics include sources and development of the law; criminal law; family law; property; contracts; delicts; succession; comparison of Roman law and common law; Latin legal terminology for the modern lawyer.

*Prerequisite:* Core Studies I or Core Curriculum I.1 or permission of the chairperson.

### **35 Moral Choices in Classical Literature**

3 hours; 3 credits

Moral problems as they were understood by the ancient Greeks and Romans. Topics include friendship, personal ambition, and social responsibility.

*Prerequisite:* Core Studies I or Core Curriculum I.1 or permission of the chairperson.

### **37 Pagans, Christians, and Jews**

3 hours; 3 credits

Religious conflict in the Roman Empire. The relation of Judaism and Christianity to their pagan environment.

*Prerequisite:* Core Studies I or Core Curriculum I.1 or permission of the chairperson.

**38 Special Topics**

3 hours; 3 credits each term

Topics vary from term to term. Course description may be obtained in the department office before registration.

Students may take Classics 38 for credit twice but may not repeat topics.

*Prerequisite:* Core Studies I or Core Curriculum I.1 or permission of the chairperson.

**39 The Comic Tradition in Greece and Rome**

3 hours; 3 credits

The development of the comic tradition in Greece and Rome. Invective, the Old Comedy of Aristophanes, the New Comedy of Menander, Roman adaptations of Greek New Comedy by Plautus and Terence, satire, the novel, and the arts.

*Prerequisite:* Core Studies I or Core Curriculum I.1 or permission of the chairperson.

**42 Exile and Return in Classical and Caribbean Epic**

3 hours; 3 credits

Narratives of exile and the struggle to get home in the Bible, Homer's *Odyssey*, and Virgil's *Aeneid*, with special emphasis on Derek Walcott's *Omeros*, along with other Caribbean writings.

*Prerequisite:* Core Studies I or Core Curriculum I.1 or permission of the chairperson.

**44 Makings of Pastoral Myth**

3 hours; 3 credits

Pastoral, a powerful mode of mythic imagination, studied in its roots and transformations; plots and themes (herdsmen as lovers, rulers, and poets; kings as herdsmen and poets [David]) originating in ancient Mediterranean cultures and still at work in imagination today. Return and change of basic mythemes to meet the challenges of new times and worlds. This course is the same as English 50.91 and Comparative Literature 18.5.

*Prerequisite:* Core Studies I or Core Curriculum I.1, and English I; or permission of the chairperson.

**Honors courses**

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for courses described below. Students may not register for more than six credits in honors courses in the department in one term.

**74.7 Interdepartmental Humanities Seminar**

3 hours; 3 credits

A significant recurrent theme in Western literature and philosophy. Course description may be obtained in the department office before registration. Reports and term paper. Offered jointly by the Departments of Classics, English, and Philosophy. This course is the same as Comparative Literature 74.7, English 74.7, Philosophy 74.7.

*Prerequisite:* a grade of B or higher in six credits in advanced courses in the major field and permission of the instructors.

**84 Seminar**

Minimum of 9 hours conference and independent work§; 3 credits

Study of an area of classical civilization. Independent research. Course description may be obtained in the department office before registration. Essay or examination.

*Prerequisite:* six hours of Classics Department courses numbered 31 or above.

**85 Senior Research Essay**

3 hours; 3 credits

Bibliographical resources for research using classical texts. Directed research and paper. (Not open to students who are enrolled in or have completed Greek 85 or Latin 85.)

*Prerequisite:* six credits of Classics courses numbered 31 or above.

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**Greek (classical)**

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**Regular track introductory courses****\*1 Elementary Greek I**

4 hours; 4 credits

Study of the fundamentals of the language in preparation for reading literary works and for linguistic studies. (Not open to students who are enrolled in or have completed Greek 1.9.)

**\*2 Elementary Greek 2**

4 hours; 4 credits

Continuation of Greek 1. Review of fundamentals. Readings from Greek prose and poetry. (Not open to students who are enrolled in or have completed Greek 1.9.)

*Prerequisite:* Greek 1 or permission of the chairperson.

**Regular track intermediate courses****12 Plato**

3 hours; 3 credits

One dialogue and passages from others. (Not open to students who have completed Greek 1.9.)

*Prerequisite:* Greek 2.

**14 Homer**

3 hours; 3 credits

Readings from the *Iliad* and the *Odyssey*. (Not open to students who have completed Greek 1.9.)

*Prerequisite:* Greek 12.

**Intensive track introductory and intermediate course****1.9 Greek Institute**

20 hours; 12 credits

Rapid, intensive introduction to the forms and syntax of Greek and to major authors and literary genres read in the original. History of Greek literature and methods of literary criticism. In the literature section, students study selections from the archaic through the Hellenistic periods. This program covers the entire sequence through course 14 and

satisfies the college language requirement. Eleven-week summer course taught at the Graduate Center.

*Prerequisite:* application to and permission of the director of the Latin/Greek Institute.

## Advanced courses

### 31 Greek Drama I: Aeschylus and Sophocles

3 hours; 3 credits

One tragedy of Aeschylus and one of Sophocles. Close analysis of language, meter, and dramatic structure. Survey of modern critical perspectives.

*Prerequisite:* Greek 1.9 or 14.

### 32 Greek Drama II: Euripides and Aristophanes

3 hours; 3 credits

One tragedy of Euripides and one comedy of Aristophanes. Close analysis of language, meter, and dramatic structure. Survey of modern critical perspectives.

*Prerequisite:* Greek 1.9 or 14.

### 33 Herodotus and Thucydides: Athenian Politics

3 hours; 3 credits

Athenian democracy and political leadership in the fifth century B.C. Miltiades, Themistocles, and Pericles. Readings from Herodotus and Thucydides.

*Prerequisite:* Greek 1.9 or 14.

### 34 Plato and Aristotle: Political Ideals

3 hours; 3 credits

Selected readings from Plato and Aristotle. Contrasting views of society and political leadership.

*Prerequisite:* Greek 1.9 or 14.

### 36 Greek Institute: Intensive Reading

21 hours for 7 weeks; 8 credits

Intensive reading program in Greek. Improvement of reading skills and knowledge of Greek syntax through the close reading of both prose and poetry. Regular prose composition exercises. The following texts will be read: Plato, *Republic*, Book 1; Thucydides, *History of the Peloponnesian War*, selections from Books 6 and 7; Lysias 1; Isocrates, *Panegyricus*, selections; Demosthenes, *Third Philippic*; Aeschylus, *Prometheus Bound*; Sophocles, *Ajax*; the *Homeric Hymn to Demeter*; and selected Odes of Pindar. Seven-week summer course taught at the CUNY Graduate School and University Center. Special fee for photocopied materials.

*Prerequisite:* one of the following: Greek 1.9, 31, 32, 33, 34; and permission of the director of the Latin/Greek Institute.

### 38 Studies in Greek

3 hours; 3 credits

Studies in a genre, period, or author not covered by the regular course offerings.

*Prerequisite:* Greek 14.

### 39 Readings in Greek

1 hour; 1 credit

Translation of Greek texts to supplement classics courses.

The department will announce coordinated classics courses each semester. Students may take this course for credit four times but may not repeat topics.

*Prerequisite:* Greek 1.9 or 14; and permission of the chairperson.

## Honors courses

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for the courses described below. Students may not register for more than six credits in honors courses in the department in one term.

### 84 Seminar

Minimum of 9 hours conference and independent work; 3 credits

Study in an author, period, or genre. Independent research. Course description may be obtained in the department office before registration. Essay or examination.

*Prerequisite:* six credits of advanced Greek.

### 85 Senior Research Essay

3 hours; 3 credits

Bibliographical resources for research using Greek texts. Directed research and paper. (Not open to students who are enrolled in or have completed Classics 85 or Latin 85.)

*Prerequisite:* six credits of Greek in courses numbered 31 or above.

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## Latin

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### Regular track introductory courses

#### \*1 Elementary Latin I

4 hours; 4 credits

Fundamentals of the language in preparation for reading literary works and for linguistic studies. (Not open to students who are enrolled in or have completed Latin 1.9.)

#### \*2 Elementary Latin II

4 hours; 4 credits

Continuation of Latin I. Review of fundamentals. Readings from Latin prose and poetry. (Not open to students who are enrolled in or have completed Latin 1.9.)

*Prerequisite:* Latin I or permission of the instructor.

### **Intensive track introductory and intermediate course**

#### **1.9 Latin Institute**

20 hours; 12 credits

Rapid, intensive introduction to the forms and syntax of Latin and to major authors and literary genres read in the original. History of Latin literature and methods of literary criticism. In the literature section, students choose to concentrate on either classical or medieval authors. This program covers the entire sequence through course 12 and satisfies the college language requirement. Eleven-week summer course taught at the Graduate Center.

*Prerequisite:* application to and permission of the director of the Latin/Greek Institute.

### **Regular track intermediate courses**

#### **11 Intermediate Latin**

3 hours; 3 credits

Readings from Latin prose and poetry. (Not open to students who are enrolled in or have completed Latin 1.9 or 12.)

*Prerequisite:* permission of the chairperson.

#### **12 Vergil**

3 hours; 3 credits

Readings from the *Aeneid*. (Not open to students who are enrolled in or have completed Latin 1.9.)

*Prerequisite:* Latin 11 or permission of the chairperson.

### **Advanced courses**

#### **31 Catullus and Cicero: Roman Society in the Late Republic**

3 hours; 3 credits

Two contrasting views of life and love among the upper classes at the end of the Roman republic. Love poems of Catullus and Cicero's speech in defense of M. Caelius Rufus. Analysis of authors' styles and rhetorical tradition.

*Prerequisite:* Latin 1.9 or 12.

#### **32 From Republic to Empire: Makers of Roman Myth**

3 hours; 3 credits

Breakdown of Republican Rome. Search for new forms of order: Philosophical, poetic, and historical models for renewal. Readings from Catullus, Horace, Livy, Virgil, Propertius, and Augustus.

*Prerequisite:* Latin 1.9 or 12.

#### **33 The Satiric Spirit**

3 hours; 3 credits

Satires and parodies from the works of Lucretius, Horace, Tacitus, Seneca, and Juvenal.

*Prerequisite:* Latin 1.9 or 12.

#### **34 Vulgar and Medieval Latin**

3 hours; 3 credits

Morphology and grammar of vulgar and medieval Latin by Petronius, Gregory the Great, Einhard, Abelard, and other authors. Inscriptions. Connections with Romance languages.

*Prerequisite:* Latin 1.9 or 12.

#### **36 Latin Institute: Intensive Reading**

21 hours for 7 weeks; 8 credits

Intensive reading program in Latin. Improvement of reading skills and knowledge of Latin syntax through the close reading of both prose and poetry. Regular prose composition exercises. The following texts will be read in their entirety: Cicero's *Pro Archia*, *Somnium Scipionis* and selected letters; Tacitus' *De Vita Agricolae*; the third book of Lucretius' *De Rerum Natura*; Catullus 64; and Horace's *Ars Poetica*. Seven-week summer course taught at the CUNY Graduate School and University Center. Special fee for photocopied materials.

*Prerequisite:* one of the following: Latin 1.9, 31, 32, 33, 34; and permission of the director of the Latin/Greek Institute.

#### **37 Prose Composition**

3 hours; 3 credits

Writing of Latin prose exercises. Review of Latin forms and syntax.

*Prerequisite:* Latin 1.9 or 12.

#### **38 Studies in Latin**

3 hours; 3 credits

Studies in a genre, period, or author not covered by the regular course offerings.

*Prerequisite:* Latin 1.9 or 12.

#### **39 Readings in Latin**

1 hour; 1 credit

Translation of Latin texts to supplement classics courses. The department will announce coordinated classics courses each term. This course may be taken for credit four times but students may not repeat topics.

*Prerequisite:* Latin 1.9 or 12; and permission of the chairperson.

## Honors courses

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for the courses described below. Students may not register for more than six credits in honors courses in the department in one term.

### 84 Seminar

Minimum of 9 hours conference and independent work§; 3 credits

Study in an author, period, or genre. Independent research. Course description may be obtained in the department office before registration. Essay or examination.

*Prerequisite:* six credits of advanced Latin.

### 85 Senior Research Essay

3 hours; 3 credits

Bibliographical resources for research using classical texts. Directed research and paper: (Not open to students who have taken or are enrolled in Greek 85 or Classics 85.)

*Prerequisite:* six credits of classics courses numbered 31 and above.

The following courses are inactive and will be offered only if there is sufficient demand:

<b>Classics 19.1</b>	<b>Humanism and Its Classical Origins</b>
<b>Classics 25</b>	<b>The Material Remains of Ancient Greece</b>
<b>Classics 27</b>	<b>Interdisciplinary Approaches to Archaeology</b>
<b>Classics 33</b>	<b>Classical Reflections in Literature and the Arts</b>
<b>Greek 37</b>	<b>Prose Composition</b>
<b>Latin 1.5</b>	<b>Accelerated Elementary Latin I, II</b>

## Communication

The bachelor of arts degree program in communication has been approved by the board of trustees of the City University of New York and is pending approval by the State of New York.

Director: Katherine Fry

Telephone: (718) 951-5000, ext. 2791

Faculty: from the departments of the College

### I Introduction to Communication

3 hours; 3 credits

Survey of basic concepts in modern communication, including history, theories, models and issues pertaining to intrapersonal, interpersonal, nonverbal, small group, intercultural, and mass communication. Includes examination of technology, literacy, and communication processes. (This course is the same as Speech 5.)

### 10 Orality, Literacy, and Computer Technology

3 hours; 3 credits

The evolution from orality to writing, to print culture, to computer technology, and the relationship of each to the cognitive process and human culture. (This course is the same as English 10.4.)

*Prerequisite:* Communication I and English I.

### 17 Cultural Psychology

3 hours; 3 credits

An exploration of theory and research in the contemporary cultural variations of thought, language, and other social behavior; addressing the question of how culture is involved in these processes. An examination of research in perception, cognition, motivation, and development and communication; and a review of interpersonal, group, and organizational differences across cultures. Historical and theoretical alternatives for making sense of these variations will be considered, leading to the consideration of a universal human nature. (This course is the same as Psychology 17.)

*Prerequisite:* Psychology 10 or 20 or Communication I.

### 22 Communication Research

3 hours; 3 credits

Qualitative and quantitative methods in communication research. Includes the use of surveys, depth interviews, focus groups research, statistics, computer data analysis, and report writing. (This course is the same as Television and Radio 22.)

*Prerequisite:* Television and Radio 16.5; or Core Studies 5; or Core Studies 5.1 and 5.2; or Core Curriculum 3.11 or 3.12; or Communication I.

### 23 Communication Ethics

3 hours; 3 credits

Critical examination of ethical issues related to communication, information, and the media. Freedoms and responsibilities. Consideration of such issues as privacy, confidentiality,

ensorship, deception, propaganda, accuracy, fairness, intellectual property rights, conflicts of interest, obscenity and pornography, civility and offensive speech. Classical and contemporary philosophers. (This course is the same as Philosophy 14.2.)

*Prerequisite:* one course in philosophy or Core Studies 10; or Core Curriculum 2.1; or one course in communication, information, or the media, or permission of the chairperson of the Philosophy Department.

### **35 Communication Law and Policy**

3 hours; 3 credits

U.S. media law. First amendment. Intellectual property. U.S. media policy history. Digital and satellite challenges for policy and law. Theories of public interest and deregulation. Cultural and political implications of law and policy. (This course is the same as Television and Radio 35.)

*Prerequisite:* Television and Radio 6.5 or instructor's permission.

### **70 Internship**

9 hours per week independent work; 2 credits

A minimum of one hundred twenty-six hours field experience during the fourteen week semester in a professional communications setting commensurate with student's area of interest within the program. Evaluative report required as part of the course.

*Prerequisite:* senior standing in Communication Program and approval of program adviser.

### **71 Internship**

14 hours per week independent work; 3 credits

A minimum of one hundred ninety-six hours field experience in a professional communications setting commensurate with student's area of interest within the program. Evaluative report required as part of the course.

*Prerequisite:* senior standing in Communication Program and approval of program adviser.

## **Computer and Information Science**

Department office: 2109 Ingersoll Hall

Telephone: (718) 951-5657

*Chairperson:* Aaron M. Tenenbaum

*Deputy Chairperson, CLAS:* Yedidyah Langsam

*Deputy Chairperson, SGS:* Joseph Thurm

*Deputy Chairperson, Division of Graduate Studies:*

Keith Harrow (Administrative); Daniel Kopec (Counseling)

*Professors:* Arnow, Augenstein, BarNoy, Eskicioglu, Gurwitz, Harrow, Langsam, Parikh, Parsons, Raphan, Tenenbaum, Weiss, Whitlock, Zachos, Ziegler;

*Associate Professors:* Chopra, Cox, Dexter, Jones, Kopec, Rudowsky, Schnabolk, Thurm, Zhou;

*Assistant Professors:* Clark, Cogan, Sklar, Sokol, Yanofsky, Yarmish.

The field of computer and information science encompasses the nature of computers and computing, methods of accessing and organizing information, techniques of problem-solving, and computer applications in all fields of human endeavor.

The Brooklyn College Department of Computer and Information Science is one of the largest college departments of its kind in the metropolitan New York area, with thirty full-time professors. Two are distinguished professors, having achieved the highest rank that the University can bestow. Our faculty has been awarded prestigious research grants from the National Institutes of Health, the Department of Defense, and the National Science Foundation.

Our computer facilities for students are among the best in the city. Three major hubs house more than 300 computers for student use, and wireless Internet connections are available at many campus locations. A participant in the select Broadening Participation in Computing Program of the National Science Foundation, the department offers a wide range of services to our diverse student body, as well as three bachelor of science degrees, three minors, and a certificate program. The department provides educational programs that present the fundamentals of computer and information science and foster professional and intellectual maturity. The department stresses knowledge relevant to technological innovation, business needs, and the science of computing and prepares students for the job market or advanced computing studies.

Our faculty members offer students cutting-edge research opportunities in major areas of computer and information science that are relevant to industrial or academic careers. Examples of these areas of interest are robotics, software engineering, computing education, parallel and distributed computing, information systems and bioinformatics. Many of our students also receive college credit for projects and internships at prestigious commercial companies. Computer and information science graduates achieve success in a wide variety of roles in academia, government, and the computer industry as well as in other private and public sector organizations.

Students who wish to pursue graduate studies may apply to the master's and doctoral degree programs offered by or in conjunction with this department. With the Economics Program of the Department of Economics, our department also offers a bachelor of science–master of professional studies degree (B.S.–M.P.S.) in business information systems. Please see the Division of Graduate Studies section below.

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### Core curriculum

The Department of Computer and Information Science participates in the College's core curriculum through Core Curriculum 3.12 and in courses in the upper-tier series.

### Grades in prerequisite courses

All prerequisite courses in computer and information science must be completed with a grade of C or higher.

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### B.S. degree program in computer and information science HEGIS code 0701; SED program code 01991

#### Department requirements (52–55 credits)

A student excused, without credit, from a course may not take the course for credit later, except with permission of the chairperson.

Computer and Information Science 1.5 or 2.80.

All of the following: Computer and Information Science 4.1, 1.1, 1.5, 2.2, 2.4, 2.5, 2.6, 2.7; 2.3 or 3.8; 60.1 or 88.1.

Computer and Information Science 12W or Philosophy 14.4W.

Two additional courses in Computer and Information Science numbered between 1.3 and 5.9.99.

Mathematics 3.3 and 4.3, or 3.20 and 4.20 and 4.31.

Mathematics 8.1 or 51.1.

Transfer students who receive credit for Mathematics 3.20 and 4.20 are required to take Mathematics 4.31 and 8.1 to satisfy the mathematics requirement for the B.S. degree in computer and information science.

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### Additional requirements for a B.S. degree

Candidates for a B.S. degree with a major in computer and information science (including computational mathematics) must complete at least 60 credits in science and mathematics; 24 of these 60 credits must be completed in advanced courses in the Department of Computer and Information Science. For the B.S. degree in computational mathematics, these 24 credits must be in the Department of Computer and Information Science and/or the Department of Mathematics. These 24 credits must be completed at Brooklyn College with a grade of C or higher in each course. Specific course requirements for a B.S. degree are described above.

The following courses may be applied toward the 60 credits in science and mathematics:

- A) All courses in the departments of biology, chemistry, computer and information science, geology, mathematics, physics, and psychology.
- B) Courses marked with a dot (•) in the Department of Health and Nutrition Sciences.

- C) Anthropology and Archaeology 2.4, 1.6, 2.4.1, 2.4.2, 2.6.1, 2.6.2, 3.6, 8.5.3.
- Core Studies 5, 5.1, 5.2, 7.1, 7.2, 8.1, 8.2.
- Core Curriculum 3 through 3.99;
- Core Curriculum 30.01 through 30.99.
- Economics 30.2, 30.3, 31.1, 31.2.
- Philosophy 1.3, 3.3, 4.2.
- Physical Education 22.71, 22.75, 2.3, 3.0, 5.1.
- Sociology 7.7.1.

### Department recommendations

Students interested in computer-related careers should read the brochure *Advice to Undergraduate Students*, which may be obtained in the department office.

Incoming students with a knowledge of a programming language other than BASIC should consult with a department adviser.

With counseling, students should choose electives in any departments that may prepare them to apply computer science to a particular field of interest.

Students are advised to frequently check the department Web site, [www.sci.brooklyn.cuny.edu/cis/](http://www.sci.brooklyn.cuny.edu/cis/), and to subscribe to *cistalk*, the department's e-mail list. To subscribe, visit the Website.

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### B.S. degree program in computational mathematics HEGIS code 1701; SED program code 02067

An interdepartmental major offered by the Department of Computer and Information Science and the Department of Mathematics.

The computational option of this program enables students to apply mathematical and computational skills to the physical, biological, social, and behavioral sciences. The theoretical option is designed for students interested in the more abstract parts of computer science and for those interested in college teaching and research.

All mathematics courses offered to satisfy the requirements for a major in computational mathematics must be completed with a grade of C- or higher. All computer and information science prerequisites to computer and information science courses must be completed with a grade of C or higher.

#### Program requirements (51–57 credits)

Students should select option I or option II.

*Option I: Computational.*

Mathematics 3.3 and 4.3 and 5.3.

All of the following: Mathematics 10.1, 11.1, 1.3, 3.7.1, and 51.1.

All of the following: Computer and Information Science 1.5 or 2.80; 4.1, 1.1, 1.5, 2.2, 2.6.

Two courses chosen from among: Computer and Information Science 2.3, 2.4, 3.8, 4.6, 4.8, 5.1.

*Option II: Theoretical.*

Mathematics 3.3 and 4.3 and 5.3.

All of the following: Mathematics 10.1, 11.1, 1.4.1, and 1.4.5.

All of the following: Computer and Information Science 1.5 or 2.80; 4.1, 1.1, 1.5, 2.2, 2.6, 3.8.

One of the following: Computer and Information Science 23, 24, 46, 48, 51

One Computer and Information Science Department course numbered in the 60s or 80s.

One of the following: Mathematics 43, Philosophy 33, or a logic course offered by the Department of Computer and Information Science.

### **Program recommendations**

Mathematics 12.1 or 64.1 is recommended. With counseling, students should choose electives in any departments that may prepare them to apply computer science to a particular field of interest.

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### **B.S.-M.P.S. (Master of Professional Studies) degree program in business information systems** **HEGIS code 0799; SED program code 02104**

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#### **Admission**

Students should apply for admission to the program after they have completed Computer and Information Science 1.5 or 2.80, and Economics 10.1 or Business 10.1, but no later than the fifth term of undergraduate work. Applications are considered by the chairperson of the Computer and Information Science Department and the chairperson of the Economics Department on the basis of superior academic records and evidence of scholarly potential. Students must maintain a scholastic index of B or higher to remain in the program.

#### **Planning the program**

Students must plan their programs before the beginning of the junior year with the assistance of a counselor in each department. Some undergraduate course requirements may be satisfied by advanced placement or exemption examination. Information about the examinations is in the chapters "Admission" and "Academic Standing" in this *Bulletin*.

#### **Program requirements** (140 credits)

##### **Undergraduate courses** (110 credits)

Computer and Information Science 1.5 or 2.80, 5.2, 13.2, 15, 22, 26, 60.1 or 88.1. Students already familiar with PC application software (word processing, spreadsheet software, database management software, and presentation software) may substitute an alternative computing course for Computer and Information Science 5.2 with the permission of the chairperson of the Department of Computer and Information Science.

Two courses chosen from the following: Computer and Information Science 30.1, 45, 48, 49, 49.2, 51. With permission of the chairperson of the Department of Computer and Information Science, the student may substitute one of the following courses for any course in this requirement: Computer and Information Science 23, 24, 25, 27.

Business 30.2 or Economics 30.2 or Mathematics 8.1 or 51.1 or Psychology 40.1.

Economics 31.1 or Business 31.1 or Mathematics 3.3.

Business 31.4 or Computer and Information Science 10.31.

Business 31.5 or Computer and Information Science 3.2.

Business 50.1, 50.2, 70.2, 76.4.

Business 80.3 or 80.3W or Computer and Information Science 8.3W.

Economics 10.1 or Business 10.1.

Economics 20.1 or Business 20.1.

Philosophy 14.4W or Computer and Information Science 12W.

Accounting 1 and 40.

Additional undergraduate courses in any department or program to bring the total number of undergraduate credits to 110.

#### **Graduate courses** (30 credits)

Three courses chosen from either group (a) or (b):

(a) Economics 705X or Business 705X, Economics 720X, Economics 721X, Economics 722X or Business 722X, or Economics 772X.

(b) Business 704X, Business 710X, Business 711X or Economics 711X, Business 712X, Business 716X, Economics 728X.

Four of the following: Computer and Information Science 714X, 717.1X, 726X, 739X, 757X, 758X, 759X, 760X, 763X, 764X, 765X. Students who have completed Computer and Information Science 45 may not include Computer and Information Science 717.1X.

Nine additional credits in 700-level courses in computer and information science.

Thesis or comprehensive examination under the guidance of the Department of Economics or the Department of Computer and Information Science.

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### **Certificate program in computers and programming** **HEGIS code 5101; SED program code 82457**

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The Department of Computer and Information Science offers a certificate program in computers and programming. The curriculum outlined below ranges from 24 to 29 credits, depending on which options are taken. To be eligible for the certificate, students must earn at least 24 credits. Students must apply to the Office of Student Records for their certificates upon completion of program requirements. The certificate in computers and programming will be issued upon the completion of the program with a grade of C or better in each course.

Admission requirements are described under the heading "Certificate programs" in the chapter "Admission." Students are required to pass the CUNY Assessment Tests for admission.

#### **Program requirements** (24–28 credits)

Computer and Information Science 1.5 or 2.80.

Computer and Information Science 5.2.

Computer and Information Science 4.1.

Computer and Information Science 15.

Computer and Information Science 22.

Computer and Information Science 60.1 or 88.1.

One of the following: a) or b) or c):

- a) Computer and Information Science 26 and 45.
- b) Computer and Information Science 2,50, 26, and 46.
- c) Computer and Information Science 13.2 and 52.

In some cases, the department will permit students to take prerequisite courses as corequisites. Students may apply up to two courses of transfer credits towards the certificate.

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### **Requirements for a minor in computer and information science**

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A program of 12 credits in advanced electives in computer and information science, including one course numbered 20 or higher; each with a grade of C or higher.

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### **Requirements for a minor in cognitive science**

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An interdisciplinary and interdepartmental minor; offered by the Department of Computer and Information Science, the Department of Philosophy, and the Department of Psychology, requiring 12 to 13 credits in advanced electives.

All of the following: Philosophy 5, Computer and Information Science 1.5, Psychology 1.1, Psychology 57.1.

One from each of the following groups, a) and b):

- a. Philosophy 12.3, 26, 27, 28, or 42.
- b. Computer and Information Science 10 or 32, or Philosophy 29, or Psychology 57.2.

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### **Requirements for a minor in multimedia computing**

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All of the following: Computer and Information Science 1.5, or 2.80; 15, 22, 26, 41, 52.

Two of the following: Computer and Information Science 3, 3.1, 13.2, 17, 36, 45.1, 49.3, 50.1, 51.1, 54, 54.1.

Courses presented for the major in computer and information science may also be used to satisfy the minor in multimedia computing.

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### **Recommendations for prospective graduate students**

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Prospective doctoral students in computer-related fields should develop reading competence through course 2 in at least one of the following languages: French, German, Russian, and should take Computer and Information Science 23, 32, 38, and 45.

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### **Division of Graduate Studies**

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The Computer and Information Science Department offers a master of arts degree program in computer science and a master of science degree in information systems. Some courses may be creditable toward the CUNY doctoral degree.

For information, students should consult the graduate deputy chairperson for counseling or the department Web site, [www.sci.brooklyn.cuny.edu/cis/](http://www.sci.brooklyn.cuny.edu/cis/). A *Graduate Bulletin* may be obtained in the Office of Admissions.

## **Courses**

\*Courses marked with an asterisk (\*) are not counted toward the requirement of no fewer than 24 credits in advanced courses for majors in this department.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

Students who enroll in Computer and Information Science 1.5 should be aware that most students find it necessary to spend from seven to ten hours a week, although some students may need more or less, in preparing and running programming assignments.

### **1.0 Computing: Its Nature, Power, and Limits**

3 hours; 3 credits.

The nature, power, and limits of the computer and computing. The components of the computer. Computer networks. Information representation. Introduction to algorithms, problem solving, and computer programming. (Not open to students who are enrolled in, or have completed, any course in Computer and Information Science numbered 1.10 or higher; other than CIS 5.2, with a grade of C or better; or who have completed Core Studies 5 or 5.1.)

### **\*1.5 Introduction to Computing Using C++**

4 hours; 4 credits

Algorithms, computers, and programs. Writing, debugging, and testing programs. Loops and conditional control structures. Functions and parameter passing. Arrays, strings, and simple classes. Sorting, searching, and other basic algorithms. Input and output. Programming applications selected from various disciplines. History and basic concepts of computer science.

### **\*1.51 Basic Principles of Computer Programming with Science Applications 1**

4 hours; 2 credits

Algorithms, programs, and computers. Writing, debugging, and verifying programs. Data representation. Loops, functions, and other control structures. Introduction to basic concepts of computer science. Programming applications selected from the areas of mathematics, physics, biology, and chemistry. (Open only to students in an Early College High School program.)

### **\*1.52 Basic Principles of Computer Programming with Science Applications 2**

4 hours; 2 credits

Algorithms, programs, and computers. Writing, debugging, and verifying programs. Arrays, pointers, and structures. Character strings. History of computer science. Binary and hexadecimal number systems. Programming applications selected from the areas of mathematics, physics, biology, and chemistry. (Open only to students in an Early College High School program.)

*Prerequisite:* Computer and Information Science \*1.51.

**\*2.30 COBOL for Programmers**

2 hours; 2 credits

Programming in the COBOL language for students who can program in a language other than COBOL. Program structure, data description, arithmetic operations, input/output operations, tables, sorting and searching. The PERFORM statement, loops and subroutines. Design of data processing applications. (Not open to students who are enrolled in or who have completed Computer and Information Science 2.03 or 3.30 or any course in COBOL programming.)

*Prerequisite:* Computer and Information Science 1.10 or 1.20 or 1.5.

**\*2.50 UNIX Shell Programming**

2 hours; 2 credits

The shell programming language. Command structure and I/O redirection. Control structures, metacharacters, process environment. Shell scripts, exception handling, numerical and string facilities, recursion. Filter programs, the software tools approach, pipeline programming. Regular expression pattern matching. Quoting. Subshells. Remote shell programs. Background processes, shell demons, process management.

*Prerequisite:* Computer and Information Science 15 or 16.

**\*2.55 Programming in Perl**

2 hours, 2 credits

A survey of the Perl programming and scripting language. Data types in Perl including arrays, hashes, stacks, strings. Input and output. CGI description and examples. Database and network programming. Object-oriented programming.

*Prerequisite:* Computer and Information Science 22.

**\*2.60 Visual Programming and Windowing Applications**

2 hours; 2 credits

Visual programming languages and libraries. Creating windowing applications. Graphical user interfaces. Visual development environments, custom controls, dynamic link libraries, and database access.

*Prerequisite:* Computer and Information Science 22.

**\*2.70 Java for Programmers**

3 hours; 3 credits

The facilities of Java programming language core and the key Java class libraries. The imperative (nonobject-oriented) language, support for object-oriented programming, exception handling, concurrency and network programming. Images and graphic display techniques, drawing tools, event generation and handling, containers and container hierarchies, layout techniques and applet construction. Language issues such as comparison with C and C++, compile-time vs. run-time checking, and implementation. Class designs file I/O, threads, and navigating the Java class libraries. (Not open to students who are enrolled in or have completed Computer and Information Science 1.6, 16, or 26.)

*Prerequisite:* Computer and Information Science 22.

**\*2.80 Introduction to C++ for Programmers**

2 hours; 2 credits

Intensive introduction to programming in C++ for students who have completed a programming course in another language. (Not open to students who are enrolled in or have completed Computer and Information Science 1.5 or 15.)

*Prerequisite:* An introductory programming course in a language other than C++.

**\*2.85 C++ for Programmers**

2 hours; 2 credits

Introduction to the C++ language for students who know the C programming language. Input and output streams, reference variables and arguments, overloaded and template functions, classes, self-reference, friends, class initialization, class templates, derived classes and inheritance, virtual functions, object-oriented programming.

*Prerequisite:* Computer and Information Science 22.

**\*3 The Internet**

2 hours lecture, 2 hours laboratory; 3 credits

A comprehensive survey of the design, implementation, history, and use of the Internet. Data communications and network concepts, Transmission Control Program/Internet Protocol (TCP/IP), client-server computing, e-mail and Web applications, Hypertext Markup Language (HTML), and client-side scripting tools. Security issues, financial and political applications, ethical concerns. (Not open to students who have completed any computer and information science course numbered 13 or higher.)

*Prerequisite:* Core Curriculum 3.12 or Core Studies 5 or 5.1 or any course in computing.

**\*3.1 Multimedia Production for the World Wide Web**

2 hours lecture, 2 hours laboratory; 3 credits

Principles of good design in a digital context. Internet hardware and software, digital display basics. Tools and techniques for creating digital media. Aesthetics in digital media, interface design guidelines, supporting interaction on the Web. (Not open to students who are enrolled in or have completed Computer and Information Science 13.2 or 52.)

*Prerequisite:* Core Curriculum 3.12 or Core Studies 5 or 5.1 or any course in computing.

**\*3.2 Electronic Commerce**

3 hours; 3 credits

How the Internet can be used to conduct business. Topics covered include: Internet hardware and software, tools and technologies for creating a Web site, characteristics of successful Web sites, new technologies, the future of the Internet, Web communication strategies, security issues, legal and ethical issues, Internet information services, data mining, global E-commerce. Case studies of successful E-commerce businesses will be examined. This course is the same as Business 31.5.

*Prerequisite:* Core Curriculum 3.12 or Core Studies 5 or 5.1 or any course in computing.

#### **\*4.1 Assembly Language Programming for Microcomputers**

3 hours; 3 credits

An introduction to assembly language programming for microcomputer systems. CPU architecture. Registers. Segmentation. Instruction formats and addressing modes. Instruction sets and programming. Directives and operators. Modular programming. Macros. String manipulation. Character codes. Arithmetic programming. (Not open to students who are enrolled in or have completed Computer and Information Science 4 or 2.90.)

*Prerequisite:* Computer and Information Science 1.10 or 1.20 or 1.5 or 2.40 or 2.80.

#### **\*5.1 Microcomputers in Education**

2 hours lecture, 2 hours laboratory; 3 credits

Introduction to the use of the microcomputer as an educational tool. Computer literacy. Rudimentary programming. Computers in relation to school curriculum. Comparison of computing languages in the schools. Implementation of computer peripherals and software. This course is the same as Education 68.1. (Not open to students who have completed Computer and Information Science 68.)

*Prerequisite:* Education 48.1 or 58.1 or 60.1, or permission of the division coordinator.

#### **\*5.2 Introduction to Computer Applications**

3 hours; 3 credits

Introduction to the use of the computer in the home and office. Computer literacy. Word processing, database systems, and spreadsheets. (Not open to students who are enrolled in or have completed Computer and Information Science 13.2.)

#### **\*5.4 The Social Consequences of Computers**

3 hours; 3 credits

Social impact of computers on various groups, subcultures, and institutions. Effect of computer toys on children. Video games, computers in classrooms, "hackers," the world of professional programmers, computers in the workplace, robots, and expert systems. Political and military impact of computers. Issues of privacy and ethics. This course is the same as Sociology 53.

*Prerequisite:* both a) and b): a) Core Curriculum 3.12 or Core Studies 5 or 5.1 or any course in computing; b) Core Studies 3 or Sociology 5.

#### **\*6.1, \*6.2 Computing Workshop 1, 2**

10 hours supervised project; 3 credits each

Experience in an independent hands-on computer project, directed by a faculty member. Workshop activities designed to advance understanding of the methodology and applications of information technology. Projects drawn from such areas as programming, robotics, information systems, medical computing, business applications, game design, or multimedia computing. Designed for early students to gain a practical appreciation for "doing something" with computer technology.

*Prerequisites:* Core Curriculum 3.12 or 30.03, or Core Studies 5 or 5.1, or any course in Computer and Information Science; and permission of the chairperson.

#### **\*7.1, \*7.2 Special Topics in Computing**

3 hours; 3 credits

A topic in the area of computing practice and interdisciplinary computing studies not covered in the regular curriculum. Topics vary from term to term and reflect the interests of students and faculty. Course description may be obtained in the department office before registering. Prerequisite for the special topic will vary with each topic offered.

#### **\*8.3W Seminar in Computer-Assisted Management Games**

3 hours; 3 credits

Simulation of a business environment providing practice in various management functions such as objective setting, planning, supervising, organizing, controlling, problem solving, and leadership. Emphasis on presentation and communication skills and presenting results and their justification. Includes games involving competition in the marketplace and use of knowledge-based management software for the business executive. The desired course objectives are enhanced negotiating skills, improved personnel observations, and optimized managerial behaviors. Writing-intensive course. This course is the same as Business 80.3W. (Not open to students who have completed Economics 80.3.)

*Prerequisite:* English 2.

*Prerequisite or corequisite:* Business 30.2 or Mathematics 8.1 or 51.1; and Business 31.4 or Computer and Information Science 10.31; and Computer and Information Science 5.2 or 1.5; and senior standing; and at least 34 credits in Computer and Information Science and/or Business courses required for the B.S. degree in computer and information science or the B.S. degree in business, management, and finance.

#### **\*9.2 Management Information Systems**

3 hours; 3 credits

Management information systems as a business resource for achieving competitive advantage. The major IT applications used in business and how they enable competitiveness. The central role that relational databases and data warehouses play in the business world. How IT has enabled and accelerated the growth of e-commerce. The role of decision support

systems and artificial intelligence in business. Overview and impact of IT infrastructure design. System Development Lifecycle, project management, outsourcing, offshoring and its impact on the US economy. Information security, intellectual property rights, copyright and patent law on a national and international level. New trends in technology and their potential impact on industry. Case studies and team project are required. This course is the same as Business 31.3. (Not open to students who have completed Business 31.3.)

*Prerequisite:* Computer and Information Science 5.2 and at least sophomore standing; or permission of the chairperson.

### **9.50 Management of New and Emerging Technologies**

3 hours lecture; 3 credits

The focus of this course is on the management of work units charged with technical renewal or new applications of technology. The practical problems of people in industry, involving interpersonal relations, groups, leadership, and organizational change, will be viewed in light of the overall strategy of the firm. Issues will range from managing project groups in traditional pyramid organizations as well as in the newer matrix organizations to managing the transfer of technology on an international basis. This course will use the case-study approach predominantly, but also will include small group student projects. (This course is the same as Business 50.8. Not open to students who have completed Economics 50.8.)

*Prerequisite:* Computer and Information Science 5.2 or permission of the chairperson.

### **10 Philosophy and Artificial Intelligence**

3 hours; 3 credits

Contemporary issues in philosophy and psychology, such as the mind-machine analogy, the artificial intelligence model of the human mind, intentionality, representation, consciousness, concept formation, free will, behaviorism, mechanism. Discussion and evaluation of contemporary work in the field. This course is the same as Philosophy 29 and Psychology 57.2. (Not open to students who have completed Computer and Information Science 32.1.)

*Prerequisite:* Core Studies 5 or 5.1 or a course in computer and information science, and Core Studies 10 or a course in philosophy; or permission of the chairperson of the offering department.

### **10.31 Operations Management**

3 hours; 3 credits

Study in managerial decision-making to solve a wide range of operating management problems. Topics covered include: planning, evaluation, and control of operations; forecasting and inventory management; scheduling; project design and management; resource allocation; queuing models; quality of the work environment; and technological change. Design and implementation of management strategy will be emphasized

through computer simulation, problems, and cases. (This course is the same as Business 31.4. Not open to students who have enrolled in or have completed Mathematics 73.2 or Economics 31.4.)

*Prerequisites:* Core Curriculum 3.12 or Core 5.1 or Computer and Information Science 1.0 or 1.5 or 5.2; Computer and Information Science 11 or Business 30.2 or Economics 30.2 or Mathematics 8.1 or Mathematics 51.1.

### **10.33 Macromolecular Structure and Bioinformatics**

3 hours lecture; 3 credits

The fundamentals of biological macromolecular structures; an introduction to the computational tools important in determining biological functions. (This course is the same as Biology 33.)

*Prerequisite:* Core Curriculum 3.12 or Core Studies 5.1 or Computer and Information Science 1.0 or 1.5 or equivalent.

### **11 Introduction to Discrete Structures**

3 hours; 3 credits

Elementary set theory, functions, relations, and Boolean algebra. Switching circuits, gating networks. Definition and analysis of algorithms. Applications of graph theory to computer science. Related algorithms. Introduction to combinatorial computing and counting arguments. Introduction to error analysis.

*Prerequisite:* Computer and Information Science 1.10 or 1.20 or 1.5 or 2.40 or 2.80; and Mathematics 2.9 or 2.92 or assignment to Mathematics 3.20, 3.3, or 4.10 by the Department of Mathematics.

### **12W Computers and Ethics**

3 hours; 3 credits

Analysis of ethical issues pertaining to computers and the workplace, anonymity and privacy, copyright and patent law (as applied to software), computer crime, security, unauthorized use, codes of conduct for computer professionals, access and availability of computing technologies. Application of such theoretical frameworks as virtue ethics, deontological theories, and utilitarianism to the ethical problems encountered in computing technologies. Writing intensive course. (This course is the same as Philosophy 14.4W.)

*Prerequisite:* Core Curriculum 3.12 or Core 5.1 or Computer and Information Science 1.0 or Computer and Information Science 1.5, and English 2.

### **13.2 Advanced PC Computing**

3 hours; 3 credits

History of PCs. In-depth analysis of software, hardware, and applications available for current PCs. Programming methodologies. Communication methodologies including networking and compression. Social issues. Modes of computing.

*Prerequisite:* Computer and Information Science 1.5 and 5.2, or permission of chairperson.

**15 Advanced Programming Techniques**

4 hours; 4 credits

A second course in programming. Advanced programming techniques emphasizing reliability, maintainability, and reusability. Module design and multifile programs. Abstract data types. Objects, classes, and object-oriented design. Storage class and scope. Addresses, pointers, and dynamic storage allocation. Test suites, test drivers, and testing strategies; debugging and assertions. An introduction to formal techniques. Recursion and function parameters. (Not open to students who are enrolled in or have completed Computer and Information Science 22.)

*Prerequisite:* Computer and Information Science 1.5 or 2.80.

**17 Introduction to Multimedia Programming**

3 hours; 3 credits

In-depth study of multimedia programming. Multimedia authoring tools. Graphical user-interface design. Multimedia project development. Effective use of media elements in a computer application and on the World Wide Web.

*Prerequisite:* Computer and Information Science 15.

**22 Data Structures**

4 hours; 4 credits

Stacks and their implementations. Prefix, postfix, and infix notation. Queues and linked lists and their implementations. Binary and general trees and their implementations and traversals. Sorting and searching techniques. Graph algorithms. (Not open to students who are enrolled in or have completed Computer and Information Science 14 or 21.)

*Prerequisite:* Computer and Information Science 15 or 16.

**23 Analysis of Algorithms**

3 hours; 3 credits

Algorithms, data structures, and their analysis. Applications for and solution to recurrence problems. Upper and lower bounds on complexities of various problems. Classification by design structures. Sorting methods, graph and selection algorithms. Pattern matching. Efficient computation of transitive closure and equivalences. NP-completeness.

*Prerequisite:* Computer and Information Science 11; 21 or 22; Mathematics 3.20 or 3.3 or 4.10.

**24 Programming Languages**

3 hours; 3 credits

The design, implementation, and evolution of programming languages. Language features and their effects upon translation and run-time environments. Languages studied are chosen for their historical and current significance, programming paradigm, and run-time environment. Syntax and semantic specification; formal grammars.

*Prerequisite:* Computer and Information Science 1.5 or 2.80; 4.1; and 22.

*Prerequisite or corequisite:* Computer and Information Science 26.

**25 Operating Systems**

3 hours; 3 credits

Design and implementation of operating systems for large computers. Multiprogramming, multiprocessing, time sharing. Resource allocation and scheduling. Communications, conversational computing, computer networks. Memory protection, interrupts, segmentation, paging, and virtual memories.

*Prerequisite:* Computer and Information Science 21 or 22; and 27 or 28. It is recommended that students be acquainted with at least two computing platforms (e.g., PC, UNIX workstation, IBM mainframe) before taking Computer and Information Science 25.

**26 Object-Oriented Programming**

3 hours; 3 credits

Object-orientation and the class concept. Message passing, classes, objects, instances, and methods. An introduction to inheritance and polymorphism. Advanced object-oriented programming techniques. Introduction to object-oriented design. (Not open to students who are enrolled in or have completed Computer and Information Science 2.70 or 16.)

*Prerequisite:* Computer and Information Science 22.

**26W Object-Oriented Programming**

4 hours; 3 credits

Object-orientation and the class concept. Message passing, classes, objects, instances, and methods. An introduction to inheritance and polymorphism. Advanced object-oriented programming techniques. Introduction to object-oriented design. Writing-intensive section. (Not open to students who are enrolled in or have completed Computer and Information Science 2.70, 16, or 26.)

*Prerequisite:* Computer and Information Science 22 and English 2.

**27 Computer Organization**

3 hours; 3 credits

Basic digital circuits. Boolean algebra and combinational logic, data representation and transfer, and digital arithmetic. Digital storage and accessing, control functions, input-output facilities, system organization, and reliability. Description and simulation techniques. Features needed for multiprogramming, multiprocessing, and real-time systems. Other advanced topics and alternate machine organizations. (Not open to students who are enrolled in or who have completed Computer and Information Science 28.)

*Prerequisite:* Computer and Information Science 4 or 4.1; and 11.

**28 Digital Computer Systems**

3 hours lecture, 3 hours laboratory; 4½ credits

Functional components of computer systems: registers, counters, coders, multiplexers. Data representation. Memory, register, and bus transfer operations. Basic computer organization

and design. Central processor organization. Hardwired and microprogrammed control units. Bus structures. Arithmetic logic units. Memory and I/O organization. Laboratory experiments on computer operations. Design of a digital computer system. (Not open to students who are enrolled in or have completed Computer and Information Science 27.)

*Prerequisite:* Computer and Information Science 4 or 4.1; and 11.

### **29 Compiler Construction**

3 hours; 3 credits

Review of programming language structures, translation, loading, execution, and storage allocation. Compilation of simple expressions and statements. Organization of a compiler including compile-time and run-time symbol tables, lexical scan, object code generation, error diagnostics, object code optimization techniques, and overall design. Use of compiler-writing languages and bootstrapping.

*Prerequisite:* Computer and Information Science 2.10 or 2.20 or 2.30 or 2.40 or 2.50 or 2.70 or 2.85 or 26; 11; and 22.

### **30.1 Introduction to Software Engineering**

3 hours; 3 credits

A broad view of software engineering that introduces a variety of software engineering techniques that can be applied to practical software projects. Topics include: process models, software specification, software design, software development methods and tools, verification and validation, reliability, and human factors.

*Prerequisite:* Computer and Information Science 22.

### **30.1W Introduction to Software Engineering**

4 hours; 3 credits

A broad view of software engineering that introduces a variety of software engineering techniques that can be applied to practical software projects. Topics include: process models, software specification, software design, software development methods and tools, verification and validation, reliability, and human factors. Writing-intensive section.

*Prerequisite:* Computer and Information Science 22 and English 2.

### **32 Artificial Intelligence**

3 hours; 3 credits

Techniques for making computers exhibit intelligent behavior. Topics covered are taken from the areas of problem solving, perception, game playing, knowledge representation, natural language understanding, programs that learn (adaptive programs), expert systems, and programming languages for work in artificial intelligence.

*Prerequisite:* Computer and Information Science 21 or 22.

### **32.5 Principles of Robotics**

3 hours; 3 credits

Basic principles of mobile robotics: architectures, mathematical

foundations, control algorithms, human robot interaction, and practical applications. Applications include robots in the home, and robots in search and rescue work. Involves programming different kinds of robots.

*Prerequisites:* Computer and Information Science 26 and 11.

### **36 Multimedia Coding and Compression**

3 hours; 3 credits

Media types and their representation. Multimedia coding and compression. Lossless data compression. Lossy data compression. Compression standards: text, audio, image, fax, and video.

*Prerequisite:* Computer and Information Science 11 and 22, and Mathematics 4.3.

### **38 Theoretical Computer Science**

3 hours; 3 credits

Overview of theoretical computer science. Formal language theory, computability theory. Finite automata, context-free and regular grammars, push-down automata, and Turing machines. Other models of computation, including recursive functions. Universal program and unsolvability.

*Prerequisite:* Computer and Information Science 11, 21, or 22, and Mathematics 3.20, 3.3, or 4.10.

### **40 Microcomputer Systems Programming**

3 hours; 3 credits

Advanced assembly language programming techniques for microcomputer systems. I/O routines. Device interfaces. Interrupt handling. Programming direct memory access devices. Disk I/O. Floating point, I/O, and graphics processors.

*Prerequisite:* Computer and Information Science 4.1 or 2.90; and 27 or 28.

### **41 Computer Graphics**

3 hours; 3 credits

Fundamentals of computer graphics programming. Graphics hardware and software standards. 2D geometric primitives and raster images. 3D object representations. Data structures, algorithms, and the graphics pipeline. Graphical user interfaces. Underlying concepts in computer graphics systems, including games, animation, modeling, rendering, and paint systems.

*Prerequisite:* Computer and Information Science 22; and Mathematics 2.9 or 2.92 or assignment to Mathematics 3.3 by the Department of Mathematics.

### **42 Microprocessors**

2 hours lecture, 2 hours laboratory; 3 credits

Introduction to microprocessor technology. History and applications. Microprocessor architecture: eight- and sixteen- bit processors. Examples of commercially available processors. Instruction sets and software development. Microprocessor memory sections. I/O sections and interfacing techniques. Interrupt systems. Single-chip microcomputers

and bit-slice processors. Hands-on laboratory experiments. (Not open to students who have completed Computer and Information Science 70.1 topic: Microprocessors.)

*Prerequisite:* Computer and Information Science 2.90 or 4.1, and 27 or 28; or permission of the chairperson.

#### **45 Database Systems**

3 hours; 3 credits

Introduction to database systems. Comparison to file processing systems. Data models. Relational, hierarchical, and network systems. Database design. Normal forms. Study of several real-world database management systems, with an emphasis on microcomputer applications. Database recovery query and transaction processing, concurrency. Distributed and object-oriented databases.

*Prerequisite:* Computer and Information Science 21 or 22; and 5.2 or permission of the chairperson.

##### **45.1 Multimedia Databases**

3 hours; 3 credits

Multimedia data types and formats. Multimedia computer database design issues. Indexing and automated retrieval of text documents, audio files, images, and video. Techniques and data structures for efficient multimedia similarity search. System support for distributed multimedia databases. Measurement of multimedia information retrieval effectiveness. Products, applications, and new developments.

*Prerequisite:* Computer and Information Science 45, 36, or 52.

#### **46 Workstation Programming**

3 hours; 3 credits

Programming techniques for development of applications on networks of workstations. Process environments, file system issues. Concurrent programming, interprocess communication. Graphical user interfaces, event-driven programming. Distributed programming; remote process creation, the client-server model, message passing.

*Prerequisite:* Computer and Information Science 22.

#### **46.5 Distributed System Administration**

2 hours lecture, 4 hours laboratory; 4 credits

The principles and practice of system administration in networked and internetworked, multi-user, multi-tasking distributed systems. Basic system administration, connectivity, domain name system management, distributed system information services, network file systems, network service daemons, security kernel modification, device drivers, ethics, and legal issues. System administration tools and languages.

*Prerequisite:* Computer and Information Science 2.50, and 25 or 46.

#### **48 Introduction to Modeling and Simulation**

3 hours; 3 credits

Introduction to simulation and comparison with other techniques. Discrete simulation models. Introduction to

queueing theory and stochastic processes. Comparison of discrete change simulation languages. Simulation methodology including generation of random numbers and variates, design of simulation experiments for optimization, analysis of data generated by simulation experiments, and validation of simulation models and results. Selected applications of simulation.

*Prerequisite:* Computer and Information Science 4 or 4.1; and Mathematics 8.1 or 51.1.

#### **49 Computer Networks and Protocols**

3 hours; 3 credits

Computer networks and protocols. Network topologies and switching mechanisms. Protocol concepts and characteristics. Network protocol architectures. Physical layer concepts. Data link layer functions and protocols. Network layer concepts. Network access protocols. Local area networks and protocols. Internetworking. Transport layer functions and protocols. Upper layer issues and approaches. Application program interfaces. Network examples. (Not open to students who are enrolled in or have completed Computer and Information Science 49.1 or 49.2.)

*Prerequisite:* Computer and Information Science 22; 27 or 28; and Mathematics 8.1.

##### **49.1 Telecommunications**

3 hours; 3 credits

Introduction to telecommunications. Data transmission fundamentals. Data encoding. Modems. Digital subscriber lines. Data compression. Physical layer interfaces. Transmission error control. Telephony signaling. Wireless and cellular communications. Asynchronous Transfer Mode (ATM) Networks. Integrated Services Digital Networks (ISDN). (Not open to students who are enrolled in or have completed Computer and Information Science 49.)

*Prerequisite:* Computer and Information Science 22, and either Computer and Information Science 27 or 28, and Mathematics 8.1.

##### **49.2 Computer Networks**

3 hours; 3 credits

A course on computer networks and protocols. Network topologies and switching mechanisms. Protocol concepts and characteristics. Network protocol architectures. Data link layer functions and protocols. Network layer concepts. Network access protocols. Local area networks and protocols. Internetworking. Transport layer functions and protocols. Application layer protocols. The World Wide Web. Network security. (Not open to students who are enrolled in or have completed Computer and Information Science 49.)

*Prerequisite:* Computer and Information Science 22, and either Computer and Information Science 27 or 28.

**49.3 Multimedia Networking**

3 hours; 3 credits

Media types. Multimedia networks. Multimedia Information Representation. Data compression. Standards for multimedia communications. Quality of Service issues. Congestion control and traffic management. Multimedia services and the Internet. Protocols for Quality of Service support. Multimedia application protocols.

*Prerequisite:* Computer and Information Science 22, 36, or 52, and Mathematics 4.3.

**50.1 Multimedia Security**

3 hours; 3 credits

Information security objectives: confidentiality, data integrity, authentication, non-repudiation. Overview of cryptography and watermarking. Technical measures: conditional access systems for satellite, cable, and terrestrial television networks; digital rights management systems for the Internet; copy protection systems for digital home networks. Legal measures: intellectual property protection, international treaties, and national laws. Selective encryption for multimedia data. IP multicast security. Security of wireless LANs.

*Prerequisite:* Mathematics 2.9 or 3.3, Computer and Information Science 22, 52.

**51.1 Digital Image Processing**

3 hours; 3 credits

Components of a digital image processing system. Applications of image processing. Elements of human visual perception. Image sensing and acquisition. Image sampling and quantization. Analysis, manipulation, storage, and display of graphical images from sources such as photographs, drawings, and video. Major techniques in image processing: image analysis including morphological image processing and image segmentation, image enhancement, restoration, compression, and watermarking.

*Prerequisite:* Mathematics 2.9 or 3.3, Computer and Information Science 22, 36, or 52.

**52 Multimedia Computing**

3 hours; 3 credits

A survey of the interrelationship of state-of-the-art communication and computer technology. Hardware, software, and system design issues in the multimedia presentation of information. Multimedia standards. Audio and video compression techniques. Hypermedia database systems. Programming and the use of multimedia authoring systems. Survey of representative hypermedia applications.

*Prerequisite:* Computer and Information Science 3 or 5.2; and 13.2 or 22.

**53 Client-Server Web Programming**

3 hours; 3 credits

Programming a Web-based interactive client-server application. HTTP protocol, Web browsers, and Web servers. HTML and

its extensions. Java applets. Interaction with server using CGI and alternatives. Server-side programming and control. Session persistence. Design of interactive Web pages using client-side (browser) scripting.

*Prerequisite:* Computer and Information Science 2.70 or 16 or 26; and 22.

**54 Innovative Approaches to Computer-Human Interfaces**

3 hours; 3 credits

Overview of computer-human interfaces with an emphasis on innovative approaches. Principles of computer-human interaction. Ubiquitous computing and tangible interfaces. Interfaces employing speech recognition and computer vision. Sensor technologies. Computer supported cooperative work. Virtual and augmented realities.

*Prerequisite:* Computer and Information Science 22 and either 3.1, 52, or permission of the instructor.

**54.1 Game Programming**

3 hours; 3 credits

Game programming techniques. 2D and 3D computer games. Data representations of virtual elements. 3D modeling techniques. Visualizing the 3D game environment. Controlling motion and behaviors. Interaction control. Computer game architectures, including multi-player games and message passing. Managing complexity.

*Prerequisite:* Computer and Information Science 41.

**55 Parallel and Distributed Computing**

3 hours; 3 credits

Development of parallel and distributed applications. Examples taken from scientific programming, artificial intelligence, operations research, and management science. Symmetric models and asymmetric models. Client-server. Threaded programming. Data parallelism versus algorithmic parallelism. Issues of resource utilization, program decomposition, performance, probability, debugging. Use of formal methods, fault-tolerance, security and other distributed systems issues.

*Prerequisite:* Computer and Information Science 22; 27 or 28; and one of the following: 2.50, 2.70, 24, 25, 26, 32, 46, 48, 51.

**59.1 Special Topics in Computer Science**

3 hours; 3 credits

A topic in computer science not covered in the regular curriculum. Topics vary from term to term and reflect the interests of students and faculty. Course description may be obtained in the department office before registration. Topics may include mathematical software, advanced topics in switching theory, system design and analysis, and management information systems.

*Prerequisite:* Computer and Information Science 21 or 22; and permission of the chairperson.

**60.1, 60.2 Independent and Group Projects I, II**

3 hours recitation and at least 6 hours independent work§; 3 credits each term

Planning and development of a real computer systems project supervised by a faculty member. Projects generally involve group participation. Achievement measured by demonstrable attainment of the project's goals. Written report.

*Prerequisite of 60.1:* Computer and Information Science 15 or 16 and permission of the chairperson.

*Prerequisite of 60.2:* Computer and Information Science 60.1 and permission of the chairperson.

**65 Programming Practicum**

1 hour lecture, 2 hours laboratory; 2 credits

Classifying, understanding, developing, and analyzing programming solutions to practical problems under real-world time constraints. Typical problems include numerical algorithms, path-finding algorithms, string manipulations, dynamic programming. Analysis of solution correctness.

*Prerequisite:* Computer and Information Science 22.

*Prerequisite or corequisite:* Computer and Information Science 23.

**75.1, 75.2 Advanced Computing Topics**

3 hours; 3 credits

Advanced topics in computer science. The topic will differ with each offering.

*Prerequisite:* dependent on course topic.

**Honors courses**

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for courses described below. Students may not register for more than six credits in honors courses in the department in one term.

**84.1, 84.2 Seminar in Theoretical Aspects of Information Science I, II**

3 hours recitation and a minimum of 7 hours conference and independent work; 3 credits each term

Readings, discussions, and reports on topics in computer science. Topics may be selected from the study of formal linguistics, automata theory, theory of computation, and recursive function theory. Thesis or final examination.

*Prerequisite of 84.1:* a superior record, including an approved program of advanced courses, and recommendation of a department faculty member and permission of the chairperson.

*Prerequisite of 84.2:* Computer and Information Science 84.1 and permission of the chairperson.

**84.3, 84.4 Seminar in Special Topics I, II**

3 hours recitation and a minimum of 7 hours conference and independent work; 3 credits each term

Readings, discussions, and reports on computer science topics. Thesis or final examination.

*Prerequisite of 84.3:* a superior record, including an approved program of advanced courses, and recommendation of a department faculty member and permission of the chairperson.

*Prerequisite of 84.4:* Computer and Information Science 84.3 and permission of the chairperson.

**88.1, 88.2, 88.3, 88.4 Independent Study and Research I, II, III, IV**

Minimum of 9 hours conference and independent work§; 3 credits each term

Independent research study or project supervised by a faculty member; approved reading; project report or written examination.

*Prerequisite:* Computer and Information Science 22, an advanced elective in Computer and Information Science numbered 23 or above, a minimum grade point average of 3.0 overall and in Computer and Information Science advanced electives, a declared major in the Department of Computer and Information Science, and permission of the chairperson.

The following courses are inactive and will be offered only if there is sufficient demand:

**0.1 Computers in Our Society****0.2 Using Computers****2.20 Scientific Computing and FORTRAN****2.40 Pascal for Programmers****43 Real-Time Systems**

## Economics

Department office: 218 Whitehead Hall  
Telephone: (718) 951-5317, (718) 951-5318, (718) 951-5319

*Chairperson:* Robert Bell

*Deputy Chairperson, Economics Department and Business*

*Programs:* Hershey Friedman

*Deputy Chairperson, CLAS Economics Programs:*

Merih Uctum

*Deputy Chairpersons, Division of Graduate Studies:*

Herve Queneau, Emanuel Thome, Moishe Zelcer

*Deputy Chairperson, Accounting Programs:* Kreindy Giladi

*Deputy Chairperson, SGS:* Taiwo Amoo

*Deputy Chairperson, Weekend:* Mitchell Langbert

*Professors:* Bell, Cherry, Clarke, Friedman, Laibman, Sardy, Solomon, Uctum;

*Associate Professors:* Amoo, Arenberg, Bhattacharya, Davidoff, Fox, Giladi, Goldberg, Hirakubo, Klein, Langbert, McTague, Peng, Stone, Testa, Thome, Widman, Zelcer;

*Assistant Professors:* Connell, Fogel, Kass-Shraibman, Lopez-Pumarejo.

*Lecturer:* Reich

The Economics Department offers degrees in accounting, business, and economics.

**Accounting:** The student-centered accounting program places emphasis on the importance of analytic and communication skills and professional ethics in today's business environment.

There are two tracks in accounting: one for students who are interested in taking the certified public accountancy (C.P.A.) examination and one for students who are interested in an accounting major but do not intend to become a C.P.A. The 120-credit bachelor of science degree in accounting that is C.P.A.-qualifying is registered with the New York State Education Department as meeting, in part, the 150 semester-hour requirement. Students who complete this B.S. program with an overall 3.00 GPA may apply to the 33-credit master's degree program in accounting, and once they complete this master's program, they are permitted to sit for the C.P.A. examination in New York State.

The accounting program trains students for entry-level and long-term professional careers in public, private, and government accounting and business as well as for graduate school.

**Business:** The business program at Brooklyn College produces well-rounded graduates with marketable skills. Its faculty members, who publish in many areas of interest to the business world, work closely with students and afford them valuable research opportunities. Students may pursue either a bachelor of science in business, management, and finance (B.M.F.) or a bachelor of arts in business administration (B.B.A.). The B.B.A. degree allows students to choose from three concentrations: international business, management, or marketing. The B.M.F. degree is general and allows students to choose a double major, such as business and accounting, or to select a minor.

The business program has pioneered several joint programs with other College departments. Business students may pursue a program in philosophy, film (marketing), environmental sciences (management), or Puerto Rican and Latino studies. Modern language majors in French, Italian, Russian, and Spanish may take a joint program in language and business.

In conjunction with the Department of Computer and Information Science, the Economics Department also offers a bachelor of science–master of professional studies degree (B.S.–M.P.S.) in business information systems. Our graduates go on to pursue advanced degrees in economics or other fields, and work in government or private enterprise.

Graduates with professional degrees, such as business and accounting, may earn between 30 and 60 percent more than other graduates. In the corporate world, the business degree becomes even more valuable when earned at such a renowned liberal arts school as Brooklyn College.

**Economics:** The economics program at Brooklyn College broadens the professional horizons of students and provides them with the tools required to pursue a career or an advanced degree in economics or a related discipline. The bachelor of arts degree in economics allows students to choose from five concentrations: enterprise and public policy, international economics, financial economics, political economy, and economic analysis. The Economics Program gives students the flexibility to choose to specialize in a field in economics or to complete a minor while pursuing a specialization in business, accounting, or a major outside the Economics Department.

The accounting, business, and economics programs of the Department of Economics work closely with the Brooklyn College Magner Center for Career Development and Internships. Grants from the Ewing Marion Kauffman Foundation and the Citigroup Foundation have allowed the department to develop internships at small businesses throughout New York City for students interested in entrepreneurship.

Students who wish to pursue graduate studies may apply to the master's and doctoral degree programs offered by or in conjunction with this department. Please see the Division of Graduate Studies section below.

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### **B.A. degree program in economics** **HEGIS code 2204; SED program code 01889**

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#### **Department requirements** (35 credits)

- a. All of the following: Economics 10.1, 20.1; Economics 30.2, or Business 30.2, or Mathematics 8.1 or 51.1; Economics 31.1, or Mathematics 10.1.

Students must achieve a grade of C or better in at least three of the above courses. Students who have received transfer credit for any of the above courses must have a grade of C or better in all of the above courses taken in residency.

- b. Economics 30.3 or Business 30.3.

- c. One of the following concentrations:

1. *Enterprise and Public Policy:*

Any four courses from Economics 20.2, 40.1, 40.5, 60.2, 70.8, 75.5, 75.6.

2. *International Economics:*

Any four courses from Economics 10.2, 10.4, 20.2, 76.1, 76.3, Business 76.4.

3. *Financial Economics:*

Any four courses from Economics 10.2, 70.1, 70.7, 70.8, 75.2, 76.1, Business 70.3.

4. *Political Economy:*

Any four courses from Economics 10.2, 40.1, 40.5, 40.6, 60.2, 75.2, 75.4, 75.5.

5. *Economic Analysis:*

Economics 10.2, 20.2, and any two additional Economics courses.

- d. Two additional courses with an economics prefix not used to meet requirements in b) or c) above.

Students considering graduate work in economics are strongly encouraged to take Economics 31.2 and the Economic Analysis concentration; those intending to pursue a Master of Business Administration are encouraged to take Economics 10.2 and/or Economics 20.2.

**Residence requirement:** Student must take at least one macroeconomics course (Economics 10.1, 10.2, 70.1), one microeconomics course (Economics 20.1, 20.2, 75.6), and one statistics course (Economics/Business 30.2, 30.3) while in residence; as well as at least three of the courses used to satisfy requirements in c), above.

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**Requirements for an optional minor in economics**

A program of 12 credits of advanced economics courses. An "advanced" course is defined as any course that may be used to satisfy b), c), or d) in the list of requirements for the B.A. degree program in economics. Students majoring in accounting or business, management, and finance are eligible for this minor; economics majors are not. All courses used to satisfy the minor must be completed with a grade of C or higher.

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**B.B.A. degree program in business administration  
HEGIS code 0506; SED program code 30604**
**Department requirements** (56-61 credits)

**Business Core** (44-46 credits)

Students must complete all of the following:

Accounting I and 40.

Business 30.2 or Economics 30.2 or Mathematics 8.1 or 51.1 or Psychology 40.1.

Economics 31.1 or Business 31.1 or Mathematics 3.3.

Business 31.4 or Computer and Information Science 10.31, Business 50.1, 50.2, 70.2, 76.4, 80.1 or 80.1W.

Computer and Information Science 1.5 or 5.2.

Economics 10.1 or Business 10.1, and Economics 20.1 or Business 20.1.

Philosophy 14 or Classics 35.

**Concentration** (12-15 credits)

Students must complete a minimum of 12 credits in one of the following three concentrations:

*International Business*

Required courses (9 credits): Business 50.9, 51, 76.5.

Elective courses (a minimum of 3 credits): Africana Studies 37.2; Business 40.4; Economics 76.1; Sociology 61.4; Political Science 76.5; Puerto Rican/Latino Studies 55.

*Management*

Required courses (12 credits): Business 40.3 or Psychology 12.7; Business 50.4 or Psychology 12; Business 50.3, 50.5.

Elective courses (a minimum of 2 credits): Africana Studies 33; Business 50.8 or Computer and Information Science 9.50; Business 6.1; Business 40.7; Business 31.3 or Computer and Information Science 9.2; Business 52, Business 80.3W or Computer and Information Science 8.3W; Economics 40.1, 40.5, 75.6; Sociology 43.2; Women's Studies 40.7.

*Marketing*

Required courses (12 credits): Business 50.7, 50.9, 51, 80.4 or 80.4W.

Elective courses (a minimum of 3 credits): Business 31.5 or Computer and Information Science 3.2; Sociology 77.2; Television and Radio 6.5, 19.

**Writing-Intensive Requirement:** Students are required to take at least one writing-intensive course (W course).

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**B.A. degree program in adolescence education:  
social studies teacher HEGIS code 2201.01;  
SED program code 26754**

See the "Social Studies" and "Education" sections in this *Bulletin*.

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**B.S. degree program in business, management,  
and finance HEGIS code 0506;  
SED program code 85067**
**Admission to program**

In order to declare a major in this program, a student must have completed at least 32 credits at Brooklyn College with a grade point average of 2.20 or better. Students who enter Brooklyn College after earning at least 28 credits elsewhere, may declare a major in this program after earning at least 15 credits at Brooklyn College with a grade point average of 2.20 or better.

**Department requirements** (48-53 credits)

Majors must complete the following course requirements:

**Business Core**

All of the following: Economics 10.1 or Business 10.1; Economics 20.1 or Business 20.1; Economics 31.1 or Business 31.1 or Mathematics 10.1; Business 30.2 or Economics 30.2 or Mathematics 8.1 or Mathematics 51.1; Business 31.4 or Computer and Information Science 10.31; Business 40.3 or Psychology 12.7; Business 50.1; Business 50.2; Business 70.2; Accounting 1; Accounting 40; Philosophy 14 or Classics 35 or Speech 9 or Speech 18 or Speech 23; Computer and Information Science 1.10 or 1.5 or 5.2.

### Business Electives

Students must complete one course from each of any two of the following three areas:

1. *Business Management:*

Business 6.1, 40.4, 40.7, 50.3, 50.4, 50.5, 50.6, 50.7, 50.8, 50.9, 51, 52, 55, 60; Accounting 2, 41; Psychology 12; Women's Studies 40.7.

2. *Finance:*

Business 70.1, 70.3, 70.4, 70.5, 70.7, 71, 72, 76.4, 76.5; Economics 70.1, 70.7, 75.2, 76.1; Accounting 30, 45; Mathematics 74.2

3. *Quantitative Analytic Techniques:*

Business 30.3, 31.3, 31.5; Economics 20.2, 30.3, 30.4, 31.2; Accounting 4, 7, 21; Mathematics 74.1; Computer and Information Science 3.2, 9.2, 48.

### Capstone Seminar

One of the following seminars: Business 80.1 or 80.1W, 80.2 or 80.2W, 80.3 or 80.3W, or Computer and Information Science 8.3W, Business 80.4 or 80.4W, 80.5 or 80.5W.

**Writing-Intensive Requirement:** Students are required to take at least one writing-intensive course (W course).

**Residence requirement:** At least 21 credits of the above courses, including the required capstone seminar course, must be completed at Brooklyn College.

**Index requirement:** Attainment of a grade point average of 2.00 or better in all courses taken to satisfy department requirements.

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### Requirements for a minor in Financial Planning

**Required Courses (all of the following):** Economics or Business 10.1, Accounting 1, Business 70.2, 70.3, 70.4, 70.5.

**Recommended courses:** Accounting 30; Business 71; Business 72/Accounting 45; Economics 70.1; Economics/Business 30.2; Economics 76.1.

Recommended courses are optional. Financial planning minors should consult with departmental counselors for specific recommendations as to which of the above recommended courses will be most helpful.

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### Requirements for a minor in finance

The minor in finance requires 20 credits.

All of the following: Accounting 1, Economics or Business 10.1, Economics or Business 20.1, Mathematics 74.1.

Two of the following: Economics or Business 70.1, Business 70.2, Business 70.3.

(Mathematics majors may count Mathematics 74.1 both for the major and for this minor.)

Note: Accounting, Business, and Economics majors are not eligible for this minor.

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### Requirements for an interdisciplinary minor in marketing

This minor is not open to students who major in a degree program within the Department of Economics or in the concentration in Philosophy and Business in the degree program in philosophy.

A grade of C or higher in each of the five courses offered in the minor:

All of the following: Business 50.2; Sociology 77.2; and Television and Radio 17 or Business 50.7.

Two courses chosen from the following: Business 50.9, English 19.1, Film 20, Psychology 12 or 12.1, Sociology 43.3 or 61.5, Television and Radio 19 or 26.15 or 26.16.

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### Requirements for a minor in Small Business Management and Urban Entrepreneurship

All of the following: Accounting 1; Business 40.3 or 50.1; 50.2; 50.5; 51; 70.2.

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### B.S. degree program in accounting (non-C.P.A. qualifying) HEGIS code 0502; SED program code 92277

#### Department requirements (49–53 credits)

All of the following: Economics 10.1 or Business 10.1; Economics, 20.1 or Business 20.1; Economics 30.2 or Business 30.2, or Mathematics 8.1 or 51.1; Computer and Information Science 5.2; and Accounting 40.

All of the following with a grade of C- or higher: Accounting 1, 2, 3, 5, 7, 21, and 30.

Two of the following: Economics 70.1 or Business 70.1; Business 70.2 or Economics 70.8; Business 70.3.

One of the following: Accounting 10, 11, 14 or 14W, or 31.

One of the following: Philosophy 14 or Speech 23.

**Writing-Intensive Requirement:** Students are required to take at least one writing-intensive course (W course).

**Residence requirement:** Students must complete a minimum of 30 credits at Brooklyn College, including at least 12 credits with a grade of C- or higher from Accounting 1 through 31. The work of the senior year must be completed at Brooklyn College.

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### B.S. degree program in accounting (public accountancy) HEGIS code 0502; SED program code 01990

New York State (NYS) has adopted a 150 semester-hour educational requirement, commencing August 1, 2004, to sit for the certified public accounting (C.P.A.) examination. Candidates for the C.P.A. examination must complete this program and either the master in accounting at Brooklyn College or an equivalent graduate program elsewhere to comply with the 150 semester-hour requirement. The Brooklyn College 150 semester-hour program is registered with the New York State Education Department.

Within the 150 semester-hour requirements, students must complete at least 60 credits in liberal arts and sciences courses. This requirement may be satisfied through a combination of undergraduate and graduate level courses. Students should consult with the Accounting Program adviser regarding the 150 semester-hour registered curriculum.

**Department requirements** (59–62 credits)

All of the following: Accounting 1, 2, 3, 5, 7, 10, 11, 14 or 14W, 21, 30, 40, 41; Economics 10.1 or Business 10.1; Economics 20.1 or Business 20.1; Business 30.2 or Economics 30.2; Computer and Information Science 5.2.

Two of the following: Economics 70.1/Business 70.1; Business 70.2 or Economics 70.8; Business 70.3.

One of the following: Philosophy 14 or Speech 23.

Students must achieve a grade of C- or better in each of the following courses: Accounting 1, 2, 3, 5, 7, 10, 11, 14 or 14W, 21, 30.

**Writing-Intensive Requirement:** Students are required to take at least one writing-intensive course (W course).

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**Certificate of achievement in accounting**  
**HEGIS code 5002; SED program code 82572**

Admission requirements are described under the heading "Certificate programs" in the chapter "Admission."

**Program requirements** (26–28 credits)

The certificate of achievement in accounting program consists of eight courses: Economics or Business 10.1; Business 50.1; Business 70.2 or Economics 70.8; Accounting 1, 2, 3, 7; and one course chosen from Accounting 21, 30, or 40.

Students who have received transfer credits from other colleges must complete at least 20 of the 26 to 28 credits at Brooklyn College.

Students must apply to the Office of the Registrar for their certificates upon completion of program requirements. The certificate of achievement in accounting will be issued upon the completion of the program with a grade of C- or better in each course.

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**Requirements for a minor in accounting**

Students majoring in economics and in business, management, and finance are eligible for this minor.

A minimum of 12 credits as follows:

All of the following: Accounting 2, 30, and 40.

One of the following: Accounting 3, 7, 21, 31, 41.

A grade of C- or higher in each of the four courses offered in the minor is required.

A minimum of three courses must be completed at Brooklyn College.

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**Department recommendation**

Students planning careers in areas other than public accounting or teaching, such as internal, managerial, or governmental accounting, should consult a department counselor to prepare a plan of study appropriate to their professional goals.

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**B.S.-M.P.S. (Master of Professional Studies) degree program in business information systems**  
**HEGIS code 0799; SED program code 02104**

**Admission**

Students should apply for admission to the program after they have completed Computer and Information Science 1.5 or 2.80, and Economics 10.1 or Business 10.1, but no later than the fifth term of undergraduate work. Applications are considered by the chairperson of the Computer and Information Science Department and the chairperson of the Economics Department on the basis of superior academic records and evidence of scholarly potential. Students must maintain a scholastic index of B or higher to remain in the program.

**Planning the program**

Students must plan their programs before the beginning of the junior year with the assistance of a counselor in each department. Some undergraduate course requirements may be satisfied by advanced placement or exemption examination. Information about the examinations is in the chapters "Admission" and "Academic Standing" in this *Bulletin*.

**Program requirements** (140 credits)

**Undergraduate courses** (110 credits)

Computer and Information Science 1.5 or 2.80, 5.2, 13.2, 15, 22, 26, 60.1 or 88.1. Students already familiar with PC application software (word processing, spreadsheet software, database management software, and presentation software) may substitute an alternative computing course for Computer and Information Science 5.2 with the permission of the chairperson of the Department of Computer and Information Science.

Two courses chosen from the following: Computer and Information Science 30.1, 45, 48, 49, 49.2. With permission of the chairperson of the Department of Computer and Information Science, the student may substitute one of the following courses for any course in this requirement: Computer and Information Science 23, 24, 25, 27.

Business 30.2 or Economics 30.2 or Mathematics 8.1 or 51.1 or Psychology 40.1.

Economics 31.1 or Business 31.1 or Mathematics 3.3.

Business 31.4 or Computer and Information Science 10.31.

Business 31.5 or Computer and Information Science 3.2.

Business 50.1, 50.2, 70.2, 76.4.

Business 80.3 or 80.3W or Computer and Information Science 8.3W.

Economics 10.1 or Business 10.1.

Economics 20.1 or Business 20.1.

Philosophy 14.4W or Computer and Information Science 12W. Accounting 1 and 40.

Additional undergraduate courses in any department or program to bring the total number of undergraduate credits to at least 110.

**Graduate courses** (30 credits)

Three courses chosen from either group (a) or (b):

- (a) Economics 705X or Business 705X, Economics 720X, Economics 721X, Economics 722X or Business 722X, or Economics 772X.
- (b) Business 704X, Business 710X, Business 711X or Economics 711X, Business 712X, Business 716X, Economics 728X.

Four of the following: Computer and Information Science 714X, 717.1X, 726X, 739X, 757X, 758X, 759X, 760X, 763X, 764X, 765X. Students who have completed Computer and Information Science 45 may not include Computer and Information Science 717.1X.

Nine additional credits in 700-level courses in Computer and Information Science.

Thesis or comprehensive examination under the guidance of the Department of Economics or the Department of Computer and Information Science.

**Division of Graduate Studies**

Graduate economics courses. Undergraduate students whose scholastic work is superior may be permitted to take graduate courses and apply the credit towards the baccalaureate degree. Students must consult with the deputy chairperson for graduate studies or the director of the accounting programs for approval prior to registration.

The Economics Department offers a master of arts degree program in economics. Some courses may be creditable toward the CUNY doctoral degree. Courses in accounting may be used to qualify for the C.P.A. examination in the State of New York.

For information, students should consult the department's deputy for graduate studies. A *Graduate Bulletin* may be obtained in the Office of Admissions.

**Courses**

\*Courses marked with an asterisk (\*) are not counted toward the requirement of no fewer than 18 credits in advanced courses for majors in this department for the B.A. degree.

+Economics 10.1 and 20.1 are required courses for students majoring in economics and accounting. Sophomores may take Economics 10.1 as a corequisite course. Juniors and seniors majoring in other departments may enroll in advanced courses without taking Economics 10.1, but they must have the necessary background information.

§Independent work means not less than three additional hours each week of conference, research, independent reading, and writing as assigned by the instructor. The student's grade is determined in part by the successful completion of this independent work.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

**Macroeconomics****\*0.1 Contemporary Problems of the Economy**

3 hours; 3 credits

Instability, monopoly, inequality, poverty, development. Topics studied vary with each section and reflect the interests of the students and the instructor. Intended for nonmajors.

**\*+10.1 Elementary Macroeconomics**

4 hours; 4 credits

Contemporary economic analysis of the operation of the United States economy. Role of markets and the determination of the overall level of economic activity. Dynamic process of growth, inflation, and international trade. (This course is the same as Business 10.1.)

*Prerequisite:* a score of 32 or higher on the CUNY Mathematics Skills Assessment Test or a grade of C or higher in Core Curriculum 3.11 or Core Studies 5 or 5.2, or passing Mathematics 2.9 or higher.

**10.2 Intermediate Macroeconomics**

3 hours; 3 credits

Static and dynamic analysis of national income measurement; aggregate approaches to theories of income; employment, prices, interest rates; public policies for growth and stabilization. (Not open to students who have completed Economics 19.1.)

*Prerequisite:* Economics 20.1 and 31.1, or the equivalent.

**10.4 Theory of Economic Growth**

3 hours; 3 credits

Steady state growth equilibria, comparative dynamics, and disequilibrium growth. Post-Keynesian, neoclassical, and neo-Ricardian models. Production functions and the capital valuation problem; the duality of the growth rate and the profit rate; two-sector and multisector models; the golden rule and problems of optimal growth. Critical analysis of growth models. Structural requirements and behavioral conditions for existence and stability of equilibrium. Fundamental question of why economies generate pressures for growth.

*Prerequisite:* Economics 20.1 and 31.1, or the equivalent.

**Microeconomics****+20.1 Elementary Microeconomics**

3 hours; 3 credits

Basic laws and principles of economic science. Value, price, and distribution. Preparation for more comprehensive studies involving application of the tools of analysis to economic problems. (This course is the same as Business 20.1.)

*Prerequisite:* A score of 32 or higher on the CUNY Mathematics Skills Assessment Test or a grade of C or higher in Core Curriculum 3.11 or Core Studies 5 or 5.2, or passing Mathematics 2.9 or higher.

**20.2 Intermediate Microeconomics**

3 hours; 3 credits

Methods and results of economic analysis used in interpretation of economic data and in solution of economic problems. Outstanding exponents of major theoretical approaches.

*Prerequisite:* Economics 20.1 and 31.1, or the equivalent.

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**Quantitative and mathematical economics**

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**30.2 Introduction to Economic and Business Statistics**

4 hours; 4 credits

Descriptive statistics including measures of central tendency, dispersion, and skewness. Probability and theoretical probability distributions including the binomial function and the normal curve. Sampling, estimation, and test of hypothesis. Simple correlation and regression analysis. Applications from social sciences. This course is the same as Business 30.2. (Not open to students who are enrolled in or have completed any of the following: Sociology 19.1, 20, 20.1; Political Science 12.5, 57; Psychology 40.1, 50; Mathematics 8.1, 51.1.)

*Prerequisite:* a score of 32 or higher on the CUNY Mathematics Skills Assessment Test or a grade of C or higher in Core Curriculum 3.11 or Core Studies 5 or 5.2, or passing Mathematics 2.9 or higher.

**30.3 Advanced Economic and Business Statistics**

3 hours; 3 credits

Index number construction. Time series analysis. Chi-square, F, and student's t distributions. Advanced topics in statistical inference. Variance, multiple regression, and correlation analysis. Applications from economics. This course is the same as Business 30.3.

*Prerequisite:* Economics 30.2 or Business 30.2 or Mathematics 51.1; and Economics 31.1 or its equivalent.

**31.1 Fundamental Methods of Mathematical Economics I**

3 hours; 3 credits

Mathematical tools necessary for advanced study. Application of differential calculus and matrix algebra to economic analysis. Consideration of static, comparative static, and optimization models. (This course is the same as Business 31.1. Not open to students who have completed Mathematics 10.1.)

*Prerequisite:* Economics 20.1 and Mathematics 2.9 or Mathematics 2.91 or any Mathematics course numbered higher than 2.9, or 2.91, or placement in Mathematics 3.3 on the basis of the calculus placement test.

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**Economics electives**

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**40.1 Labor Economics**

3 hours; 3 credits

Labor force concepts, composition, trends, and measurements. Human resource development problems in relation to population and economic growth. Wage patterns and theories. Characteristic risks and problems of the wage

earner. Legislative and private attempts to secure full employment. Insecurity and underutilization of the labor force.

*Prerequisite:* Economics 10.1.

**40.5 Economics of Discrimination**

3 hours; 3 credits

Discrimination in labor markets as it applies to sex, race, ethnic, and religious groups. Historical and theoretical analysis of the relationship of discrimination to economic systems, presented from alternative perspectives. Slavery, immigration, unionization, affirmative action, and the problem of quotas.

*Prerequisite:* Economics 10.1.

**40.6 Women and the Contemporary Economy**

3 hours; 3 credits

History of the socioeconomic position of women; evidence on the changing economic position of women in the post-civil rights era; assessments of the welfare-to-work transition; political economy of marriage and childbearing decisions. (This course is the same as Women's Studies 54.)

*Prerequisite:* Economics 10.1.

**60.2 Environmental and Natural Resource Economics**

3 hours; 3 credits

Economic aspects of pollution and resource conservation. Resource scarcity. Allocation of renewable and depletable resources. Application of environmental and conservation economics to current public policy problems.

*Prerequisite:* Economics 20.1 or permission of the chairperson.

**70.1 Money and Banking**

3 hours; 3 credits

The nature of money, the monetary system, and monetary standards. Commercial banking operations and noncommercial banking institutions. Relationship of money and banking to prices and economic activity. (This course is the same as Business 70.1.)

*Prerequisite:* Economics 10.1.

**70.7 Investment Science**

4 hours; 4 credits

Net present value, internal rate of return; yield, duration, immunization, and convexity of fixed-income securities; mean-variance portfolio theory, Markowitz model, CAPM, factor models, arbitrage pricing theory; models of asset dynamics, Ito's lemma, options theory, Black-Scholes equation, interest-rate derivatives. (This course is the same as Business 70.7 and Mathematics 74.2.)

*Prerequisite:* Economics 30.2 or Business 30.2 or Mathematics 8.1 or Mathematics 51.1; Economics 31.1 with a grade of B- or better; Economics 70.2 or Business 70.2.

**70.8 Financial Economics**

3 hours; 3 credits

Theoretical and public policy issues related to the structure and workings of financial markets. Uses microeconomic analysis to assess the effectiveness of various financial instruments in meeting the needs of investors who have varying preferences for risk. Derives and applies a variety of financial-decisions rules, including those associated with asset-pricing and arbitrage-pricing models. Additional topics include: risk and return trade-offs, cost of capital, and capital budgeting.

*Prerequisite:* Economics 20.1

**75.2 Public Finance**

3 hours; 3 credits

Economics of public finance. Government expenditures, taxation, and debt in relation to efficient resource use, equity in the distribution of wealth and income, stable growth, and related aspects of economic well-being.

*Prerequisite:* Economics 20.1.

**75.4 Socialist Thought**

3 hours; 3 credits

Various forms of socialism in their historical setting. Ideologies, critiques of capitalism, and programs of change.

*Prerequisite:* Economics 20.1.

**75.5 Urban Economics**

3 hours; 3 credits

Economic basis of the urban economy. Land utilization, land tenure, and land and building income. Ratios of improvement value to site value. Zoning regulations and city planning. Common real estate instruments.

*Prerequisite:* Economics 20.1.

**75.6 Industrial Organization**

3 hours; 3 credits

Economic analysis of the structure of markets and the behavior of firms. Examination and evaluation of public policy toward business. Topics include pricing strategies, product differentiation, barriers to entry, corporate mergers, research and development, and antitrust legislation and regulation.

*Prerequisite:* Economics 20.1

**76.1 International Macroeconomics and Finance**

3 hours; 3 credits

The foreign exchange market, international financial markets, and the determination of the equilibrium exchange rate. Price levels and the exchange rate in the long run; output and the exchange rate in the short run; foreign exchange intervention; capital mobility; monetary and asset market approach to the balance of payments; international macroeconomic policy and the international monetary system.

*Prerequisite:* Economics 20.1.

**76.3 International Trade**

3 hours; 3 credits

Gains from trade, the nature of comparative advantage and the determination of patterns of trade, the roles of scale economies, imperfect competition, and factor movements in the international economy. Tariffs, non-tariff barriers, administered protection, and some aspects of the political process of the formation of trade policy. Effects of trade policies on employment, prices, income distribution, and national economic welfare. Case studies.

*Prerequisite:* Economics 20.1.

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**Honors seminars**

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**81.1 Seminar in Macroeconomics**

3 hours; 3 credits

Mathematical and econometric techniques. Course description may be obtained in the department office before registration.

*Prerequisite:* Economics 10.2.

**81.3, 81.4 Independent Research in Macroeconomics**

Minimum of 9 hours conference and independent work§; 3 credits

Independent research supervised by a faculty member. Approved topic. Weekly conference. Research paper:

*Prerequisite:* Economics 10.2.

**82.3 Independent Research in Microeconomics**

Minimum of 9 hours conference and independent work§; 3 credits

Independent research supervised by a faculty member. Approved topic. Weekly conference. Research paper:

*Prerequisite:* Economics 20.2.

**83.3 Independent Research in Quantitative and Mathematical Economics**

Minimum of 9 hours conference and independent work§; 3 credits

Independent research supervised by a faculty member. Approved topic. Weekly conference. Research paper:

*Prerequisite:* Economics 31.2 or Business 31.4.

**84.3, 84.4 Independent Research in Human Resources and Economics of Poverty**

Minimum of 9 hours conference and independent work§; 3 credits

Independent research supervised by a faculty member. Approved topic. Weekly conference. Research paper:

*Prerequisite:* Economics 40.1 or 40.4.

### **87.3, 87.4 Independent Research in Money and Finance**

Minimum of 9 hours conference and independent work§; 3 credits

Independent research supervised by a faculty member. Approved topic. Weekly conference. Research paper.

*Prerequisite:* Economics 70.1.

### **90.3 Special Topics**

3 hours; 3 credits

Topics vary from term to term. Course descriptions may be obtained from department office before registration. Students may take this course for credit twice, but may not repeat topics.

*Prerequisite:* permission of the chairperson.

### **92.3 Independent Research in Economic Development and Trade**

Minimum of 9 hours conference and independent work§; 3 credits

Independent research supervised by a faculty member. Approved topic. Weekly conference. Research paper.

*Prerequisite:* Economics 76.1 or 76.2.

The following course is inactive and will be offered only if there is sufficient demand:

### **10.3 Business Cycles**

### **30.4 Econometrics**

### **31.2 Fundamental Methods of Mathematical Economics II**

### **31.3 Introduction to Mathematical Economic Theory**

### **65.1 Evolution of Modern Economic Thought**

### **75.3 Transitional Economics and Comparative Economics**

### **76.2 Economic Development Theory**

### **76.3 International Trade**

### **92.4 Independent Research in Economic Development and Trade**

## **Accounting**

### **Accounting 1 Introductory Accounting**

4 hours; 4 credits

Introduction to the concepts and principles of accounting. Techniques of data accumulation. Nature and interpretation of financial statements. Corporate accounting. (Not open to students who have completed Economics 71.01 or 71.1.) Fall and spring terms.

### **Accounting 2 Introduction to Managerial Accounting**

3 hours; 3 credits

Accounting systems and controls. Cost accounting for manufacturers. Uses of accounting data. Analysis of changes in financial position. (Not open to students who have

completed Economics 71.02 or 71.2.) Fall and spring terms.

*Prerequisite:* Accounting 1, or Economics 71.01 or 71.1.

### **Accounting 3 Intermediate Financial Accounting I**

3 hours; 3 credits

Detailed consideration of the accounting principles and valuation of current assets, operational assets, liabilities, and taxes. Concepts of future and present value. Emphasis placed on pronouncements of the Financial Accounting Standards Board and the Accounting Principles Board. (Not open to students who have completed Economics 71.03 or 71.3.) Fall and spring terms.

*Prerequisite:* Accounting 2, or Economics 71.02 or 71.2.

### **Accounting 4 Cost Accounting**

3 hours; 3 credits

The theories and methods of accounting for manufacturing costs with the emphasis placed on control, planning, and decision making. Historical and predetermined cost accumulation. Costs for special purposes. Cost concepts, problems, and applications. (Not open to students who have completed Economics 71.04 or 71.5.) Fall and spring terms.

*Prerequisite:* Accounting 2, or Economics 71.02 or 71.2.

### **Accounting 5 Intermediate Financial Accounting II**

3 hours; 3 credits

Detailed consideration of long-term investments, liabilities, and stockholders' equity. Statement of changes in financial position. Other related topics. (Not open to students who have completed Economics 71.05 or 71.3.) Fall and spring terms.

*Prerequisite:* Accounting 3, or Economics 71.03.

### **Accounting 6 Introduction to Auditing**

3 hours; 3 credits

Internal auditing. Control systems. Auditing programs and techniques. Adequacy of evidence. (Not open to students who have completed Economics 71.06 or 71.6.) Fall and spring terms.

*Prerequisite:* Accounting 3, or Economics 71.03 or 71.3.

### **Accounting 7 Cost and Managerial Accounting for Strategic Decision Making**

4 hours; 4 credits

Strategies for cost accumulation with emphasis on control, planning, and decision making. Quantitative methods and analytical tools for capital budgeting and inventory control, including linear programming. Management decision making under uncertainty. (Not open to students who have completed Accounting 4 or 12.)

*Prerequisite:* Economics 30.2; Computer and Information Science 5.2; and Accounting 2 or Economics 71.02 with a grade of C- or higher.

**Accounting 10 Advanced Financial Accounting**

3 hours; 3 credits

Significant issues relating to theory and problems of accounting topics including leases, pensions, and earnings per share. Partnership accounting. (Not open to students who have completed Economics 71.07 or 71.7.) Fall and spring terms.

*Prerequisite:* Accounting 5 or Economics 71.05 with a grade of C- or higher.

**Accounting 11 Consolidated and Not-for-Profit Entities**

3 hours; 3 credits

Theory and problems of consolidated statements and not-for-profit entities. (Not open to students who have completed Economics 71.08 or 71.4.) Fall and spring terms.

*Prerequisite:* Accounting 5, or Economics 71.05 or 71.3 with a grade of C- or higher.

**Accounting 12 Advanced Managerial Accounting**

3 hours; 3 credits

Quantitative analysis for decision making in manufacturing. Topics in capital budgeting, inventory control, and linear programming. Decision models under uncertainty. Cost behavior patterns and cost allocations. The computer as a tool. (Not open to students who have completed Economics 71.09 or 71.5.) Fall and spring terms.

*Prerequisite:* Economics 30.2 or Business 30.2; and Accounting 4 or Economics 71.04 with a grade of C- or higher.

**Accounting 13 Auditing in the Public Environment**

3 hours; 3 credits

The attest function. Independent public accounting; principles and procedures. The code of professional ethics. Detailed consideration of Statements on Auditing Standards. (Not open to students who have completed Economics 71.10 or 71.6.) Fall and spring terms.

*Prerequisite:* Economics 30.2 or Business 30.2; and Accounting 5 or Economics 71.05, and Accounting 6 or Economics 71.06 with grades of C- or higher.

*Prerequisite or corequisite:* Accounting 10 or Economics 71.07.

**Accounting 14W Auditing Concepts**

4 hours; 4 credits

Theory, concepts, and procedures utilized in the audit process, including the code of professional ethics, legal liability, evidence, and verification of accounts. Course material supplemented with specific applications using cases and group decision making. Writing-intensive course. (Not open to students who have completed Accounting 6 or 13.)

*Prerequisite:* English 2; Economics 30.2 or Business 30.2; and Accounting 5 or Economics 71.05 and Accounting 21 with grades of C- or higher.

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**Information systems and control**

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**Accounting 21 Accounting Information Systems**

2 hours; 2 credits

Purposes and uses of accounting information systems; design, implementation, and evaluation. Interrelationship of accounting and managerial information systems. Emphasis on computer applications. (Not open to students who have completed Economics 79.2.)

*Prerequisite:* Computer and Information Science 5.2 and Accounting 2.

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**Taxation**

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**Accounting 30 Income Taxation**

4 hours; 4 credits

Principles and problems associated with the federal income-tax laws. Methods of tax research. Broad implications and consequences of the tax system with brief coverage of other tax laws and jurisdictions. (Not open to students who have completed Economics 70.5.) Fall and spring terms.

*Prerequisite:* Accounting 1, or Economics 71.01 or 71.1.

**Accounting 31 Taxation of Business Enterprises**

3 hours; 3 credits

A survey course outlining the basic tax law affecting business enterprises. Corporate income tax from organization of the corporate entity, capital structure, corporate distributions, the income process, redemptions, liquidations, and reorganizations; small business corporations (Sub Ch. S); and partnership taxation. This course is designed to provide theoretical and practical experience with tie-ins to applicable tax forms. The case study method will be used where applicable. A class project or research paper will be required. (Not open to students who have completed Economics 70.6.) Fall and spring terms.

*Prerequisite:* Accounting 30 or Economics 70.5, and Accounting 3 or Economics 71.03; or their equivalent.

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**Business law**

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**Accounting 40 Business Law I**

3 hours; 3 credits

Systematic analysis of legal concepts and principles applied to economic institutions. Wealth and income of individuals, families, and business enterprises including: fixing future behavior (contracts); the rules of the game in commodity markets (sales); distribution of risks through primary and secondary underwriters (insurance, guaranty, and suretyship); storage of commodities function (bailments); sales of commodities with secured interests (secured transactions); accumulated capital, consumer goods, and legal rights in commodities and diverse intangibles (personal property). (Not open to students who have completed Economics 50.5.) Fall and spring terms.

**Accounting 41 Business Law II**

3 hours; 3 credits

Systematic analysis of legal concepts and principles applied to ownership, control, and management of natural resources (real property); delegating authority and responsibility (agency); structure and functions of business enterprises (partnerships, corporations, and holding companies); creditors' rights, rehabilitation of failing firms (creditors' compositions and bankruptcy); substitutes for money (negotiable instruments); and elements of providing wealth and/or income during life and after death (trusts and wills). (Not open to students who have completed Economics 50.6.) Fall and spring terms.

*Prerequisite:* Accounting 40 or Economics 50.5.

**Accounting 45 Fraudulent Reporting and Forensic Financial Analysis**

3 hours; 3 credits

The tools of financial statement analysis and skills that can be used to detect fraudulent and manipulative financial statements; review of actual fraudulent financial statements issued to investors; discussion of recent legislation and its impact on the accounting profession; reforms that would actually protect investors. (This course is the same as Business 72.)

*Prerequisite:* sophomore status.

**Accounting seminars****Accounting 84.1, 84.2 Seminar in Accounting**

3 hours; 3 credits

Basic postulates of accounting and income measurement. Accounting aspects of business control and decision making. Application of accounting in special areas including those subject to administrative control. Written and oral reports. Course description may be obtained in the department office before registration. (Accounting 84.1 is not open to students who have completed Economics 93.6. Accounting 84.2 is not open to students who have completed Economics 93.7.)

*Prerequisite:* Accounting 5, or Economics 71.05 or 71.3; and Accounting 4, or Economics 71.04 or 71.5.

**Accounting 90.2 Special Topics**

2 hours; 2 credits

Topics vary from term to term. Course description may be obtained in the department office before registration. Students may take this course twice, but may not repeat topics.

*Prerequisite:* permission of the department chairperson.

**Business, Management, and Finance****Business 6.1 Professional Development and Success**

2 hours; 2 credits

The development of professional skills necessary for career success. Focus on skills sought by employers and required for facilitating transition into the working world. Discussions on the following topics: verbal and written communications, impression management, corporate culture, leadership, developing and delivering presentations, and interpersonal skills.

*Prerequisite:* sophomore or higher standing.

**Business 10.1 Elementary Macroeconomics**

4 hours; 4 credits

Contemporary economic analysis of the operation of the United States economy. Role of markets and the determination of the overall level of economic activity. Dynamic process of growth, inflation, and international trade. (This course is the same as Economics 10.1.)

*Prerequisite:* a score of 32 or higher on the CUNY Mathematics Skills Assessment Test or a grade of C or higher in Core Curriculum 3.11 or Core Studies 5 or 5.2, or passing Mathematics 2.9 or higher.

**Business 20 Business and Finance in the Contemporary World**

3 hours; 3 credits

Introduction to business and business organizations. Special emphasis on entrepreneurship. Survey of management, leadership, human resource management, operations management, quality control, marketing, economics, finance, personal finance, financial institutions, the securities markets, accounting, technology management, social responsibility, and international business. Of interest to students who are undecided about their major and want to explore the different areas of business as well as for those who are not majoring in business and want a basic background in business principles.

**Business +20.1 Elementary Microeconomics**

3 hours; 3 credits

Basic laws and principles of economic science. Value, price, and distribution. Preparation for more comprehensive studies involving application of the tools of analysis to economic problems. (This course is the same as Economics 20.1.)

*Prerequisite:* A score of 32 or higher on the CUNY Mathematics Skills Assessment Test or a grade of C or higher in Core Curriculum 3.11 or Core Studies 5 or 5.2, or passing Mathematics 2.9 or higher.

**Business 30.2 Introduction to Economic and Business Statistics**

4 hours; 4 credits

Descriptive statistics including measures of central tendency, dispersion, and skewness. Probability and theoretical probability distributions including the binomial function and the normal curve. Sampling, estimation, and test of hypothesis. Simple correlation and regression analysis. Applications from social sciences. This course is the same as Economics 30.2. (Not open to students who are enrolled in or have completed any of the following: Sociology 19.1, 20, 20.1; Political Science 12.5, 57; Psychology 40.1, 50; Mathematics 8.1, 51.1.)

*Prerequisite:* a score of 32 or higher on the CUNY Mathematics Skills Assessment Test or a grade of C or higher in Core Curriculum 3.11 or Core Studies 5 or 5.2, or passing Mathematics 2.9 or higher.

**Business 30.3W Advanced Economic and Business Statistics**

3 hours; 3 credits

Index number construction. Time series analysis. Chi-square, F, and student's t distributions. Advanced topics in statistical inference. Variance, multiple regression, and correlation analysis. Applications from economics. This course is the same as Economics 30.3. Writing-intensive course.

*Prerequisite:* English 2; Business 30.2 or Economics 30.2 or Mathematics 51.1; and Economics 31.1 or its equivalent.

**Business 31.1 Fundamental Methods of Mathematical Economics I**

3 hours; 3 credits

Mathematical tools necessary for advanced study. Application of differential calculus and matrix algebra to economic analysis. Consideration of static, comparative static, and optimization models. (This course is the same as Economics 31.1. Not open to students who have completed Mathematics 10.1.)

*Prerequisite:* Economics 20.1 and Mathematics 2.9 or Mathematics 2.91 or any Mathematics course numbered higher than 2.9, or 2.91, or placement in Mathematics 3.3 on the basis of the calculus placement test.

**Business 31.3 Management Information Systems**

3 hours; 3 credits

Management information systems as a business resource for achieving competitive advantage. The major IT applications used in business and how they enable competitiveness. The central role that relational databases and data warehouses play in the business world. How IT has enabled and accelerated the growth of e-commerce. The role of decision support systems and artificial intelligence in business. Overview and impact of IT infrastructure design. System Development Lifecycle, project management, outsourcing, offshoring and its impact on the US economy. Information security, intellectual property rights, copyright and patent law on a national and international level. New trends in technology and their potential impact on industry. Case studies and team project are required. This course is the same as Computer and Information Science 9.2. (Not open to students who have completed Computer and Information Science 9.2).

*Prerequisite:* Computer and Information Science 5.2 and at least sophomore standing; or permission of the chairperson.

**Business 31.4 Operations Management**

3 hours; 3 credits

Study in managerial decision making to solve a wide range of operating management problems. Topics covered include: planning, evaluation, and control of operations; forecasting and inventory management; scheduling; project design and management; resource allocation; queuing models; quality of the work environment; and technological change. Design and implementation of management strategy will be emphasized

through computer simulation, problems, and cases. This course is the same as Computer and Information Science 10.31. (Not open to students who are enrolled in, or who have completed Mathematics 73.2 or Economics 31.4.)

*Prerequisite:* Business 30.2 or Economics 30.2; and Business 50.1.

**Business 31.5 Electronic Commerce**

3 hours; 3 credits

How the Internet can be used to conduct business. Topics covered include: Internet hardware and software, tools and technologies for creating a Web site, characteristics of successful Web sites, new technologies, the future of the Internet, Web communication strategies, security issues, legal and ethical issues, Internet information services, data mining, and global E-commerce. Case studies of successful E-commerce businesses will be examined. This course is the same as Computer and Information Science 3.2.

*Prerequisite:* Core Curriculum 3.12 or Core Studies 5 or 5.1 or any course in computing.

**Business 40.3 Strategic Human Resource Management**

3 hours; 3 credits

Managerial labor policies. Factors affecting productive efficiency and morale of workers. Methods and policies of apprenticeship, recruitment, dismissal; criteria of employee selection, wage payment, and work standards. Problems of monotony and work schedules. Welfare policies. A critical perspective on the interaction of business strategy with human resource management (HRM). This course is the same as Psychology 12.7. (Not open to students who have completed Economics 40.3.)

*Prerequisite:* Sophomore status or Psychology 10.

**Business 40.4 Managing Diversity in a Global Economy**

3 hours; 3 credits

This course is targeted to students who are interested in increasing their ability to make informed human resource decisions (such as recruiting, selection, performance management, training and development, change management, and compensation) in multicultural and international contexts. The course will provide students with the knowledge and skills that will enable them to effectively integrate diversity considerations (such as gender, race, ethnicity, national origin, age, and disability status) into business and human resource decisions both in the U.S. and global contexts. It will also provide students with concepts and frameworks to better understand why and how human resource issues vary from a country to another. Real life examples and cases will be used to illustrate and integrate the studied concepts.

*Prerequisite:* Business 40.3.

### **Business 40.7 Gender Diversity in the Workplace: A Global Perspective**

3 hours; 3 credits

Knowledge and skills that will enable students to effectively integrate gender considerations into business and human resource decisions both in the U.S. and global contexts.

The course will: (1) Analyze the evolution of the relationship between sex, gender, and work around the world; (2) Compare and contrast the labor market and organizational experiences of men and women in the U.S. in a comparative perspective with other industrialized countries; and (3) Examine strategies for successfully managing gender diversity in organizations. Real life examples and cases will be used to illustrate and integrate the studied concepts. This course is the same as Women's Studies 40.7.

*Prerequisite:* Upper sophomore status or Business 40.3 or Psychology 12.7 or Women's Studies 12.

### **Business 50.1 Introduction to Management**

3 hours; 3 credits

Principles of management. Functions of the manager. Organization and operation of American business. Management processes, concepts, and specific problems of production, management, labor relations, marketing, financing, decision making and accounting. Lectures, discussions, and case studies. (Not open to students who have completed Economics 50.1.)

### **Business 50.2 Principles of Marketing Management**

3 hours; 3 credits

An overall view of the field of marketing and the theory of consumer and enterprise demand. Emphasis is given to consumer behavior; advertising, social responsibility, marketing strategies, market potential, product planning and development, market research, pricing, sales promotion, channels of distribution and government regulation. (Not open to students who have completed Economics 50.2.)

### **Business 50.3 Negotiation and Conflict Resolution**

3 hours; 3 credits

Introduction to the field of negotiation, conflict studies, and mediation theory. Nature of conflict, conflict resolution, nature of negotiation, finding negotiation leverage, professional and moral responsibility in negotiation, mediation approaches, trends in the discipline of conflict resolution. Games, simulations, and case studies.

*Prerequisite:* Business 50.1 or 50.2, and upper sophomore status. Juniors and seniors not majoring in accounting; business, management, and finance; or economics may take this course without any prerequisites.

### **Business 50.4 Organizational Behavior**

3 hours; 3 credits

This course deals with individual and group behavior within organizational systems. Topics covered include: job

satisfaction, work motivation, communications, organizational design, organizational culture, organizational change, leadership, team development, interpersonal and intergroup conflict management, total quality management, and social responsibility/ethics. (Not open to students who have completed Economics 50.4.)

*Prerequisite:* Business 50.1.

### **Business 50.5 Small Business Management and Minority Entrepreneurship**

3 hours; 3 credits

Entrepreneurial processes of new venture creation and small business management. How entrepreneurs start businesses, psychological and economic characteristics of entrepreneurs, obtaining financing, small business marketing and advertising, financial and cash management for a small business, managing a small business, and using the World Wide Web as a profitable business tool. Importance of small business development by minorities. Case studies of successful minority entrepreneurs will be examined.

### **Business 50.6 Business Practices and the Jewish Tradition**

3 hours; 3 credits

Using the classical sources of the Jewish tradition, this course will examine subjects dealing with running a business in accordance with Jewish law and values. Topics covered include compassion for the poor; concern for the stranger; racism, employer-employee relations, pricing, honesty in business, water, environmentalism, and moral leadership. (This course is the same as Judaic Studies 20.5.)

*Prerequisite:* Judaic Studies 12 or 13 or permission of the chairperson.

### **Business 50.7 Advertising and Direct Marketing**

3 hours; 3 credits

Importance of advertising and direct marketing in the mix of strategies for selling. Determining budgets and objectives. Evaluating strategies. Development of a media plan. Analysis of the creative process. Copy and media testing. Direct response advertising, direct mail, catalogs, mailing lists, cooperative advertising, telemarketing, and lead generation. Group projects and real-life applications. (Not open to students who have completed Economics 50.7.) This course is the same as Television and Radio 17.

*Prerequisite:* Business 50.2 or Television and Radio 6.5.

### **Business 50.8 Management of New and Emerging Technologies**

3 hours; 3 credits

The focus of this course is on the management of work units charged with technical renewal or new applications of technology. The practical problems of people in industry, involving interpersonal relations, groups, leadership, and organizational change, will be viewed in light of the overall

strategy of the firm. Issues will range from managing project groups in traditional pyramid organizations, as well as in the newer matrix organizations, to managing the transfer of technology on an international basis. This course will use the case study approach predominantly, but also will include small group student projects. This course is the same as Computer and Information Science 9.50. (Not open to students who have completed Economics 50.8.)

*Prerequisite:* Business 50.1.

### **Business 50.9 Consumer Behavior**

3 hours; 3 credits

Interdisciplinary approach to understanding consumer motivation and behavior: The relationship of information processing and learning theory on buyer behavior; importance and measurement of images and attitudes, theories of promotion and communication, and models of consumer behavior: Consumerism. Application of theoretical principles to advertising, positioning, segmentation, and product strategies. (Not open to students who have completed Economics 50.3 or Economics 50.9.)

*Prerequisite:* Business 50.2.

### **Business 51 Ethnic Marketing and Multicultural Business**

3 hours; 3 credits

Ethnic marketing in the United States from an interdisciplinary perspective. Strategic value of diversity, segmentation, ethnic market research, utilizing the ethnic media, and marketing to various ethnic groups including African-Americans, Latinos, Asian-Americans, and others. Contribution of ethnic entrepreneurs and ethnic businesses to the economy. Interdisciplinary readings, current general and trade press material, cases, and relevant census data will be used. (This course is the same as Puerto Rican and Latino Studies 56.)

*Prerequisite:* Business 50.1 or 40.3; and 50.2.

### **Business 52 Leadership in Organizations**

2 hours; 2 credits

Current theory and research in effective leadership. Focus on how successful leadership enhances the effectiveness of organizations. How to develop leadership skills, assert authority, achieve power, introduce change, and transform an organization. Special attention to leadership and entrepreneurship in startup firms. Qualities of entrepreneurial leadership. Student self-assessment of leadership skills and styles. Case studies of effective and ineffective leaders.

*Prerequisite:* sophomore status.

### **Business 55 Small Business Operations and Entrepreneurship**

3 hours; 3 credits

Practicum in which teams of students work in the field on real projects for entrepreneurs or small business owners. About half of class time will be allocated to in-class sessions

while the other half will be used to work on a field project. This course is targeted to students who are interested in developing their practical knowledge and competence of key processes in small business management including competitive intelligence, competitive analysis, business plans, entrepreneurial finance, venture capital, marketing plans, franchising, ethical issues, and resource requirements.

*Prerequisite:* Business 50.5 with a grade of B or higher; or permission of the instructor.

### **Business 60 Business and Corporate Writing**

3 hours; 3 credits

Writing and written communication skills needed in business, finance, government, and public relations. How to outline, research, write, edit, and rewrite business documents. Assignments include writing corporate letters, memos, brochures, reports, and other documents. Students will also share in simulated boardroom corporate communications decision-making, as selected documents are reviewed and rewritten by the class. This course is the same as Television and Radio 60.

*Prerequisite:* English 1.

### **Business 70.1 Money and Banking**

3 hours; 3 credits

The nature of money, the monetary system, and monetary standards. Commercial banking operations and noncommercial banking institutions. Relationship of money and banking to prices and economic activity. (This course is the same as Economics 70.1.)

*Prerequisite:* Economics or Business 10.1.

### **Business 70.2 Corporation Financial Management**

3 hours; 3 credits

Basic problems faced by financial managers. Goals and functions of financial managers, tools of financial analysis, forecasting funds requirements, management of current assets, short-, intermediate-, and long-term financing. (Not open to students who have completed Economics 70.2.)

*Prerequisite:* Accounting 1.

### **Business 70.3 Investment and Securities Markets**

3 hours; 3 credits

Existent markets including investment institutions and security exchanges. Technique of investment analysis. (Not open to students who have completed Economics 70.3.)

*Prerequisite:* Business 70.2 or Economics 70.2 or Economics 70.8.

### **Business 70.4 Options, Futures, and Commodities Markets**

3 hours; 3 credits

Discussion of current theory and research in options, futures, and commodities markets. Topics covered include how these markets have become an integral part of the investment

community. Special attention will be paid to understanding the trading of options, futures, and commodities and how the movement in these markets link to current events in the world.

*Prerequisite:* Business 70.2.

### **Business 70.5 Personal Finance**

3 hours; 3 credits

Fundamentals of personal finance. Covers budgeting and cash-flow management, credit use, planned borrowing, taxes, managing major expenditures such as automobiles and housing, retirement planning and estate planning, higher education planning, property and liability insurance, health care planning, life insurance planning, and investments, (stocks, bonds, mutual funds, commodities).

### **Business 70.7 Investment Science**

4 hours; 4 credits

Net present value, internal rate of return; yield, duration, immunization, and convexity of fixed-income securities; mean-variance portfolio theory, Markowitz model, CAPM, factor models, arbitrage pricing theory; models of asset dynamics, Ito's lemma, options theory, Black-Scholes equation, interest-rate derivatives. (This course is the same as Economics 70.7 and Mathematics 74.2.)

*Prerequisite:* Economics 30.2 or Business 30.2 or Mathematics 8.1 or Mathematics 51.1; Economics 31.1 with a grade of B- or better; Economics 70.2 or Business 70.2.

### **Business 71 Real Estate Finance and Management**

3 hours; 3 credits

Essentials of real estate financing and management. Topics covered include real estate financing, how to value and invest in income producing property, development and sub-division of real estate, co-ops and condominiums, environmental issues, fair housing practice, contracts, leases, landlord/tenant law, real estate brokerage, listing agreements, buyer representation, form of ownership, appraisal, property development, and closing the real estate transaction.

*Prerequisite:* Business 70.2.

### **Business 72 Fraudulent Reporting and Forensic Financial Analysis**

3 hours; 3 credits

The tools of financial statement analysis and skills that can be used to detect fraudulent and manipulative financial statements; review of actual fraudulent financial statements issued to investors; discussion of recent legislation and its impact on the accounting profession; reforms that would actually protect investors. (This course is the same as Accounting 45.)

*Prerequisite:* sophomore status.

### **Business 76.4 International Business and Marketing**

3 hours; 3 credits

An introduction to the international business environment. Topics covered include: issues involved in researching and entering overseas markets, identification and evaluation of opportunities in overseas markets, and problems faced by international business. Emphasis will be placed on understanding the economic, financial, technological, sociopolitical, and cultural environments in designing international business strategies.

*Prerequisite:* Economics or Business 10.1 or Business 50.2.

### **Business 76.5 Asian Business**

3 hours; 3 credits

Introduction and overview of the business environment in the Asia-Pacific region: China, Japan, Korea, Taiwan, and the ASEAN nations. Researching and entering Asian markets, Asian management theory and practice, the Asian financial crisis, identification and evaluation of risks and opportunities in Asian markets, problems faced by international firms in doing business in Asia. Designing international business in light of historical, economic, technological, political, and socio-cultural environments.

*Prerequisite:* Economics or Business 10.1 or Business 50.1 or 50.2. Juniors and seniors not majoring in accounting; business, management, and finance; or economics may take this course without any prerequisites.

## **Seminars**

### **Business 80.1W Seminar in Business Management and Policy**

3 hours; 3 credits

Analysis and discussion of selected cases in business organization, staffing, supervision, motivation, and compensation of employees; strategic planning, budgeting, controllership, and decision-making in the financing, marketing, and production functions of business firms. The students will employ models to develop solutions to common management problems. Writing-intensive course. (Not open to students who have completed Economics 80.1.)

*Prerequisite:* English 2

*Prerequisite or corequisite:* Business 50.1 or Economics 50.1, and senior standing, and at least 34 credits in departmental courses required for the B.S. degree in business, management, and finance.

### **Business 80.2W Seminar in Business Finance**

3 hours; 3 credits

Research, analysis, and discussion of case histories in the financing of business, multinational, and not-for-profit enterprises, including study of debt and equity issues in mergers, consolidations, acquisitions, split-ups and expansions. Financing by venture capital, banks, and other financial institutions including underwriters and governmental agencies. Emphasis

on alternatives facing financial managers in decision making under conditions of certainty and uncertainty. Writing-intensive course. (Not open to students who have completed Economics 80.2.)

*Prerequisite:* English 2

*Prerequisite or corequisite:* Business 70.2 and senior standing; and at least 34 credits in departmental courses required for the B.S. degree in business, management, and finance.

### **Business 80.3W Seminar in Computer-Assisted Management Games**

3 hours; 3 credits

Simulation of a business environment providing practice in various management functions such as objective setting, planning, supervising, organizing, controlling, problem solving, and leadership. Emphasis on presentation and communication skills in presenting results and their justification. Includes games involving competition in the marketplace and use of knowledge-based management software for the business executive. The desired course objectives are enhanced negotiating skills, improved personnel observations, and optimized managerial behaviors. Writing-intensive course. (Not open to students who have completed Economics 80.3. This course is the same as Computer and Information Science 8.3W.)

*Prerequisite:* English 2

*Prerequisite or corequisite:* Business 30.2; or Mathematics 8.1 or 51.1; and Business 31.4; and Business 50.1 or Economics 50.1; and Computer and Information Science 5.2 or 1.5; and senior standing; and at least 34 credits in departmental courses required for the B.S. degree in business, management, and finance.

### **Business 80.4W Seminar in Marketing Research**

3 hours; 3 credits

Basic techniques of marketing research, including research design, use of primary and secondary data, questionnaire construction, sample selection, data collection and analysis, report writing, and applications of research to the solution of marketing problems. A group research project involving data collection and analysis is required. Writing-intensive course. (Not open to students who have completed Economics 80.4.)

*Prerequisite:* English 2

*Prerequisite or corequisite:* Business 30.2 or Economics 30.2, or Mathematics 8.1 or 51.1; and Business 50.2; and senior standing.

### **Business 80.5W Seminar in Special Topics in Business**

3 hours; 3 credits

Topics vary from term to term. Course description may be obtained in the department office before registration. Students may take this course more than once for credit but may not repeat topics. Writing-intensive course.

*Prerequisite:* English 2; senior standing and at least 34 credits in departmental courses required for the B.S. degree in business, management, and finance.

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### **Honors seminars**

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#### **Business 85.3, 85.4 Independent Research in Business Policy and Managerial Economics**

Minimum of 9 hours conference and independent work; 3 credits

Independent research supervised by a faculty member. Approved topic. Weekly conference. Research paper. (Students may not receive credit for more than two of the following courses: Business 85.3, 85.4; Economics 85.3, 85.4.)

*Prerequisite:* one of the following: Business 31.4, 40.3, 50.1, 50.2, 50.4; Economics 31.4, 40.3, 50.1, 50.2, 50.3, 50.4; an overall GPA of at least 2.85; and departmental permission.

#### **Business Internship 97.5, 97.6 Fieldwork I, II**

9 hours fieldwork; 3 credits

Off-campus internship or independent research project supervised by a faculty member. Final report. (Business 97.5 is not open to students who have completed Economics 87.5 or 97.5. Business 97.6 is not open to students who have completed Economics 87.6 or 97.6.)

*Prerequisite:* Upper sophomore status and departmental permission.

## Education

Dean: Deborah A. Shanley  
Office of the Dean: 2111 James Hall  
Telephone: (718) 951-5214, (718) 951-5208

Associate Dean: Kathleen McSorley  
2107 James Hall  
Telephone: (718) 951-5214

Office of Student Advisement and Services  
Director: John L. Stahlnecker  
2105 James Hall  
Telephone: (718) 951-5447, (718) 951-5820

Program Offices  
Early childhood education  
2309 James Hall  
Telephone: (718) 951-5205

Childhood education,  
Adolescence education, and special subjects  
2105 James Hall  
Telephone: (718) 951-5447

Professors: Brumberg, Bursztyn, Fuys, Korn-Bursztyn, Lynch, Martinez-Pons, Rose, Rubal-Lopez, Shanley;  
Associate Professors: Bloomfield, DeBey, Duboys, Forbes, Giles, Rubinson, Taubman, Winslow;  
Assistant Professors: Adams, Alexakos, Blue, Bynoe, Elizalde-Utnick, Hadar, Hwu, Kaya-Katsan, Kharem, Lee, Louis, Mancuso, McSorley, Meagher, Miele, Murrow, Novemsky, O'Connor-Petruso, Nunez, Reed, Rosenfeld, Rubel, Scharron-Del Rio, Shannon, Siegel, Zolkower.

The School of Education offers undergraduate programs for the education of teachers in the following areas and levels:

1. Early childhood education teacher (birth–grade 2) with an option for dual certification for teaching students with disabilities in early childhood.
2. Childhood education teacher (grades 1–6).
3. Childhood education teacher (grades 1–6) with an extension for bilingual (Spanish-English) education.
4. Adolescence education (grades 7–12): biology, chemistry, English, mathematics, modern languages (French, Italian, or Spanish), physics, and social studies.
5. Special subjects (all grades): music education, physical education.

Each program includes courses and related field experiences in schools and communities.

Advisement and counseling for the childhood and adolescence education programs and special subjects are coordinated through the School of Education Office of Student Advisement in 2105 James Hall. The early childhood program is coordinated in 2309 James Hall. Students who have completed courses no longer listed in the *Bulletin* must have them evaluated by the program head or the School of Education undergraduate deputy before taking additional education courses.

To continue in an education sequence, students must meet New York City health requirements and School of Education competence and grade point average requirements at specified levels.

During their final semester before graduation, students should apply in the Office of Student Advisement and Services, 2105 James Hall, for review of their records and should complete an application for certification.

The School of Education in coordination with Kingsborough Community College and Borough of Manhattan Community College offers a joint A.S. degree in Educational Studies/B.A. in Early Childhood Education Teacher. Information about these programs may be obtained from Kingsborough Community College and Borough of Manhattan Community College.

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### Early Childhood Center

The Early Childhood Center provides opportunities for students in the School of Education to observe and study young children in an educational setting. There are opportunities for planned observations and conferences.

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### Division of Graduate Studies

The School of Education offers master's degree programs in early childhood education, childhood education, teacher of students with disabilities, adolescence education, and special subjects. There is an advanced certificate program in educational administration and supervision; there are also master's degree and advanced certificate programs in school counseling and school psychology. For information, students should consult the program head or the School of Education undergraduate or graduate deputy. A *Bulletin* for the Division of Graduate Studies may be obtained in the Office of Admissions.

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### Admission requirement for education programs

In order to declare a major in education, a student must have completed at least 30 credits with a grade point average of 2.50 or better in liberal arts and sciences.

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### Admission requirements for student teaching for early childhood, childhood, middle childhood, and adolescence education teacher

In order to register for student teaching in early childhood or childhood programs a student must have completed all education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and sciences courses. Students in adolescence education and special subjects must have an Education GPA of 2.75 or higher; a GPA of 2.75 or higher in their major; and a GPA of 2.75 or higher overall.

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### Preregistration for student teaching on the secondary-school level

Students who plan to take courses in Adolescence Education or Special Subjects, listed as 71.01–71.13 and 72.01–72.13, should preregister in the Office of Adolescence Education

and Special Subjects, 2105 James Hall. Obtain application forms and file by October 1 for spring term enrollment and by March 1 for fall term enrollment. Education 71.01–71.13 are offered only in the fall term, and Education 72.01–72.13 are offered only in the spring term.

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**B.A. degree program for early childhood education teacher (birth–grade 2)**

**HEGIS code 0823; SED program code 26737**

**Dual certification for early childhood education teacher and teaching students with disabilities in early childhood**

**HEGIS code 0823; SED program code 27988**

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Early childhood education teacher is a writing-intensive major program. Completion of the B.A. degree with a major in early childhood education qualifies students to receive New York State initial teacher certification (birth through grade 2). Students who meet additional requirements will qualify for dual certification in early childhood education and in teaching students with disabilities in early childhood. Students majoring in the early childhood education teacher program are expected to have satisfied the foreign language requirement in high school and must be exempt from assignment to a speech course.

In addition to fulfilling the Core Curriculum requirements, students must complete a liberal arts and sciences concentration (30 credits). Specific requirements apply for each concentration. Students should consult separate listings for the following departments and programs and should also consult with an adviser in the Office of Student Advisement in the School of Education: American studies; anthropology and archaeology; art; children's studies; classics; environmental studies; English; general science; health and nutrition sciences; history; Judaic studies; mathematics; modern languages and literatures (including Chinese, French, Italian, Russian, Spanish); music; philosophy; political science; psychology; Puerto Rican and Latino studies; sociology; theater; women's studies. (Additional concentrations may be offered.)

Students must also complete the following courses and their corequisites and prerequisites: Psychology 24.5 or Health and Nutrition Sciences 31; Speech 12; Mathematics 1.95, or a mathematics course numbered 3 or higher and a passing score on a Mathematics Department proficiency examination; General Science 9.1 or 9.2 or 9.3 or 9.4 or 9.5; Mathematics 1.97; and General Science 20 (21–22 credits). In addition, students must complete the following pedagogical courses: Education 16, 34, 36.1, 37.11, 39, 40.1, 43.1; 44.1, 45.1, and 74 (33 credits).

Students wishing to obtain dual certification for early childhood education teacher and teaching students with disabilities in early childhood must complete Education 51.11 and 51.12 and their prerequisites as well as 50 hours of field experience and 150 hours of student teaching in settings for students with disabilities in early childhood education.

Each education course must be completed with a grade of C or higher. Note: Students must present a GPA of at least

3.00 in education courses prior to student teaching (Education 74).

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**B.A. degree program for childhood education teacher (grades 1–6)**

**HEGIS code 0802; SED program code 26829**

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Childhood education teacher is a writing-intensive major program. Completion of the B.A. degree with a major in childhood education qualifies students to receive New York State initial teacher certification (grades 1–6) and prepares students for employment in the schools of New York State. Students majoring in the childhood education teacher program are expected to have satisfied the foreign language requirement in high school and must be exempt from assignment to a speech course.

In addition to fulfilling the Core Studies requirements, students must complete a liberal arts and sciences concentration (30 credits). Specific requirements apply for each concentration. Students should consult separate listings for the following departments and programs and should also consult with an adviser in the Office of Student Advisement in the School of Education: American studies; anthropology and archaeology; art; children's studies; classics; environmental studies; English; general science; health and nutrition sciences; history; Judaic studies; mathematics; modern languages and literatures (including Chinese, French, Italian, Russian, Spanish); music; philosophy; political science; psychology; Puerto Rican and Latino studies; sociology; theater; women's studies. (Additional concentrations may be offered.)

Students must also complete the following courses and their corequisites and prerequisites: One of the following social science courses: Africana Studies 41, Anthropology 37.5, Political Science 23, Psychology 4, Puerto Rican and Latino Studies 32.5, Sociology 26.4; one of the following arts and humanities courses: Art 62.10, Classics 13, English 6, Film 9, Judaic Studies 10, Philosophy 9, Speech 14.5, Television and Radio 10, Theater 60; Mathematics 1.95, or a mathematics course numbered 3 or higher and a passing score on a Mathematics Department proficiency examination; General Science 9.1 or 9.2 or 9.3 or 9.4 or 9.5; Mathematics 1.97; and General Science 20 (17 credits). In addition, students must complete the following pedagogical courses: Education 16, 34, 36, 37, 40, 43, 44, 45, and 79 (33 credits).

Each education course must be completed with a grade of C or higher. Note: Students must present a GPA of 3.00 or higher in education courses prior to student teaching (Education 79).

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**B.A. degree program for childhood education teacher, bilingual (Spanish/English) education extension (grades 1–6)**

**HEGIS code 0802; SED program code 26828**

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Childhood education teacher, bilingual (Spanish/English) is a writing-intensive program. Completion of the B.A. degree with a major in childhood education with an extension for bilingual education qualifies students to receive New York

State initial teacher certification for childhood education (grades 1–6) with an extension of that certification to include teaching bilingual education. This program is offered to selected students interested in teaching children in Spanish/English bilingual programs to qualify for teacher certification in Spanish/English bilingual education. Students must demonstrate proficiency in English and Spanish. For courses in Spanish, students should seek counseling in the School of Education and in the Department of Puerto Rican and Latino Studies. Students majoring in childhood education with an extension for bilingual education are expected to have satisfied the foreign language requirement in high school and must be exempt from assignment to a speech course.

In addition to fulfilling the Core Studies requirements, students must complete a Puerto Rican and Latino Studies concentration by taking the following courses: Puerto Rican and Latino Studies 41, 42, 43, 44, 45 as well as one course from each of the four following groups: Puerto Rican and Latino Studies 14, 16, 18; Puerto Rican and Latino Studies 23, 24, 40; Puerto Rican and Latino Studies 32, 78; and Puerto Rican and Latino Studies 35, 38, 77 (31 credits).

Students must also complete the following courses and their corequisites and prerequisites: One of the following social science courses: Africana Studies 41, Anthropology 37.5, Political Science 23, Psychology 4, Puerto Rican and Latino Studies 32.5, Sociology 26.4; one of the following arts and humanities courses: Art 62.10, Classics 13, English 6, Film 9, Judaic Studies 10, Philosophy 9, Speech 14.5, Television and Radio 10, Theater 60; Mathematics 1.95, or a mathematics course numbered 3 or higher and a passing score on a Mathematics Department proficiency examination; General Science 9.1 or 9.2 or 9.3 or 9.4 or 9.5; Mathematics 1.97; and General Science 20 (17 credits). In addition, students must complete the following pedagogical courses: Education 16, 34, 36, 37, 38, 40.2, 43, 44, 45, and 79.2 (33 credits).

Students must present a GPA of at least 2.50 in liberal arts and science courses. Each required education course must be completed with a grade of C or higher. Note: Students must present a GPA of at least 3.00 in education courses prior to student teaching.

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**Bachelor's degree programs for adolescence education (grades 7–12): biology, chemistry, English, mathematics, modern languages (French, Italian, Spanish), physics, social studies (Africana studies, American studies, anthropology, economics, history, political science, Puerto Rican and Latino studies, sociology), and special subjects (all grades): music, physical education (see appropriate department for HEGIS code and SED program-code)**

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Adolescence education (grades 7–12) and special subject programs are writing-intensive. These programs reflect changes in teacher certification requirements recently implemented by the New York State Education Department. Students completing majors in secondary education or in special subjects under the former requirements should refer

to the 2000–2003 *Undergraduate Bulletin*. Degree programs in adolescence education and in special subjects include a major in an appropriate department of the college and in the case of social studies may also include an approved selection of interdepartmental courses. Completion of an adolescence education program as part of a major in English, one of the appropriate social sciences, mathematics, one of the sciences, or a language other than English qualifies students for New York State initial certification in adolescence education for grades 7 through 12. Completion of a special subjects program as part of a major in music education or physical education qualifies students for New York State initial certification in special subjects for all grades. Students qualifying for the initial certification in adolescence education may obtain an extension to teach English, social studies, mathematics, or one of the sciences in grades 5 and 6 by taking Education 63.3. In addition to this section, students should consult the listing for their major department.

Students, except music education majors, must complete 21 credits in the School of Education as specified below. Music education majors must complete 12 credits in the School of Education as specified below. Music education majors should see below and consult the listing in the "Music" section in this *Bulletin*.

**School of Education courses (21 credits)**

This four-term sequence may be started in the lower-sophomore term, or upper-sophomore term.  
Education 16, 34, 64.1, 69 (12 credits).

The appropriate 5-credit course in student teaching:

Education 71.01 Seminar on Methods of Teaching English, Student Teaching I

Education 71.02 Seminar on Methods of Teaching Social Studies, Student Teaching I

Education 71.03 Seminar on Methods of Teaching Mathematics, Student Teaching I

Education 71.04 Seminar on Methods of Teaching Science, Student Teaching I

Education 71.11 Seminar on Methods of Teaching Modern Languages, Student Teaching I

Education 71.13 Seminar on Methods of Teaching Physical Education, Student Teaching I

The appropriate 4-credit course in student teaching:

Education 72.01 Advanced Seminar on Methods of Teaching English, Student Teaching II

Education 72.02 Advanced Seminar on Methods of Teaching Social Studies, Student Teaching II

Education 72.03 Advanced Seminar on Methods of Teaching Mathematics, Student Teaching II

Education 72.04 Advanced Seminar on Methods of Teaching Science, Student Teaching II

Education 72.11 Advanced Seminar on Methods of Teaching Modern Languages, Student Teaching II

Education 72.13 Advanced Seminar on Methods of Teaching Physical Education, Student Teaching II

In addition to the required Bachelor of Music in Music Education curriculum, music education majors must complete the following courses, including student teaching (12 credits):

Education 16 and 34 (6 credits).

Education 65 (6 credits).

### **A major in a department of the college**

Students must complete an appropriate major in another department of the college. Consult the appropriate departmental section in this *Bulletin* for the major requirements.

In the case of social studies, students must complete a major in one of the following: Africana studies, American studies, anthropology, economics, history, political science, Puerto Rican and Latino studies, or sociology. Study must include within the major, or in addition to courses in the major, study in economics, government, and at least 21 credits in the history and geography of the United States and the world. In the case of music, the major must be in the Bachelor of Music in Music Education in order to meet the state requirements.

### **Admission requirements and academic standing**

Students must have a GPA of 2.50 or higher based on a minimum of 30 credits in liberal arts and sciences to take Education 16 and 34; to take Education 64.1 and 69, students must have a GPA of 2.50 or higher in liberal arts and sciences courses and a GPA of 2.75 or higher in Education 16 and 34; to take Education 65, 71.01, 71.02, 71.03, 71.04, 71.11, or 71.13, students must have a GPA of 2.75 or higher in liberal arts and sciences courses, a GPA of 2.75 or higher in education courses, and a GPA of 2.75 or higher in their major; and permission of the chairperson of the major department and the head of adolescence education and special subjects; to take Education 72.01, 72.02, 72.03, 72.04, 72.11, or 72.13, students must have a GPA of 3.00 or higher in Education 71.01–71.13, a GPA of 2.75 or higher in their major; and the permission of the chairperson of the major department and the head of adolescence education and special subjects.

## **Courses**

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

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### **Early childhood education, childhood education, childhood bilingual education, adolescence education and special subjects**

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#### **16 The Art, Philosophy, and Culture of Teaching**

4 hours recitation, 25 hours field experience; 3 credits

Study of teaching, linking theory and practice and connecting the philosophical, historical, and cultural foundations of education with curriculum and the art of teaching. Relation of significant educational movements, philosophies, and teaching practices to all students' educational experiences, including

students with special needs and English language learners, from birth through adolescence. Opportunities through class discussion, portfolio preparation, and field experiences for reflection on interactions between school and community, teachers' roles, and issues of diversity and social justice. (Not open to students who are enrolled in or have completed Education 14 and open only to students who have completed at least 30 credits in liberal arts and sciences with a grade point average of 2.50 or higher.)

*Prerequisite:* English 1.

#### **34 Urban Children and Adolescents: Development and Education**

3 hours recitation, 25 hours field experience; 3 credits

Relationships between basic developmental processes of children and adolescents and their educational experiences in schools and communities. Role of culture, ethnicity, race, gender, and social class upon biological and psychological processes. Emphasis on children in urban, multicultural schools, including students with special needs and those who are English language learners, from birth through adolescence. Field trips to a variety of educational sites; observations and interviews of children; continuation of portfolio development; reflection upon field experiences of 25 hours.

*Prerequisite or corequisite:* Education 16.

#### **36 Education and Society: Teaching the Social Sciences**

2 hours recitation, 2 hours supervised field experience; 3 credits

The teaching of social science contributions to the teaching of social studies. The influence of culture, class, ethnicity, gender and race, as well as factors in the home, school, and community, on students' readiness to learn, and on the creation of a sense of active citizenship, sense of community, and respect for one another. Approaches to the social studies curriculum that address multiple research-validated instructional strategies, the uses of technology, and assessment methods for all students, including English language learners and students with special needs. Continuation of portfolio development. Fieldwork in classrooms. (Not open to students who are enrolled in or have completed Education 48.5 or 58.5.)

*Prerequisite:* Education 16 and 34.

*Corequisite:* Education 43 and one of the following: Africana Studies 41, Anthropology 37.5, Political Science 23, Psychology 4, Puerto Rican and Latino Studies 32.5, Sociology 26.4. A student who receives a failing grade in Education 36 and a grade of C or higher in the corequisite social science course may with departmental permission, repeat Education 36 without a corequisite requirement.

### **36.1 Social Studies in Early Childhood Education: General and Special Education**

2 hours recitation, 2 hours supervised field experience;  
3 credits

Social studies curriculum for young children with diverse learning needs and of differing cultural and linguistic backgrounds in varied school, family, and community settings. Study of social science texts and materials, curriculum, and pedagogic methods, including culturally developmentally appropriate practices and play-based curriculum for young children. Field experience in schools and community settings. Development of teaching portfolio.

*Prerequisite:* Education 16 and 34.

### **37 Education and Literacy: An Interdisciplinary Approach to the Language Arts**

3 hours recitation, 2 hours supervised field experience;  
3 credits

Framework for integrating the humanities with related teaching arts. Identification of the learning processes, motivation, communication, and classroom organization skills necessary for language acquisition and literacy development. Study of multiple literacies and narrative structures. Curriculum development and planning, individualized instruction and assessment strategies for teaching the language arts to all children, including English language learners and students with special needs. Psycholinguistic and sociolinguistic factors in literacy. Emphasis on multiethnic children's literature and arts experiences. Continuation of portfolio development.

*Prerequisite:* Education 16 and 34.

*Corequisite:* Education 40 and one of the following: Art 62.10, Classics 13, English 6, Judaic Studies 10, Philosophy 9, Speech 14.5, Theater 60. A student who receives a failing grade in Education 37 and a grade of C or higher in the corequisite humanities course may, with departmental permission, repeat Education 37 without a corequisite requirement.

### **37.11 Development of Language and Literacy in Young Children: General and Special Education**

2 hours recitation, 2 hours supervised field experience;  
3 credits

Language acquisition in the early years; typical and atypical development. Planning and implementing curriculum for emergent literacy. Psycholinguistic and sociolinguistic factors in literacy; narrative structures in children's oral language and in children's literature. Consideration of the needs of English language learners. Role of families and cultural communities in language and literacy development, with a particular focus on the urban experience. Study of children's literature, texts, and materials, including on-line resources. Communication and early literacy in an integrated early childhood curriculum that includes the arts and the humanities. Development of teaching portfolio.

*Prerequisite:* Education 16 and 34.

*Prerequisite or corequisite:* Education 36.1.

### **38 Education and Science/Mathematics/Technology**

2 hours; 2 credits

Integrates study of the sciences, mathematics, technology, and education. Analysis of the processes of scientific investigation that students experience in General Science 9.1, 9.2, 9.3, or 9.4, and development of the ability to make effective use of these experiences in teaching. Models of instruction, such as cooperative learning and inquiry-based learning. Continuation of portfolio development. Examination of mathematics, science, and technology in the current and historical social context. Influence of attitudes towards science on learning. Use of the Internet and computer software in education. National, state, and local mathematics, science, and technology teaching and curriculum standards.

*Prerequisite:* Education 34; Core Studies 5, or Core Studies 5.1 and 5.2; Core Studies 7.1, 7.2, 8.1, and 8.2, or their equivalents.

*Corequisite:* General Science 9.1, 9.2, 9.3, or 9.4. A student who receives a failing grade in Education 38 and a grade of C or higher in General Science 9.1, 9.2, 9.3, or 9.4 may, with departmental permission, repeat Education 38 without a corequisite requirement.

### **39 Early Education and Care of Infants and Toddlers: General and Special Education**

2 hours recitation, 1 hour supervised field experience; 2 credits

This course addresses developmental needs and appropriate practices in the education and care of infants and toddlers. Prospective teachers will study current research in typical and atypical early development and learn to create nurturing, learning environments for all children. Introduction to models of infant and toddler programs, including early intervention, with a focus on culturally diverse, urban settings. Establishing partnerships with families and caregivers; developing community resources. Consultation and collaboration with other professionals in education and related services. Development of teaching portfolio. Field assignments.

*Prerequisite:* Education 16 and 34.

*Prerequisite or corequisite:* Education 36.1 and 37.11.

### **40 Integrated Methodologies for Literacy Instruction.**

2 hours recitation, 2 hours supervised field experience;  
3 credits

An integrated approach to teaching literacy to all children, including English language learners and students with special needs. Appropriate multiple research-validated instructional strategies; formal and informal assessment methods for evaluating student learning and improving instruction. Continuation of portfolio development. Supervised field experiences.

*Prerequisite:* Education 16 and 34.

*Corequisite:* Education 37.

#### **40.1 Literacy Teaching and Learning in Early Childhood: General and Special Education**

2 hours recitation, 2 hours supervised field experience; 3 credits.

Nature and basis of literacy teaching and learning for young children; curriculum development strategies; print and on-line resources for emergent and early literacy. Approaches to integrating early literacy throughout the curriculum for all children, including English language learners and children with special needs. The role of families and communities in literacy teaching and learning.

*Prerequisite:* Education 16, 34, 36.1, 37.11, and 39.

*Prerequisite or corequisite:* Education 43.1.

#### **40.2 Integrated Methodologies for Bilingual Literacy Instruction**

2 hours recitation, 2 hours supervised field experience; 3 credits

An integrated approach to teaching literacy to all children, including students with special needs, with a primary focus on literacy development and language acquisition in bilingual (Spanish/English) programs. Appropriate multiple research-validated instructional strategies; formal and informal assessment methods for evaluating student learning and improving instruction. Supervised field experiences.

*Prerequisite:* Education 16 and 34.

*Corequisite:* Education 37.

#### **43 Teaching the Creative Arts**

2 hours recitation, 2 hours supervised field experience; 3 credits

Analysis and application of theories and educational research in learning to the teaching of the visual arts, music, dance, and drama. Strategies for developing creative skills, aesthetic sensitivity, and an understanding of the role of materials and performance in artistic expression and classroom practice. Role and value of the arts in individual and social development in a society of varied cultures, communities, and families. Approaches and techniques that foster and deepen all children's creativity and thinking skills. Continuation of portfolio development. Work with a variety of artistic forms and media; guided field trips and supervised field experience.

*Prerequisite:* Education 16 and 34.

*Corequisite:* Education 36.

#### **43.1 Arts in Early Childhood Curriculum: General and Special Education**

2 hours recitation, 2 hours supervised field experience; 3 credits

Analysis and application of theory and research to the teaching of the visual arts, music and movement, dance, and drama for all young children, birth through grade two, including culturally and linguistically diverse children, as well as children with special needs. Role of materials and performance as

they apply to artistic learning in young children. Approaches to integrating the arts in early childhood curriculum; place of the arts in diverse cultures and communities, with a focus on the urban experience. Development of teaching portfolio. Work with a variety of artistic forms and media, field trips, and supervised field experience.

*Prerequisite:* Education 16, 34, 36.1, 37.11, and 39.

*Corequisite:* Education 40.1.

#### **44 Teaching Mathematics: Childhood Education**

2 hours laboratory, 2 hours supervised field experience; 2 credits

Study of how children learn mathematics. Curriculum development; research-based instruction; multiple forms of assessment. Approaches to teaching mathematics to all students, including English language learners and students with special needs. Technology as a tool for student learning and a resource for teaching. Application of course content in field placement and development of reflective practice. Continuation of portfolio development. Taught in coordination with Mathematics 1.97.

*Prerequisite:* Education 38, General Science 9.1, or 9.2, or 9.3, or 9.4, and Mathematics 1.95.

*Corequisite:* Mathematics 1.97.

#### **44.1 Teaching Mathematics in the Early Years: General and Special Education**

2 hours mathematics laboratory, 2 hours supervised field experience; 2 credits

Approaches to the teaching of mathematics with an emphasis on the curricular and instructional topics emphasized in early childhood. These include the development of mathematical thinking processes in young children; curricular guidelines from New York State, National Association for the Education of Young Children, and National Council of Teachers of Mathematics; integration of mathematical experiences into all curricular areas; needs of special populations, including English language learners; familial involvement; appropriate use of technology; and multiple perspectives on assessment. Development of early childhood teaching portfolio. Taught in coordination with Mathematics 1.97.

*Prerequisite:* Education 16, 34, 36.1, 37.11, 39, 40.1, 43.1, and Mathematics 1.95.

*Corequisite:* Education 45.1; Mathematics 1.97.

#### **45 Teaching Science: Childhood Education**

1 hour recitation, 2 hours supervised field experience; 2 credits

Methods of teaching basic science concepts and processes to children. Focus on promoting scientific curiosity and developing literacy through inquiry and active learning needed for science explorations. Methods of teaching science to all students, including English language learners and children with special needs. Application of course content in field sites with emphasis on developing reflective practice. Continuation

of portfolio development. Taught in coordination with General Science 20.

*Prerequisite:* Education 38 and General Science 9.1, or 9.2, or 9.3, or 9.4.

*Corequisite:* General Science 20.

#### **45.1 Science Inquiry for Young Children: General and Special Education**

1 hour recitation, 2 hours supervised field experience; 2 credits

Creation of environments that promote scientific curiosity and playful exploration in all children, including children with special needs and English language learners. Integration of science within the early childhood curriculum; the role of movement, music, and the performing arts in representing, refining, reviewing, and communicating science learning. Exploration of technologies and community resources, with a particular focus on urban environments. Review of professional, state, and local curriculum standards. Family involvement in science education. Development of teaching portfolio. Taught in coordination with General Science 20.

*Prerequisite:* Education 16, 34, 36.1, 37.1.1, 39, 40.1, and 43.1.

*Corequisite:* Education 44.1; General Science 20.

#### **51.1.1 Foundations and Pedagogy in Early Childhood Special Education**

3 hours recitation, 1 hour supervised field experience; 3 credits

Introduction to the historical, social, cultural, and legal foundations of special education and educational models of early childhood special education. Roles of families, educators, related service professionals, and advocates in shaping policy, curriculum, and expectations for students with disabilities. An examination of issues in the study of child development and disability. Focus on infants, toddlers, and young children of diverse cultural and linguistic backgrounds in urban settings. This course is linked with a corequisite course through the use of thematic material and faculty collaboration.

*Prerequisite:* Education 16, 34, 36.1, and 37.1.1.

*Corequisite:* Psychology 24.5 or Health and Nutrition Sciences 31. A student who receives a failing grade in Education 51.1.1 and a grade of C or higher in the corequisite course may, with departmental permission, repeat Education 51.1.1 without a corequisite requirement.

#### **51.1.2 Environments and Curriculum Adaptation for Young Learners with Special Needs**

3 hours recitation, 1 hour supervised field experience; 3 credits

Introduction to planning, implementing, and evaluating instruction for young children with special needs. Designing environments, curricular planning and modification to implement inclusive programs, including work in developmental and curriculum areas and positive behavior supports. Working with related service professionals; assessment and interventions with children and families; interagency collaborations. Focus

on young children from diverse cultural and linguistic backgrounds in urban settings. This course is linked with a corequisite course through the use of thematic material and faculty collaboration.

*Prerequisite:* Education 16, 34, and 51.1.1.

*Corequisite:* Speech 12. A student who receives a failing grade in Education 51.1.2 and a grade of C or higher in the corequisite course may, with departmental permission, repeat 51.1.2 without a corequisite requirement.

#### **74 Seminar and Comprehensive Student Teaching: Early Childhood Education**

3 hours recitation, weekly supervised teaching (at least 300 hours); 9 credits

Design of developmentally appropriate environments, curricula and pedagogy for young children birth–grade 2. Classroom organization and curriculum modification for children of different age levels and with diverse learning needs in culturally and linguistically diverse, urban settings, including children with special needs and English language learners. Families and communities in early childhood education. Development of teaching portfolio. 300 hours of student teaching in one or more of the following age levels: preschool, kindergarten, grades 1 and 2 as required for the initial certificate in early childhood education. (Open only to students who have completed all required education courses with a grade point average of 3.00 or higher; and a grade point average of 2.75 or higher in liberal arts and sciences courses.)

*Prerequisite:* Education 16, 34, 36.1, 37.1.1, 39, 40.1, 43.1, 44.1, and 45.1.

*Additional prerequisites* for dual early childhood/special education certification: 51.1.1 and 51.1.2.

#### **75.1.1 Seminar and Comprehensive Student Teaching I: General and Special Education**

2 hours seminar; supervised teaching (at least 225 hours/semester); 4 credits

Role of materials and resources in the early childhood years; classroom organization and curriculum modification for children of different age levels and with diverse learning needs in culturally and linguistically diverse, urban settings. Families and communities in early childhood education; special topics in early childhood education. Development of teaching portfolio. Students will complete at least 225 hours of student teaching in one of the following age levels: preschool, kindergarten, grades 1 and 2. They will complete student teaching requirements in Education 75.1.2 in a second age level in order to qualify for the initial certificate in early childhood education. Open only to students who have completed all required education courses with a grade point average of 3.00 or higher; and a grade point average of 2.75 or higher in liberal arts and sciences courses.

*Prerequisite:* Education 16, 34, 36.1, 37.1.1, 39, 40.1, 43.1, 44.1, and 45.1.

*Corequisite:* For dual certification in early childhood education and early childhood special education: Education 51.1.1.

### **75.12 Seminar and Comprehensive Student Teaching II: General and Special Education**

3 hours seminar; supervised teaching (at least 225 hours/semester); 5 credits

Methodology and curriculum development in early childhood settings, birth–grade 2. Integrated curriculum in early childhood settings, with a focus on culturally and linguistically diverse, urban settings. Teachers as researchers; development of a reflective approach to teaching and assessing a diverse child population, including children with special needs and English language learners. Families and communities in early childhood education. Development of teaching portfolio. Students who have completed at least 225 hours of student teaching in Education 75.11 in preschool, kindergarten, or grades 1 and 2, must complete the student teaching requirements for this course in a second age level. Open only to students who have completed all required education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and sciences courses.

*Prerequisite:* Education 16, 34, 36.1, 37.11, 39, 40.1, 43.1, 44.1, 45.1, and 75.11.

*Prerequisite or corequisite:* For dual certification in early childhood education and early childhood special education: Education 51.11 and 51.12.

### **79 Seminar and Comprehensive Student Teaching: Childhood Education**

3 hours recitation, weekly supervised teaching (at least 300 hours); 9 credits

Student teaching. Application of the principles of teaching to all aspects of the curriculum, including literacy instruction in both childhood classroom settings, grades 1–3 and 4–6; long- and short-term planning. Focus on self-reflective teaching and assessment procedures to address the learning needs of a diverse student population, including English language learners and students with special needs. Preparation in development of school-community relationships and collaborative learning; integration of instructional technology; culmination of portfolio development. Readings and discussions on significant issues related to classroom teaching and professional development, including preventing child abduction, substance abuse, safety education, and child abuse awareness. Focus on skills in fostering effective relationships and interactions to support all students and urban schools and the process of school change. (Not open to students who are enrolled in or have completed any of the following: Education 75.1, 75.2, 75.3, 76.1, 76.2, 77, 77.2, 78, 78.2. Open only to students who have completed all required education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and sciences courses.)

*Prerequisite:* Education 43, 44, 45.

### **79.2 Seminar and Comprehensive Student Teaching: Bilingual Education**

3 hours recitation, weekly supervised teaching (at least 300 hours); 9 credits

Student teaching. Application of the principles of teaching to all aspects of the curriculum, including literacy instruction in both childhood classroom settings, grades 1–3 and 4–6; long- and short-term planning. Methods of teaching native language arts to bilingual (Spanish/English) language learners; methods of teaching content areas using Spanish and English. Focus on self-reflective teaching and assessment procedures to address the learning needs of a diverse student population, including English language learners and students with special needs. Preparation in development of school-community relationships and collaborative learning; integration of instructional technology; culmination of portfolio development. Readings and discussions on significant issues related to classroom teaching and professional development, including preventing child abduction, substance abuse, safety education, and child abuse awareness. Focus on skills in fostering effective relationships and interactions to support all students and urban schools and the process of school change. (Not open to students who are enrolled in or have completed any of the following: Education 75.1, 75.2, 75.3, 76.1, 76.2, 77, 77.2, 78, 78.2. Open only to students who have completed all required education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and sciences courses.)

*Prerequisite:* Education 43, 44, 45.

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## **Adolescence education and special subjects**

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### **62.01 Curriculum and Teaching in the Middle School: English and the Humanities**

2 hours; 2 credits

Teaching methods and curriculum for middle schools. Focus on various literacies, specifically on the teaching of literature, languages, and speech. Topics include teaching strategies, assessment, lesson plans, creating inclusive and aesthetically rich classrooms, curriculum development, and teacher-student relationships.

*Prerequisite:* Education 16 and 34.

### **62.02 Curriculum and Teaching in the Middle School: Social Science and Humanities**

2 hours; 2 credits

Methods and materials for teaching social studies and humanities. National standards and implications for secondary education. National and regional curriculum models and approaches to teaching in light of differing standards and curricula. Interdisciplinary and multicultural perspectives; teaching literacy across the curriculum. Framework for specific methodological issues in preparation for student teaching.

*Prerequisite:* Education 16 and 34.

### **62.03 Curriculum and Teaching in the Middle School: Mathematics and Science**

2 hours; 2 credits

Contemporary issues of curriculum standards and teaching methods with emphasis on grades 6–9. Specific strategies for classroom organization, lesson development, teaching, and assessment. Literacy as related to teaching mathematics and science. Using calculators and computers in teaching.

*Prerequisite:* Education 16 and 34.

### **62.13 Physical Education and the School Curriculum**

2 hours; 2 credits

Relationship of physical education to the school curriculum, including its role in teaching literacy and quantitative skills.

*Prerequisite:* Education 16 and 34.

### **63.3 Methods and Teaching Practice in Middle Schools**

4 hour recitation, 100 hours supervised field experience; 6 credits

Curricula and methodologies for teaching various subjects in middle schools. Emphasis on the needs of middle school students, on writing across the curriculum, and on the interdisciplinary aspects of the curriculum. Development of literacy and approaches to the English language learner and special needs learner. Supervised practical teaching and other field experiences in the middle (5 and 6) grades.

*Prerequisite:* Education 16 and 34 and permission of the head of Adolescence Education and Special Subjects.

*Prerequisite or corequisite:* Education 64.1 or 69.

### **64.1 Language and Literacy Development in Adolescence Education and Special Subjects**

3 hours recitation, 25 hours field experience; 3 credits

Current theory and methods of teaching the use of written and spoken language in all subject areas of the curriculum from grades 7 to 12. Includes issues of language development and diversity, differences between written and spoken language, teaching students of diverse linguistic and cultural backgrounds and those with special needs, and the relationship between identity formation and writing, reading, and speaking. (Not open to students who have completed Education 64).

*Prerequisite:* Education 16 and Education 34.

### **64.15 Theories and Practice of Composition**

3 hours; 3 credits

Workshop in understanding the nature of writing and how to teach it. Writing as a process: invention, revision, editing; effective structures; writing about literature; experimenting with genres; writing as a way of learning. Social and linguistic influences on writing. Responding to other people's work. Frequent in-class writing; several short papers taken through

drafts; compilation of a portfolio. This course is the same as English 50.14.

*Prerequisite:* English 1.

### **65 Seminar on Teaching Methods of Music Education, Student Teaching I and II**

1 hour recitation, weekly supervised teaching (total 40 days, 300 hours); 6 credits

Supervised teaching in music in schools at two grade levels (pre K–6; and 7–12). Weekly seminar. Synthesis and application of knowledge and skill in human processes and variations, learning styles and processes, motivation, communication, classroom management, special needs, language acquisition and literacy development, curriculum development, instructional planning and strategies, technology and assessment, and the rights and responsibilities of all involved in the educational process, especially as applied to urban students. Workshops in identifying, reporting, and responding to child abuse, and in substance abuse, fire and arson prevention, and safety education. Students spend the equivalent of forty days in schools during which time they engage in daily supervised student teaching.

*Prerequisite:* permission of the director of the Conservatory of Music and the head of the Program in Adolescence Education and Special Subjects.

### **66.21–66.37 Curriculum Methods of Teaching Students with Special Needs**

2 hours recitation, 2 hours laboratory; 3 credits

Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources applied to teaching special-needs preadolescents and adolescents in secondary schools. Making subject matter understandable to students with a wide range of disabilities. Mastering, improvising, and adapting techniques for special-needs students. Motivation and evaluation for special-needs students.

66.21 English.

66.22 Social studies.

66.23 Mathematics.

66.24 Science.

66.31 Modern languages.

66.32 Music.

66.33 Physical education.

*Prerequisite or corequisite:* Education 60.1 and 60.2.

### **67.01–67.17 Methods of Teaching in the Secondary Schools**

3 hours; 3 credits

Planning for instruction, teaching techniques, curriculum evaluation and assessment, and special issues in one of the subjects specified below.

67.01 English.

67.02 Social studies.

67.03 Mathematics.

67.04 Science.

67.11 Modern languages.

67.12 Music (K–12).

67.13 Physical education (K–12).

*Prerequisite:* Education 60.1 or its equivalent and a baccalaureate degree. Open only to students who are currently teaching or who have obtained written permission of the secondary education division coordinator.

### **69 Integrative and Multidisciplinary Teaching and Learning**

3 hours recitation, 25 hours field experience;  
3 credits

Principles for integrating multidisciplinary, multicultural, and aesthetic perspectives into the curriculum. Relating skills, knowledge, and instructional technology through connecting themes, issues, and activities. Innovative and alternative research-based models and practices for inclusive settings, special education, reading, and writing across the curriculum.

*Prerequisite:* Education 16, 34.

*Prerequisite or corequisite:* Education 64.1.

#### **71.01 Seminar on Methods of Teaching English, Student Teaching I.**

#### **71.02 Seminar on Methods of Teaching Social Studies, Student Teaching I.**

#### **71.03 Seminar on Methods of Teaching Mathematics, Student Teaching I.**

#### **71.04 Seminar on Methods of Teaching Science, Student Teaching I.**

#### **71.11 Seminar on Methods of Teaching Modern Languages, Student Teaching I.**

#### **71.13 Seminar on Methods of Teaching Physical Education, Student Teaching I.**

4 hours recitation, weekly supervised teaching,  
(total 20 days, 150 hours); 5 credits

Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources aligned with New York State learning standards and applied to teaching specific subject areas at grade levels appropriate for state certification requirements; selection of supervised instructional experiences structured to evolve professional awareness; development of self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners; continued application of knowledge of language acquisition and literacy development by native English speakers and English language learners, and of strategies for integrating technology into the classroom. Students spend a minimum of two hours each day in the school. Daily supervised student teaching in grades appropriate for state certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations.

*Prerequisite:* Education 64.1 unless otherwise specified by the major department and approval of the chairperson of the

major department and the head of Adolescence Education and Special Subjects.

*Prerequisite or corequisite:* Education 69 unless otherwise specified by the major department and the head of Adolescence Education and Special Subjects.

#### **72.01 Advanced Seminar on Methods of Teaching English, Student Teaching II**

4 hours recitation, weekly supervised teaching  
(total 20 days, 150 hours); 4 credits

Advanced theories and methods of teaching English at grade levels appropriate for state certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating newly adopted English curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in workshops in identifying, reporting, and responding to child abuse, and in substance abuse, fire and arson prevention, and safety education. Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching.

*Prerequisite:* permission of the chairperson of the English Department and the head of the Program in Adolescence Education and Special Subjects.

*Prerequisite or corequisite:* Education 71.01.

#### **72.02 Advanced Seminar on Methods of Teaching Social Studies, Student Teaching II**

4 hours recitation, weekly supervised teaching  
(total 20 days, 150 hours); 4 credits

Advanced theories and methods of teaching specific subject areas within social studies at grade levels appropriate for state certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating newly adopted social studies curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in workshops in identifying, reporting, and responding to child abuse, and in substance abuse, fire and arson prevention, and safety education. Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching.

*Prerequisite:* permission of the chairperson of the major department and the head of the Program in Adolescence Education and Special Subjects.

*Prerequisite or corequisite:* Education 71.02.

### **72.03 Advanced Seminar on Methods of Teaching Mathematics, Student Teaching II**

4 hours recitation, weekly supervised teaching (total 20 days, 150 hours); 4 credits

Advanced theories and methods of teaching mathematics at grade levels appropriate for state certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating newly adopted mathematics curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in workshops in identifying, reporting, and responding to child abuse, and in substance abuse, fire and arson prevention, and safety education. Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching.

*Prerequisite:* permission of the chairperson of the Mathematics Department and the head of the Program in Adolescence Education and Special Subjects.

*Prerequisite or corequisite:* Education 71.03.

### **72.04 Advanced Seminar on Methods of Teaching Science, Student Teaching II**

4 hours recitation, weekly supervised teaching (total 20 days, 150 hours); 4 credits

Advanced theories and methods of teaching science at grade levels appropriate for state certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating newly adopted science curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in workshops in identifying, reporting, and responding to child abuse, and in substance abuse, fire and arson prevention, and safety education. Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching.

*Prerequisite:* permission of the chairperson of the major department and the head of the Program in Adolescence Education and Special Subjects.

*Prerequisite or corequisite:* Education 71.04.

### **72.11 Advanced Seminar on Methods of Teaching a Modern Language, Student Teaching II**

4 hours recitation, weekly supervised teaching (total 20 days, 150 hours); 4 credits

Advanced theories and methods of teaching a modern language at grade levels appropriate for State certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating newly adopted modern language curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in workshops in identifying, reporting, and responding to child abuse, and in substance abuse, fire and arson prevention, and safety education. Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching.

*Prerequisite:* permission of the chairperson of the Department of Modern Languages and Literatures and the head of the Program in Adolescence Education and Special Subjects.

*Prerequisite or corequisite:* Education 71.11.

### **72.13 Advanced Seminar on Methods of Teaching Physical Education, Student Teaching II**

4 hours recitation, weekly supervised teaching (total 20 days, 150 hours); 4 credits

Advanced theories and methods of teaching physical education at grade levels appropriate for state certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating newly adopted physical education curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in workshops in identifying, reporting, and responding to child abuse, and in substance abuse, fire and arson prevention, and safety education. Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching.

*Prerequisite:* permission of the chairperson of the Department of Physical Education and Exercise Science and the head of the Program in Adolescence Education and Special Subjects.

*Prerequisite or corequisite:* Education 71.13.

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**Elective courses**


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**9 Parent as Educator**

3 hours; 3 credits

Parenting as an educative process; needs of parents and children; effect of parental attitudes and cultural influences on the child's development and learning. The home and family as an educational environment; roles of parents in preschool and school settings. (This course cannot be credited towards any education sequence or taken for credit by an education major.)

**24 Studio II: The Culture and Politics of Teaching**

2 hours; 2 credits

Continuation of Studio I with a shift in focus to social, institutional, and cultural frameworks for teaching. (Not open to students who are enrolled in or have completed Education 16, 48.1, 48.21, 48.22, 58.1, 58.11, or 58.12.)

*Prerequisite:* Education 36.

*Prerequisite or corequisite:* Education 40 or 40.1 or 40.2 or 40.3; and Education 43.

The following courses are inactive and will be offered only if there is sufficient demand:

**60.2 Principles of Teaching Students with Special Needs****68.1 Microcomputers in Education****77 Seminar and Comprehensive Student Teaching I: Childhood Education****77.2 Seminar and Comprehensive Student Teaching I: Bilingual Education****78 Seminar and Comprehensive Student Teaching II: Childhood Education****78.2 Seminar and Comprehensive Student Teaching II: Bilingual Education**


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**English**

Department office: 2308 Boylan Hall

Telephone: (718) 951-5195

*Chairperson:* Ellen Tremper

*Deputy Chairperson, CLAS:* Elaine Brooks

*Deputy Chairperson, SGS:* Mark Patkowski

*Deputy Chairperson, ESL:* Dorothy Kehl

*Deputy Chairperson, Division of Graduate Studies:*

Mark Patkowski

*Professors:* Alterman, Asekoff, Boyle, Brooks, Brownstein,

Cunningham, DeLuca, Elsky, Fairey, Fox, Harrison,

Mancini, Moses, Natov, Patkowski, Reeves, Tremper, Viscusi,

Wellman, Zlotnick;

*Associate Professors:* Agoos, Bayoumi, Brinton, Gonsalves,

Maciandaro, Marks, Melani, Moser, Nadell, Roy, Streiter;

*Assistant Professors:* Acosta, Davis, Entin, Lutzkanova-Vassileva, Minter, Wang;

*Lecturers:* Camargo, Goldman, Kehl, Luisi, Zanderer.

The Brooklyn College English Department, a community of scholars, teachers, and writers, is responsible for many undergraduate programs, from introductory writing courses to a bachelor of arts in English, a bachelor of arts in comparative literature, a bachelor of fine arts in creative writing, a bachelor of arts in journalism, and three minors—in English, comparative literature, and journalism. The department also offers a bachelor of arts degree in adolescence education for English teachers as well as a concentration for education majors in the following programs: early childhood education teacher (birth–grade 2), childhood education teacher (grades 1–6).

Through reading and research assignments and class discussions, our students learn to appreciate the written word in its many contexts and uses. They learn to correctly and cogently express their ideas in oral and written work. The English Department instills in students an understanding of the beauty and importance of language and literature, from the past to the present, from a multiplicity of traditions and languages (in translation). Students are exposed to various theoretical and critical approaches to the analysis of literary texts.

The English Department endeavors to teach students respect for a plurality of ideas and perspectives in preparation for citizenship in the global community that our world has become. Our graduates find careers in communications and media, journalism and law, in primary, secondary, and post-secondary education, government, and the commercial and nonprofit worlds. Students who wish to pursue graduate studies may apply to the master's and doctoral degree programs offered by or in conjunction with this department. Please see the Division of Graduate Studies section below.

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**Core curriculum**

The Department of English participates in the College's core curriculum through upper-tier Core Curriculum courses.

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### English-as-a-Second-Language Program

The Department of English conducts the English-as-a-Second-Language Program.

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### Writing across the Curriculum

All majors and minors in the Department of English and the English concentration for majors in early childhood education teacher and childhood education teacher fulfill the writing-intensive-course requirement for the College.

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### B.A. degree program in English HEGIS code 1501 SED program code 02043

#### Department requirements (39 credits)

#### I. English 51 and 52 (6 credits)

English 51 and 52 are both required. English majors should complete either English 51 or 52, or be enrolled in one or the other, before continuing in other electives.

#### II. Fields of study (15 credits)

One course from each of five of the following seven Fields; at least two of the fields must be chosen from Fields 1 through 3:

1. *Middle Ages*: English 24.3, 30.1, 30.2, 79.1; Comparative Literature 21.
2. *Renaissance*: English 30.3, 30.4, 30.5, 30.6, 30.7, 31.1, 79.2; Comparative Literature 23.
3. *Eighteenth Century*: English 31.3, 31.4, 31.5, 79.3; Comparative Literature 24.
4. *Nineteenth Century and Romanticism*: English 40.1, 40.3, 40.4, 40.6, 62.11, 79.4; Comparative Literature 14.2, 26.
5. *American Literature and Culture*: English 18.17, 24.5, 25.3, 25.4, 61, 62.11, 62.21, 62.31, 62.41, 63.1, 63.2, 64.2, 64.3, 64.4, 67, 79.5; Comparative Literature 38.1, 38.3.
6. *Modernism*: English 41.1, 41.2, 41.3, 41.5, 50.12, 62.31, 64.3, 79.6; Comparative Literature 13.1, 14.3, 16.3, 29.
7. *Postmodernism and Contemporary Discourses*: English 6, 41.4, 50.12, 50.13, 50.3, 50.4, 50.41, 62.41, 64.4, 79.7; Comparative Literature 14.4, 16.4, 32.2, 36.1, 38.1, 38.3.

#### III. Field Concentration (6 credits)

Two additional courses in one of the five Fields of Study chosen in II or two additional courses from a concentration of similar courses (e.g., poetry, fiction, drama, folklore, linguistics, etc.).

#### IV. Electives (18 credits)

Six additional courses, one of which must be a seminar, numbered 70–79.7. One may be in an allied discipline (Africana Studies, American Studies, Art, Classics, History, Modern Languages and Literatures, Music, Philosophy, Puerto Rican and Latino Studies, Speech Communication Arts and Sciences, or any other with permission of the chairperson).

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### Requirements for an optional minor in English

A program of 12 credits of advanced electives in the English Department with a grade of C or higher in each course. It is

recommended that students meet with a department counselor to plan a coherent program.

Students might choose a sequence of courses constituting a general survey of English and/or American literature; a genre; (e.g., fiction, poetry, drama); a period (e.g., medieval, romantic, modern); creative writing, expository writing, journalism; or linguistics.

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### B.F.A. degree program in creative writing HEGIS code 1507; SED program code 87220

#### Program requirements (42 credits)

#### I. English 51 and 52 (6 credits)

English 51–52 are both required. Creative writing majors should complete either English 51 or 52, or be enrolled in one or the other, before continuing in other electives.

#### II. Creative writing courses (15 credits)

- a) English 11.1.
- b) One of the following sequences:
  - 1) English 15.1, 15.2.
  - 2) English 16.1, 16.2.
  - 3) English 17.1, 17.2.
- c) Two additional creative writing courses in the English Department.

#### III. Fields of Study (12 credits)

One course from each of four of the following seven Fields; at least one course must be chosen from Fields 1 through 3:

1. *Middle Ages*: English 24.3, 30.1, 30.2, 79.1; Comparative Literature 21.
2. *Renaissance*: English 30.3, 30.4, 30.5, 30.6, 30.7, 31.1, 79.2; Comparative Literature 23.
3. *Eighteenth Century*: English 31.3, 31.4, 31.5, 79.3; Comparative Literature 24.
4. *Nineteenth Century and Romanticism*: English 40.1, 40.3, 40.4, 40.6, 62.11, 79.4; Comparative Literature 14.2, 26.
5. *American Literature and Culture*: English 18.17, 24.5, 25.3, 25.4, 61, 62.11, 62.21, 62.31, 62.41, 63.1, 63.2, 64.2, 64.3, 64.4, 67, 79.5; Comparative Literature 38.1, 38.3.
6. *Modernism*: English 41.1, 41.2, 41.3, 41.5, 50.12, 62.31, 64.3, 79.6; Comparative Literature 13.1, 14.3, 16.3, 29.
7. *Postmodernism and Contemporary Discourses*: English 6, 41.4, 50.12, 50.13, 50.3, 50.4, 50.41, 62.41, 64.4, 79.7; Comparative Literature 14.4, 16.4, 32.2, 36.1, 38.1, 38.3.

#### IV. Additional course requirements (9 credits)

Nine additional credits in advanced English Department courses. Related courses offered by other departments may be substituted with the permission of the English Department chairperson.

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### B.A. degree program in comparative literature HEGIS code 1503; SED program code 02047

#### Program requirements (39 credits)

#### I. (6 credits) English 51 and 52.

English 51 and 52 are both required. Comparative literature

majors should complete either English 51 or 52, or be enrolled in one or the other, before continuing in other electives.

**II. (9 credits)** Three of the following: Comparative Literature 21, 23, 24, 26, 29.

**III. (9 credits)** A total of three of the following courses chosen from at least two genres:

*The novel:* Comparative Literature 14.2, 14.3, 14.4.

*Drama:* Comparative Literature 16.3, 16.4.

*Other genres:* Comparative Literature 13.1, 18.1, 18.2, 18.3, 18.4, 18.5, 19.1, 19.5.

**IV. (3 credits)** One of the following: Comparative Literature 32.2, 36.1, 38.1, 38.3, 50.12, 50.13.

**V. (6 credits)** Comparative Literature 74 or 74.7 and any course listed under interdisciplinary and thematic studies.

**VI. (6 credits)** At least six credits in literature courses numbered higher than 4 in a classical or modern language.

Students who have successfully completed the Communication 10.4 and Humanities 10.4 seminars of the Special Baccalaureate Degree Program for Adults or Comparative Literature 11 or the approved equivalents for the latter automatically have the prerequisites for any advanced course in comparative literature.

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#### Requirements for an optional minor in comparative literature

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At least 12 credits in advanced electives in the Comparative Literature Program with a grade of C or higher. Comparative literature minors should consult with the director for recommendations.

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#### Comparative Literature Program recommendations

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Students should continue foreign language study beyond the requirement.

Students should begin the required language study as early as possible because they use their knowledge of foreign languages in advanced courses in the program.

Students should consult the director in planning individual programs of concentration.

For prospective graduate students, study of or proficiency in a second foreign language through course 2, or the equivalent, is recommended.

The Comparative Literature Program offers graduate courses for students in other fields. For information, students should consult the director. A *Graduate Bulletin* may be obtained in the Office of Admissions.

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#### B.A. degree program in journalism HEGIS code 0602; SED program code 81099

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**Program requirements** (39–42 credits)

**I. (24 credits)** All of the following: English 18.11; 18.13 or 18.22; 18.14 or 18.20; 18.16 or 18.19; 18.17; 18.18; 18.21.

**II. (9 credits)** English 18.12 or 18.15 or 19.1, or the Summer Broadcast News Institute: Television and Radio 29.

**III. (12 credits)** Twelve credits, approved by the director of the Journalism Program, in any department. No journalism courses may be used to satisfy this requirement.

Students should note that the prerequisite of English 18.11 is English 2 or 2.7, 5, 5.1 or 14 with a grade of B or higher.

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#### Requirement for an optional minor in journalism

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**Requirements** (12 credits)

English 18.11

Nine credits chosen from the following: English 18.12, 18.13, 18.14, 18.16, 18.17, 18.18, 18.19, 18.20, 18.21, 18.22.

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#### B.A. degree program in adolescence education: English teacher

**HEGIS code 1501.01; SED program code 26812**

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#### Program requirements

Students must complete the following English Department requirements for the B.A. degree program for English teacher (39 credits):

**I. English 51 and 52** (6 credits)

English 51 and 52 are both required. Majors in the English teacher program should complete either English 51 or 52, or be enrolled in one or the other, before continuing in other electives.

**II. Fields of study** (12 credits)

One course from each of four of the following seven Fields; at least one course must be chosen from Fields I through 3:

1. *Middle Ages:* English 24.3, 30.1, 30.2, 79.1; Comparative Literature 21.
2. *Renaissance:* English 30.3, 30.4, 30.5, 30.6, 30.7, 31.1, 79.2; Comparative Literature 23.
3. *Eighteenth Century:* English 31.3, 31.4, 31.5, 79.3; Comparative Literature 24.
4. *Nineteenth Century and Romanticism:* English 40.1, 40.3, 40.4, 40.6, 62.11, 79.4; Comparative Literature 14.2, 26.
5. *American Literature and Culture:* English 18.17, 24.5, 25.3, 25.4, 61, 62.11, 62.21, 62.31, 62.41, 63.1, 63.2, 64.2, 64.3, 64.4, 67, 79.5; Comparative Literature 38.1, 38.3.
6. *Modernism:* English 41.1, 41.2, 41.3, 41.5, 50.12, 62.31, 64.3, 79.6; Comparative Literature 13.1, 14.3, 16.3, 29.
7. *Postmodernism and Contemporary Discourses:* English 6, 41.4, 50.12, 50.13, 50.3, 50.4, 50.41, 62.41, 64.4, 79.7; Comparative Literature 14.4, 16.4, 32.2, 36.1, 38.1, 38.3.

**III. Field concentration: English Teaching** (12 credits)

Four courses, one from each of the following groups:

- A. *Language:* English 24.3, 24.61, 24.7, 24.8, 24.9, or a course in linguistics.
- B. *Composition:* English 5, 5.1, 11.1, 14, 50.14, or any other writing-intensive course.
- C. *Literature of Diversity:* English 6, 24.5, 25.4, 50.13, 64.2, 64.3, 64.4, Comparative Literature 19.5, 30, 32.2, 38.1, 38.3, or any course in literature and culture
- D. *Children's and Young Adult Literatures:* English 65.

**IV. English 30.5 or 30.6** (3 credits)**V. Two additional English Department electives**  
(6 credits).

In addition, students must complete the following pedagogical courses: Education 16, 34, 64.1, 69, 71.01, and 72.01 (21 credits). These courses are described in the "Education" section of this *Bulletin*. Also consult the "Education" section for specific grade requirements for the degree program for English teacher.

These program requirements meet the revised teacher certification program regulations adopted by the New York State Board of Regents in 2000 and replace the requirements that appeared in the 2000–2003 *Bulletin* for undergraduate programs.

**English concentration for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6)**

The requirements for the teacher education programs indicated above are described in the "Education" section in this *Bulletin*. Students who major in either of these programs and who elect a concentration in English must complete at least 30 credits in the English Department with a grade of C or higher in each course. Students must meet with a department adviser to declare their intention to complete this sequence.

**Concentration requirements:**

English 2.

One course from each of the following three groups:

- a) English 24.61, 24.7, 24.8, 24.9 or a course in linguistics
- b) English 5, 5.1, 11.1, 14, 50.14
- c) English 6, 24.5, 50.41, 50.6, 64.2, 64.3, 64.4;  
Comparative Literature 30, 32.2, 36.1, 38.1, 38.3.
- d) English 65

Fifteen credits of advanced English or comparative literature electives.

**Department recommendations**

Students should consult the deputy chairperson for help in planning a course of study.

**Requirements for departmental honors in English**

Fulfillment of the requirements of the B.A. in English or English teacher (7–12) or the B.F.A. in creative writing with a B+ or higher average in all advanced work in the major; completion with a grade of B or higher of one writing-intensive seminar, numbered 70 through 79.7; completion of the Senior Thesis courses English 89, or 89.1 and 89.2, also with grades of B or higher. While a student may elect to gain honors credit in a specific elective course, in accordance with the description in the "Honors" section in the *Bulletin*, such honors credit does not constitute departmental honors, which is awarded only upon completion of the Honors Sequence.

**Requirements for departmental honors in Comparative Literature**

Fulfillment of the requirements for the B.A. in comparative literature with a B+ or higher average in all advanced work in the major; completion of Comparative Literature 74 and 74.7 with a grade of B or higher; completion of the Senior Thesis courses English 89, or 89.1 and 89.2, with grades of B or higher. While a student may elect to gain honors credit in a specific elective course in accordance with the description in the "Honors" section in the *Bulletin*, such honors credit does not constitute departmental honors, which is awarded only upon completion of the Honors Sequence.

**Recommendations for prospective graduate students**

Graduate programs in English require a broad background in English and American literature. Prospective graduate students should take a number of courses in English literature of the period before 1800 and a course in literary theory.

Prospective graduate students should develop reading knowledge of French or German through at least course 4.

**Division of Graduate Studies**

The English Department offers the following graduate degree programs: master of arts in English, master of fine arts in creative writing, and master of arts, English teacher (7–12). Some courses may be credited toward the CUNY doctoral degree. For information, students should consult the department's deputy for graduate studies. A *Graduate Bulletin* may be obtained in the Office of Admissions.

**Learning Center**

Help may be obtained in prewriting, outlining, mechanics of writing, proofreading, revising, or developing a format for any paper. Students may also receive help with such specific tasks as writing essays, research papers, résumés, or laboratory reports. Further information may be obtained at the center, 1310 Boylan Hall, or by calling 951-5821.

**Courses**

\*Courses marked with an asterisk (\*) are not counted toward the requirement of no fewer than 33 credits in advanced courses for majors in this department.

§Independent work means not less than three additional hours each week of conference, research, independent reading, and writing as assigned by the instructor. The student's grade is determined in part by the successful completion of this independent work.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

**\*I English Composition I**

3 hours and conference; 3 credits

Workshop in expository writing: strategies of, and practice in, analytical reading and writing about texts. Fundamentals

of grammar and syntax. Frequent assignments in writing summaries, analyses, comparisons of texts, and such other expository forms as narration, description, and argumentation. Emphasis on writing as a process: invention, revision, editing. (Not open to students who have completed English 1.7.)

*Prerequisite:* placement in the course on the basis of the score of 480 or higher on the verbal SAT, or 75 on the New York State Regents Examination in English, or a score of 7 on the ACT Writing Examination.

### **\*1.5 Approaches to Learning a Modern Language**

3 hours; 3 credits

Analysis of the process of second-language acquisition for the adult language learner and of the relationship between language learning and cultural awareness. Development of practical self-monitoring and self-evaluating strategies to promote successful language acquisition and cultural competence. For students studying or planning to study a modern language, including English at the college level. This course is the same as Modern Languages and Literatures \*1.5.

*Prerequisite:* permission of the chairperson of the Department of English.

### **1.11 English Composition A**

3 hours and conference; 1½ credits

Workshop in expository writing: strategies of, and practice in, analytical reading and writing about texts. Fundamentals of grammar and syntax. Frequent assignments in writing summaries, analyses, comparisons of texts, and such other forms as narration, description, and argumentation. Emphasis on writing as a process: invention, revision, editing. (Not open to students who are enrolled in or who have completed English 1. Students may not receive credit for both English 1 and English 1.11.)

### **1.12 English Composition B**

3 hours and conference; 1½ credits

Continuation of English 1.11. More extensive study of expository writing. Continued emphasis on writing as a process: invention, revision, editing. (Not open to students who are enrolled in or who have completed English 1. Students may not receive credit for both English 1 and English 1.12.)

*Prerequisite:* Students must receive a grade of C- or better in English 1.11 to be permitted to enroll in English 1.12. Students must pass English 1.12 with a grade of C- or better to be credited with a course equivalent to English 1.

### **\*2 English Composition II: Seminar in Expository Writing**

3 hours and conference; 3 credits

Writing-intensive seminar focusing on a topic chosen by the instructor. Provides students with an opportunity to explore a particular subject in depth and further develop skills of critical thinking, research techniques, and clear expression

necessary for academic writing. Students should take English 2 directly after completing English 1. Topics include: The Fool in Literature; Reading the City; 1960s: Decade of Revolt; Novels of the Jazz Age; Cross-Cultural Writing and the Arts.

*Prerequisite:* English 1 or placement in the course on the basis of transfer evaluation.

### **5 Advanced Exposition and Peer Tutoring**

2 hours lecture, 3 hours tutoring; 3 credits

Intensive study of and practice in writing the principal rhetorical forms. Training in principles of peer tutoring and three hours of tutoring writing in the Learning Center or other appropriate setting.

*Prerequisite:* A grade of A in English 1 or 1.7 and permission of the chairperson.

### **English 5.1 Advanced Exposition**

3 hours; 3 credits

Intensive study of and practice in essay writing for a variety of audiences and purposes.

*Prerequisite:* English 2 or 2.7. Students exempted from English 2 may waive the English 2 prerequisite for English 5.1.

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### **Required literature sequence for all majors**

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#### **51 Overview of Literary Study I: Representative Selections of World Literature from the Middle Ages to the Late Eighteenth Century**

3 hours; 3 credits

Studies in the literature and culture of the Middle Ages, the Renaissance, and the eighteenth century. Part I of a two-course general survey and overview with three principal focuses: 1) the major literary and intellectual movements of world literature, in historical perspective, 2) the close reading of texts in the several genres, and 3) literature as viewed through the various lenses of contemporary theory and critical discourses.

*Prerequisite:* English 1 or 1.7.

#### **52 Overview of Literary Study II: Representative Selections of World Literature from the Nineteenth Century to Postmodernism**

3 hours; 3 credits

Studies in literature and culture from nineteenth-century Romanticism to the modernist and postmodernist movements. Part II of a two-course general survey and overview with three principal focuses: 1) the major literary and intellectual movements of world literature, in historical perspective, 2) the close reading of texts in the several genres, and 3) literature as viewed through the various lenses of contemporary theory and critical discourses.

*Prerequisite:* English 1 or 1.7.

## Creative writing

**Students may not register for more than two creative writing courses in one term without permission of the chairperson.**

### 11.1 Introduction to Creative Writing

3 hours; 3 credits

Workshop in writing stories, poems, and short plays.

*Prerequisite:* English 1 or 1.7.

### 14 Writing Prose Nonfiction

3 hours; 3 credits

Workshop in writing personal essays, biography, and criticism.

*Prerequisite:* English 1 or 1.7.

### 15.1 Writing Fiction I

3 hours; 3 credits

Workshop in writing stories. Techniques of narrative.

*Prerequisite:* English 11.1.

### 15.2 Writing Fiction II

3 hours; 3 credits

Continuation of English 15.1.

*Prerequisite:* English 15.1.

### 16.1 Writing Poetry I

3 hours; 3 credits

Workshop in writing poetry. Experiments in form and language.

*Prerequisite:* English 11.1.

### 16.2 Writing Poetry II

3 hours; 3 credits

Continuation of English 16.1.

*Prerequisite:* English 16.1.

### 17.1 Writing Plays I

3 hours; 3 credits

Workshop in writing plays. Dramatic construction and characterization.

*Prerequisite:* English 11.1.

### 17.2 Writing Plays II

3 hours; 3 credits

Continuation of English 17.1.

*Prerequisite:* English 17.1.

### 17.15 Writing for Musical Theater

3 hours; 3 credits

Workshop in writing the book and lyrics for a one-act musical comedy or for serious musical theater. No knowledge of music is necessary.

*Prerequisite:* English 11.1.

### 20 Theater Workshop

4 hours; 3 credits

Writing and production of original scripts. Theater problems formulated, analyzed, and tested on stage. Unified study of writing, acting, and directing. Offered jointly by the Department of English and the Department of Theater. This course is the same as Theater 36. (Not open to students who have completed Speech and Theater 36.)

*Prerequisite:* English 17 or 17.1; and Theater 35.1 or Speech and Theater 35.1.

### 69.3 Advanced Tutorial in Creative Writing

Minimum of 9 hours conference and independent work; 3 credits

Writing a substantial piece of prose or poetry such as a short novel, play, or group of short stories, poems, or articles. Students may take this course for credit twice but may not repeat topics.

*Prerequisite:* English 15.2 or 16.2 or 17.2 and permission of the instructor.

## Journalism

### 18.11 News Writing: An Introduction to Journalism

1 hour recitation and conference, 2 hours lecture; 3 credits

Technique of general news gathering and writing basic types of news stories; examination of the issues and problems confronted by reporters in their work.

*Prerequisite:* English 2 or 2.7 or 5 or 5.1 or 14 with a grade of B or higher.

### 18.12 Editing

1 hour recitation and conference, 2 hours lecture; 3 credits

Technique of handling copy, proofreading, assessing news values. Headline writing and layout.

*Prerequisite:* English 18.11.

### 18.13 Feature Writing

1 hour recitation and conference, 2 hours lecture; 3 credits

Sources for feature articles. Technique of writing basic types of news features and editorials.

*Prerequisite:* English 18.11.

### 18.14 Reporting

1 hour recitation and conference, 2 hours lecture; 3 credits

Techniques of reporting a story in depth and organizing a large amount of material into a newspaper series or magazine story.

*Prerequisite:* English 18.11.

### 18.15 Journalism Internship

9 hours fieldwork, 1 hour conference; 3 credits

The internship requires working one day each week for a newspaper, magazine, Internet news site, or wire service in

the New York metropolitan area. Weekly conference. Written work based on the internship experience. Students may take this course for credit twice.

*Prerequisite:* permission of the journalism program.

### **18.16 Advanced News Writing**

3 hours; 3 credits

Classroom drills, outside assignments, lectures, and field trips to expand organizational and writing skills.

*Prerequisite:* English 18.11.

### **18.17 The Press in America**

3 hours; 3 credits

Lectures and readings in the history of journalism from Colonial times to the present.

*Prerequisite:* English 1 or 1.7.

### **18.18 News Laboratory**

2 hours lecture, 8 hours laboratory; 6 credits

Students act as reporters, rewrite persons, and feature writers covering a day in the life of New York alongside members of the working press. Students' stories are examined in class and compared with those produced by dailies and wire services.

*Prerequisite:* Three of the following: English 18.13, 18.14, 18.16, 18.19, 18.20, 18.21, 18.22 or permission of the journalism program.

### **18.19 Seminar: Topics in Journalism**

3 hours; 3 credits

Study of a topic in journalism. Emphasis is on analyzing societal institutions from a journalist's point of view. Topic is selected by the instructor.

*Prerequisite:* English 18.11 or permission of the journalism program.

### **18.20 Business Journalism**

3 hours; 3 credits

Emphasis is on reporting and writing about the world of business, with students learning the basics of covering Wall Street, the economy, workplace issues, and personal finance. The course will prepare students for entry-level jobs in business journalism or for graduate study.

*Prerequisite:* English 18.11 or permission of the journalism program.

### **18.21 Beat Reporting**

3 hours; 3 credits

Students who have taken advanced journalism electives cover a beat, such as health, education, immigration, poverty, publishing, the arts, or politics. Journalism majors are required to shape a specialty beat informed by their field of concentration. (Majors must complete a 12-credit concentration in nonjournalism courses.)

*Prerequisite:* Three of the following: English 18.13, 18.14, 18.16, 18.18, 18.19, 18.20, 18.22 or permission of the journalism program.

### **18.22 Magazine Journalism**

3 hours; 3 credits

Study of the great works of magazine journalism and technique of writing for magazines.

*Prerequisite:* English 18.11.

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## **The English language**

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### **24.3 History of the English Language**

3 hours; 3 credits

Origins of the English language and its development to the present.

*Prerequisite:* English 1 or 1.2 or 1.7.

### **24.61 Applied English Linguistics**

3 hours; 3 credits

Introduction to the nature of language learning, language analysis, and language assessment presented through the examination of the teaching of English language learners and language minority students. The linguistic, psychological, sociolinguistic, and pedagogical parameters of human language learning; source materials and approaches for investigating language learning processes. (Not open to students who completed English 59 CV in Spring 1995, or English 24.6.)

*Prerequisite:* English 1 or 1.7.

### **24.7 Practical English Grammar**

3 hours; 3 credits

Essentials of the structure and nature of the English language. A systematic study of English grammar: the elements and processes of the sound system, the system of grammatical markers, the syntax and the semantic systems of English.

*Prerequisite:* English 1 or 1.7.

### **24.8 Sociolinguistics**

3 hours; 3 credits

The study of language as it is used by various social groups. Language and gender; language and culture, Creole languages, Black English, linguistic change. (This course is the same as Anthropology and Archaeology 18.)

*Prerequisite:* English 1 and either Anthropology 2.3 or Linguistics 1; or permission of the chairperson.

### **24.9 Introduction to Semiology**

3 hours; 3 credits

The study of semiology as a branch of linguistics. Its influence on the analysis of language, culture, and text. The nature of structures and systems of signs in relationship to literature and culture.

*Prerequisite:* English 1 or 1.7.

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## English literature

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### 30.1 Medieval English Literature

3 hours; 3 credits

Epic, chronicle, and romance. The Arthurian tradition. Development of allegorical writing. The lyric.

*Prerequisite:* English I or I.7.

### 30.2 Chaucer

3 hours; 3 credits

The Canterbury Tales and such earlier works as *The House of Fame* and *Troilus and Criseyde*. Their relation to the language, literary background, and life of the author.

*Prerequisite:* one of the following: English I or I.7.

### 30.3 Poetry and Prose of the Sixteenth Century: The Early Renaissance

3 hours; 3 credits

English poetry from Wyatt through Shakespeare's sonnets. Edmund Spenser: English prose from Thomas More through Richard Hooker.

*Prerequisite:* English I or I.7.

### 30.4 Poetry and Prose of the Seventeenth Century

3 hours; 3 credits

English poetry from Donne through Marvell. Prose from Francis Bacon through Thomas Hobbes.

*Prerequisite:* English I or I.7.

### 30.5 Shakespeare I

3 hours; 3 credits

Topics in Shakespeare in the plays and nondramatic writings.

*Prerequisite:* English I or I.7.

### 30.6 Shakespeare II

3 hours; 3 credits

Topics in Shakespeare in the plays and nondramatic writings.

*Prerequisite:* English I or I.7.

### 30.7 English Drama from the Beginnings to 1642, Exclusive of Shakespeare

3 hours; 3 credits

Mystery plays, the revenge tragedy, pastoral comedy, comedy of humors, and the development of blank verse. Such writers as Lyly, Dekker, Marlowe, Jonson, Webster, Beaumont and Fletcher, and Middleton.

*Prerequisite:* English I or I.7.

### 31.1 Milton

3 hours; 3 credits

Major poetry and prose in the light of the literary background and life of the poet. Intensive readings from *Paradise Lost*.

*Prerequisite:* English I or I.7.

### 31.3 English Literature of the Age of Reason

3 hours; 3 credits

Major neoclassical and preromantic literature. Poetry and prose of such writers as Dryden, Pope, Swift, Johnson, Addison and Steele, Burke, and Gray.

*Prerequisite:* English I or I.7.

### 31.4 English Drama of the Restoration and the Eighteenth Century

3 hours; 3 credits

Comedy of manners and the heroic tragedy; beginnings of bourgeois drama. Plays of such writers as Dryden, Congreve, Wycherley, Farquhar, Goldsmith, and Sheridan.

*Prerequisite:* English I or I.7.

### 31.5 The Eighteenth-Century Novel

3 hours; 3 credits

Development of prose fiction as the main vehicle for portraying the middle class and its values. Such writers as Richardson, Defoe, Fielding, Sterne, and Austen.

*Prerequisite:* English I or I.7.

### 40.1 Chief Romantic Poets

3 hours; 3 credits

Growth of romanticism in the poetry of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

*Prerequisite:* English I or I.7.

### 40.3 Chief Victorian Poets

3 hours; 3 credits

Poetry of Browning, Tennyson, Arnold, and Hopkins studied in detail. Supplementary reading from such poets as the Rossetti, Swinburne, Morris, and Clough.

*Prerequisite:* English I or I.7.

### 40.4 Major English Novels of the Nineteenth Century

3 hours; 3 credits

Artistic development and growth of the novel as social criticism. Such writers as Dickens, Thackeray, the Brontës, and George Eliot.

*Prerequisite:* English I or I.7.

### 40.6 British Literature in Transition from 1885 to 1914

3 hours; 3 credits

Significant developments in the novel, poetry, and drama between the Victorian period and the modern period. Work of such writers as George Moore, Wilde, Shaw, Wells, Hardy, Yeats, and Kipling and of such groups as the Aesthetes, Decadents, Activists, Symbolists, and Imagists.

*Prerequisite:* English I or I.7.

**41.1 Modern Drama to 1950**

3 hours; 3 credits

Modern British and American drama. Continental influences.

*Prerequisite:* English 1 or 1.7.**41.2 Modern British Fiction to 1950**

3 hours; 3 credits

Development of prose fiction as a vehicle for the examination of self and society. Such writers as Joyce, Woolf, Conrad, Huxley, Lawrence, and Forster.

*Prerequisite:* English 1 or 1.7.**41.3 Modern British Poetry**

3 hours; 3 credits

Poetry of such writers as Yeats, Graves, Auden, Lawrence, and Dylan Thomas.

*Prerequisite:* English 1 or 1.7.**41.4 Contemporary British Writing from 1950 to the Present**

3 hours; 3 credits

Plays, novels, and poems of such writers as Beckett, Pinter, Osborne, Behan, Lessing, Anthony Powell, Murdoch, Durrell, Spark, Ted Hughes, Charles Tomlinson, Thom Gunn, and Thomas Kinsella.

*Prerequisite:* English 1 or 1.7.**41.5 Modern Irish Literature and Culture**

3 hours; 3 credits

Irish literature and culture. Yeats, Joyce, Synge, O'Casey, and others. Historical, political and cultural backgrounds. Irish nationalism, Gaelic Ireland, literary Dublin.

*Prerequisite:* English 1 or 1.7.

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**Special studies and approaches**

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**6 Literature and Cultural Diversity**

3 hours; 3 credits

Analysis of differing uses and evaluation of literature. Focus on standard texts (short stories, plays, novels, and poems) as well as representative works which emerge from the family and home communities of the students and/or different cultures and historical periods.

*Prerequisite:* English 1 or 1.7.**10.4 Orality, Literacy, and Computer Technology**

3 hours; 3 credits

The evolution from orality to writing, to print culture, to computer technology, and the relationship of each to the cognitive process and human culture. (This course is the same as Communication 10.)

*Prerequisite:* Communication 1 and English 2.**24.5 African American Folklore**

3 hours; 3 credits

African American oral tradition and African American culture. Survival of the African culture. Oral history, spirituals, folktales, blues, toasts, dozens, etc. Uses of the oral tradition in literature. This course is the same as Africana Studies 23.

*Prerequisite:* English 1 or 1.7.**25.3 American Folklore**

3 hours; 3 credits

Myths, legends, tales, proverbs, riddles, songs, dances, beliefs, rituals, celebrations, and folk art of American folk groups. Ethnic, regional, and occupational folklore. The relationship of oral folk culture to popular expression and written literature. Independent work in collecting folklore. This course is the same as American Studies 66.

*Prerequisite:* English 1 or 1.7.**25.4 New York City Folklore**

3 hours; 3 credits

Folklore of the streets and neighborhoods of New York City. The urban environment as a region generating its own folklore and traditions. Customs, language, and symbols of urban life, past and present. Introduction to problems of fieldwork and methods of collecting urban folklore. This course is the same as American Studies 61.

*Prerequisite:* English 1 or 1.7.**31.2 The Bible as Literature**

3 hours; 3 credits

Representative Biblical selections evaluated by literary criteria. Origin and development of the English Bible as a literary classic.

*Prerequisite:* English 1 or 1.7.**50 Dramatic Analysis for Media Production**

2 hours lecture, 2 hours television laboratory; 3 credits

A workshop combining literary and technical skills. Analysis of four plays of different types (realistic, nonrealistic, absurdist, Shakespearean). Scenes prepared for television. Students interpret, "crew for," shoot, edit, and evaluate the scenes taped using skilled actors. This course is the same as Television and Radio 50.

*Prerequisite:* a course in dramatic literature or Television and Radio 26.1.**50.12 Contemporary Literary Criticism and Theory**

3 hours; 3 credits

Major approaches to literature since 1960. Topics may include semiotics, structuralism, post-structuralism, deconstruction, narratology, new historicism, feminist theory, psychoanalytic criticism, Marxism, and social constructionism. This course is the same as Comparative Literature 50.12.

*Prerequisite:* English 2 or 2.7.

### **50.13 Introduction to Postcolonial Literature and Theory**

3 hours; 3 credits

Literary works and theoretical paradigms relating to the culture of European imperialism and its aftermath. Diversity of works from many parts of the formerly colonized world to introduce the global significance of postcolonialism. Topics include: race and representation, Orientalism and the production of knowledge, Empire and exoticism, gender and nationalism, and multiculturalism and diasporic identities. This course is the same as Africana Studies 28.5 and Comparative Literature 50.13.

*Prerequisite:* English 2 or 2.7.

### **50.14 Theories and Practice of Composition**

3 hours; 3 credits

Workshop in understanding the nature of writing and how to teach it. Writing as a process: invention, revision, editing; effective structures; writing about literature; experimenting with genres; writing as a way of learning. Social and linguistic influences on writing. Responding to other people's work. Frequent in-class writing; several short papers taken through drafts; compilation of a portfolio.

*Prerequisite:* English 2.

### **50.2 Comedy**

3 hours; 3 credits

The comic mode in dramatic and nondramatic forms of literature. Aesthetic, philosophical, and psychological theories of comedy. This course is the same as Comparative Literature 18.3.

*Prerequisite:* English 1 or 1.7.

### **50.3 Literature and Psychology**

3 hours; 3 credits

Relationship of literature to psychological theories in specific readings. Freudian, Jungian, and/or other psychological techniques applied, compared, and evaluated as tools of literary criticism. This course is the same as Comparative Literature 45.

*Prerequisite:* one of the following: English 1 or 1.7.

### **50.4 Women and Literature**

3 hours; 3 credits

Sexual roles and the sources of sexual conflict in English and American literature. Problems of sensibility, style, and audience. Function of literary images of women.

*Prerequisite:* English 1 or 1.7.

### **50.41 Contemporary U.S. Women Writers: Diverse Cultural Perspectives**

3 hours; 3 credits

Literature of selected contemporary Native American, African American, Latina, Asian American, and other women writers, analyzed from the perspective of feminist literary theories.

A comparative course focusing on the literature of two or more groups. This course is the same as Women's Studies 33.

*Prerequisite:* Women's Studies 10.8, English 1 or 1.7.

### **50.5 Tragedy**

3 hours; 3 credits

The tragic mode in dramatic and nondramatic forms of literature. Aesthetic, philosophical, and psychological theories of tragedy. This course is the same as Comparative Literature 18.2.

*Prerequisite:* English 1 or 1.7.

### **50.6 The Literature of Fantasy**

3 hours; 3 credits

Fantasy and its many modes, including the gothic tale, the literary fairy tale, the animal tale, surrealism and the absurd, time and space travel, and futuristic fiction. This course is the same as Comparative Literature 19.1.

*Prerequisite:* English 1 or 1.7.

### **50.7 From Epic Tradition to Epic Vision**

3 hours; 3 credits

Western literature illustrating developments in the epic genre from the Middle Ages to the present. Adjustment of the epic tradition to differing cultural values through a continual process of translation, imitation, adaptation, and transformation of epic form and content which has led to expressions of the modern "epic vision." This course is the same as Comparative Literature 18.1.

*Prerequisite:* English 1 or 1.7.

### **50.71 The Lyric Tradition: Imagery, Structure, and Meaning**

3 hours; 3 credits

How to read lyric poetry effectively. A comprehensive acquaintance with traditional imagery, traditional versification, lyric structure, lyric "concentration," traditional themes, and conventional forms (e.g., sonnet, quatrain, couplet). Representative lyrics of the sixteenth to twenty-first centuries, including those that conform to lyric traditions (e.g., Marvell, Frost), rebel against them (e.g., Donne, Eliot), and put both conformity and rebellion in play at once (e.g., Dickinson, Williams). The genre's diversity, aesthetic value, and the values it implies.

*Prerequisite:* English 1 or 1.7.

### **50.9 Romance**

3 hours; 3 credits

An examination of romance as a literary genre: the historical development of its conventions, narrative formulas, and characteristic themes; its relationships with and contributions to other forms of literature. This course is the same as Comparative Literature 18.4.

*Prerequisite:* English 1 or 1.7.

**50.91 Makings of Pastoral Myth**

3 hours; 3 credits

Pastoral, a powerful mode of mythic imagination, studied in its roots and transformations: plots and themes (herdsmen as lovers, rulers, and poets; kings as herdsmen and poets [David]) originating in ancient Mediterranean cultures and still at work in imagination today. Return and change of basic mythemes to meet the challenges of new times and worlds. This course is the same as Classics 44 and Comparative Literature 18.5.

*Prerequisite:* English 1; or permission of the chairperson.

**59 Special Topics in Literature**

3 hours; 3 credits

Themes in the literature of different periods or in the work of several authors. Topics vary from term to term. Topic is selected by the instructor. Course description may be obtained in the department office before registration. Students may take this course for credit twice, but may not repeat topics.

*Prerequisite:* English 1 or 1.7.

**65 Literature for Young People**

3 hours; 3 credits

Literature appropriate for students in elementary and secondary schools. Fundamentals of literature and basic reading of interest to young people.

*Prerequisite:* English 1 or 1.7.

**66 Internship**

7 hours fieldwork, 1 hour conference; 3 credits

Students work seven hours a week in editing, technical writing, and report writing, or in allied fields under supervision. Final report based on the internship experience. Students may take this course for credit twice but may not repeat topics.

*Prerequisite:* 12 credits in advanced English electives and permission of the chairperson.

**67 The Immigrant Experience in Literature, Film, and Photography**

3 hours; 3 credits

The experience of immigrant groups as recorded in autobiography, folklore, and fiction. Becoming an American as recorded in photographs and film. Exploring relationships between text and image. This course is the same as American Studies 67. (Not open to students who have completed American Studies 70.)

*Prerequisite:* English 1 or 1.7.

**69.1 Independent Research**

Minimum of 9 hours conference and independent work§; 3 credits

Independent research on a major writer or group of writers or special problem supervised by a faculty member. Approved

topic. Periodic conferences. Research paper. Students may take this course for credit twice.

*Prerequisite:* English 2 or 2.7 and permission of the instructor.

**69.2 Independent Study**

Minimum of 9 hours conference and independent work§; 3 credits

Independent study of a major writer, group of writers, or special problem supervised by a faculty member. Approved reading. Periodic conferences. Final examination. Students may take this course for credit twice.

*Prerequisite:* English 2 or 2.7. and permission of the instructor.

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**American literature**

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**61 Private Lives: American Autobiography**

3 hours; 3 credits

Autobiography and its special importance to the process of defining the self in America. Examination of the theme of the New World and the "new" man and the "new" woman. The relation between private identity and national character as revealed in the autobiographical writings of immigrants, workers, and plainfolk. This course is the same as American Studies 63.

*Prerequisite:* English 1 or 1.7.

**62.11 American Renaissance**

3 hours; 3 credits

The achievement of Emerson, Hawthorne, Melville, Poe, Thoreau, and Whitman; some attention to the Puritan heritage.

*Prerequisite:* English 1 or 1.7.

**62.21 American Realism and Naturalism**

3 hours; 3 credits

The passage of American literature into the twentieth century with such poets and fiction writers as James, Dickinson, Twain, Crane, Chopin, Wharton, Dreiser, and Frost.

*Prerequisite:* English 1 or 1.7.

**62.31 American Modernism**

3 hours; 3 credits

Artistic exploration and experiment, as in the fiction of Stein, Fitzgerald, Hemingway, Faulkner, and Wright, and in the poetry of Pound, W.C. Williams, Eliot, Moore, and Stevens.

*Prerequisite:* English 1 or 1.7.

**62.41 Contemporary American Writing**

3 hours; 3 credits

Novels, stories, poems, and plays from World War II to the present; such writers as Salinger, Mailer, Ellison, Morrison, Lowell, Plath, Ginsberg, Tennessee Williams; and a sampling of recent work.

*Prerequisite:* English 1 or 1.7.

**63.1 Brooklyn in Literature**

3 hours; 3 credits

Selected fiction, drama, and poetry set in various Brooklyn neighborhoods, with emphasis on setting, historical background, and such themes as the assimilation of immigrants and urban alienation.

*Prerequisite:* English 1 or 1.7.

**63.2 Introduction to Italian American Literature**

3 hours; 3 credits

The struggle and development of a distinctive Italian American tradition in literature. Discussion of language, class, assimilation, gender, literary form, and the search for a usable past.

*Prerequisite:* English 1.

**64.2 African American Literature to 1930**

3 hours; 3 credits

Literature from the colonial period through the Harlem Renaissance. Slave narratives, rhetoric of abolition, formal and vernacular aesthetics. Such writers as Phyllis Wheatley, David Walker, Frederick Douglass, Harriet Jacobs, Booker T. Washington, Paul L. Dunbar, Charles W. Chesnutt, James Weldon Johnson, W.E.B. Du Bois, Countee Cullen, Jean Toomer, Claude McKay, Sterling Brown, Zora Neale Hurston, Langston Hughes. This course is the same as Africana Studies 24.1.

*Prerequisite:* English 1 or 1.7.

**64.3 Modern African American Literature**

3 hours; 3 credits

Literature from 1930 to the present. Naturalism and protest, the Black Aesthetic, women's literature. Such writers as Richard Wright, Ralph Ellison, Gwendolyn Brooks, Robert Hayden, James Baldwin, Amiri Baraka, Audre Lorde, Alice Walker, Toni Morrison. This course is the same as Africana Studies 24.2.

*Prerequisite:* English 1 or 1.7.

**64.4 Black Women's Fiction**

3 hours; 3 credits

Black woman novelists, short story writers, and essayists. Cross-cultural comparisons with African and Caribbean women novelists. Readings of selected essays in Black feminist criticism. This course is the same as Africana Studies 27 and Women's Studies 46.

*Prerequisite:* English 1 or 1.7.

**Seminars****70 Seminar in British and Anglophone Authors**

3 hours; 3 credits

Study of an author or authors in Anglophone literature; critical analysis, and research methodologies. Topic is selected by the instructor. Course description may be obtained in the department office before registration.

*Prerequisite:* English 2 or 2.7; one English advanced elective or permission of the chairperson.

**71 Seminar in American Authors**

3 hours; 3 credits

Study of an author or authors in Anglophone literature of the Americas; critical analysis, and research methodologies. Topic is selected by the instructor. Course description may be obtained in the department office before registration.

*Prerequisite:* English 2 or 2.7; one English advanced elective or permission of the chairperson.

**74.7 Interdepartmental Humanities Seminar**

3 hours; 3 credits

A significant recurrent theme in Western literature and philosophy. Course description may be obtained in the department office before registration. Reports and term paper. Offered jointly by the Departments of Classics, English, and Philosophy. This course is the same as Classics 74.7, Comparative Literature 74.7, Philosophy 74.7.

*Prerequisite:* a grade of B or higher in six credits of advanced courses in the major field and permission of the instructors and the chairperson.

**79.1 Seminar in the Middle Ages**

3 hours; 3 credits

Study in a genre, theme, or movement in the Middle Ages; critical analysis, and research methodologies. Topic is selected by the instructor. Course description may be obtained in the department office before registration.

*Prerequisite:* English 2 or 2.7; one advanced English elective, or permission of the chairperson.

**79.2 Seminar in the Renaissance**

3 hours; 3 credits

Study in a genre, theme, or movement in the Renaissance; critical analysis, and research methodologies. Topic is selected by the instructor. Course description may be obtained in the department office before registration.

*Prerequisite:* English 2 or 2.7; one advanced English elective, or permission of the chairperson.

**79.3 Seminar in the Eighteenth Century**

3 hours; 3 credits

Study in a genre, theme, or movement in the eighteenth century; critical analysis, and research methodologies. Topic is selected by the instructor. Course description may be obtained in the department office before registration.

*Prerequisite:* English 2 or 2.7; one advanced English elective, or permission of the chairperson.

**79.4 Seminar in the Nineteenth Century and Romanticism**

3 hours; 3 credits

Study in a genre, theme, or movement in the nineteenth century and Romanticism; critical analysis, and research methodologies. Topic is selected by the instructor. Course

description may be obtained in the department office before registration.

*Prerequisite:* English 2 or 2.7; one advanced English elective, or permission of the chairperson.

### **79.5 Seminar in American Literature and Culture**

3 hours; 3 credits

Study in a genre, theme, or movement in American literature and culture; critical analysis, and research methodologies. Topic is selected by the instructor. Course description may be obtained in the department office before registration.

*Prerequisite:* English 2 or 2.7; and one advanced English elective, or permission of the chairperson.

### **79.6 Seminar in Modernism**

3 hours; 3 credits

Study in a genre, theme, or movement in Modernism; critical analysis, and research methodologies. Topic is selected by the instructor. Course description may be obtained in the department office before registration.

*Prerequisite:* English 2 or 2.7; one advanced English elective, or permission of the chairperson.

### **79.7 Seminar in Postmodernism and Contemporary Discourses**

3 hours; 3 credits

Study in a genre, theme, or movement in Postmodernism and contemporary discourse; critical analysis, and research methodologies. Topic is selected by the instructor. Course description may be obtained in the department office before registration.

*Prerequisite:* English 2 or 2.7; one advanced English elective, or permission of the chairperson.

## **Honors sequence**

The English Honors Sequence allows majors with strong records, specific interest, and the recommendation of an English Department faculty member to pursue a degree with honors in English. Entry into the honors sequence requires an average of B+ or higher in major electives. The requirements for graduating with departmental honors are an average of B+ or higher in major electives; completion of one of the following seminars with a grade of B or higher: English 70, 71, 74.7, 79.1, 79.2, 79.3, 79.4, 79.5, 79.6, 79.7; Comparative Literature 74, 74.7; and completion of the senior thesis courses 89, 89.1, and 89.2 with a grade of B or higher:

### **89 Senior Thesis, or 89.1, 89.2 Senior Thesis I, II**

Minimum of 9 hours conference and independent work; 3 credits each

Individual study and research under supervision of a faculty member. Students in English 89 or 89.1 will select a topic and prepare a research prospectus, outline, and bibliography. Students in English 89 and 89.2 will conduct the research and write the final paper:

*Prerequisite for English 89 or 89.1:* Senior standing, an average of B or higher in advanced English Department electives, a grade of B or higher in an English department seminar (English 70, 71, 74.7, 79.1, 79.2, 79.3, 79.4, 79.5, 79.6, 79.7, or Comparative Literature 74, 74.9), and permission of the instructor and department chairperson.

*Prerequisite for 89.2:* A grade of B or higher in English 89 or 89.1 and permission of the instructor and department chairperson.

## **Comparative literature**

### **Genre courses**

#### **13.1 Modern Short Story and Novella**

3 hours; 3 credits

Comparative study of the shorter forms of prose fiction. Reading and discussion of such works as Gogol's *The Overcoat*, Dostoevski's *Notes from the Underground*, Flaubert's *A Simple Heart*, Mann's *Death in Venice*, and Kafka's *The Metamorphosis*. (Not open to students who have completed Comparative Literature 5 or 13.)

*Prerequisite:* English 1 or 1.7.

#### **14.2 European Novel of the Nineteenth Century**

3 hours; 3 credits

Representative works of such authors as Stendhal, Balzac, Flaubert, Zola, Manzoni, Dostoevski, Tolstoi.

*Prerequisite:* English 1 or 1.7.

#### **14.3 Modern European Novel**

3 hours; 3 credits

European novel from 1900 to 1935. Representative works of such authors as Proust, Gide, Thomas Mann, Kafka, Hesse, Unamuno. (Not open to students who have completed Comparative Literature 51.)

*Prerequisite:* English 1 or 1.7.

#### **14.4 Contemporary European Novel**

3 hours; 3 credits

European prose fiction from 1935 to the present. Representative works of such authors as Sartre, Camus, Robbe-Grillet; Beckett; Moravia; Grass; Solzhenitsyn. (Not open to students who have completed Comparative Literature 52.)

*Prerequisite:* English 1 or 1.7.

#### **16.3 Modern European Drama**

3 hours; 3 credits

Development of the drama from 1870 to 1935. Ibsen to the post-World War I period. Plays by such authors as Ibsen, Strindberg; Hauptmann, Schnitzler, Hofmannsthal, Wedekind, Kaiser, Brecht; Maeterlinck, Claudel, Cocteau; Chekhov, Gorky; Pirandello; Lorca.

*Prerequisite:* English 1 or 1.7.

**16.4 Contemporary European Drama**

3 hours; 3 credits

Development of the drama from 1935 to the present. Plays by such authors as Brecht, Durrenmatt, Weiss; Anouilh, Sartre, Camus, Genet, Ghelderode, Beckett, Ionesco, Arrabal; Betti; Lagerkvist; Mrozek. Contemporary theater theory and practice in the work of such writers as Brecht, Artaud, and Grotowski and by such groups as the Living Theater. (Not open to students who have completed Comparative Literature 71.)

*Prerequisite:* English I or I.7.

**18.1 From Epic Tradition to Epic Vision**

3 hours; 3 credits

Western literature illustrating developments in the epic genre from the Middle Ages to the present. Adjustment of the epic tradition to differing cultural values through a continual process of translation, imitation, adaptation, and transformation of epic form and content which has led to expressions of the modern "epic vision." This course is the same as English 50.7. (Not open to students who have completed Comparative Literature 55.)

*Prerequisite:* English I or I.7.

**18.2 Tragedy**

3 hours; 3 credits

The tragic mode in dramatic and nondramatic forms of literature. Aesthetic, philosophical, and psychological theories of tragedy. This course is the same as English 50.5. (Not open to students who have completed Comparative Literature 56.)

*Prerequisite:* English I or I.7.

**18.3 Comedy**

3 hours; 3 credits

The comic mode in dramatic and nondramatic forms of literature. Aesthetic, philosophical, and psychological theories of comedy. This course is the same as English 50.2. (Not open to students who have completed English 58.)

*Prerequisite:* English I or I.7.

**18.4 Romance**

3 hours; 3 credits

An examination of romance as a literary genre: the historical development of its conventions, narrative formulas, and characteristic themes; its relationships with and contributions to other forms of literature. This course is the same as English 50.9. (Not open to students who completed English 59 or Comparative Literature 40.2 in spring, 1991, or spring, 1993.)

*Prerequisite:* English I or I.7.

**18.5 Makings of Pastoral Myth**

3 hours; 3 credits

Pastoral, a powerful mode of mythic imagination, studied in

its roots and transformations: plots and themes (herdsmen as lovers, rulers, and poets; kings as herdsmen and poets [David]) originating in ancient Mediterranean cultures and still at work in imagination today. Return and change of basic mythemes to meet the challenges of new times and worlds. This course is the same as Classics 44 and English 50.91.

*Prerequisite:* English I or I.7 or permission of the instructor.

**19.1 The Literature of Fantasy**

3 hours; 3 credits

Fantasy and its many modes, including the gothic tale, the literary fairy tale, the animal tale, surrealism and the absurd, time and space travel, and futuristic fiction. This course is the same as English 50.6.

*Prerequisite:* English I or I.7.

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**Period courses**

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**21 Medieval Literature**

3 hours; 3 credits

Readings from (a) medieval epic: *The Song of Roland*, *The Cid*, *the Nibelungenlied* and (b) Arthurian literature: *the Welsh Mabinogion*, *Geoffrey's History of the Kings of Britain*, the narratives of Chrétien de Troyes and Marie de France, Gottfried's *Tristan*, and Wolfram's *Parzival*. Summary accounts of the literary histories of Iceland, Ireland, Wales, and Provence.

*Prerequisite or corequisite:* English I or I.7.

**23 Literature of the Renaissance**

3 hours; 3 credits

Such topics as the beginnings of humanism; Petrarch and Boccaccio, Florentine Platonism; the High Renaissance: Machiavelli, Ariosto, Tasso; the northern Renaissance: Erasmus, Rabelais, Ronsard and *The Pléiade*, Montaigne. (Not open to students who have completed Comparative Literature 25.)

*Prerequisite or corequisite:* English I or I.7.

**24 Baroque and Classicism**

3 hours; 3 credits

Survey of the main currents of European literature in the seventeenth and eighteenth centuries. (Not open to students who have completed Comparative Literature 31.)

*Prerequisite or corequisite:* English I or I.7.

**26 European Romanticism**

4 hours; 3 credits

Origins, development, and characteristics of the Romantic movement. Seminal ideas of the German Romantik. Readings from such authors as Novalis, Kleist, Hoffmann, Pushkin, Gogol, Leopardi, Chateaubriand, Hugo, Musset.

*Prerequisite:* English I or I.7.

## 29 Modernist Movements in Twentieth-Century Literature

3 hours; 3 credits

Importance of such movements as Expressionism, Surrealism, and Futurism in shaping twentieth-century literature. Emphasis on the wider aesthetic, critical, and ideological backgrounds. (Not open to students who have completed Comparative Literature 45.)

*Prerequisite:* English I or I.7.

## Asian, African, Middle Eastern, and Latin American literatures

### 32.2 African Literature

3 hours; 3 credits

Survey of twentieth-century fiction, drama, poetry of sub-Saharan Africa. Works by such authors as Achebe, Ekwensi, Emecheta, Ngugi, Oyono, Laye, Dadie, Clark, Sembene, Senghor, Soyinka. This course is the same as Africana Studies 24.8.

*Prerequisite:* English I.

### 36.1 Indian Literature

3 hours; 3 credits

Representative works in the context of Buddhism and Hinduism. Readings from the Vedas, epics, the *Bhagavad Gita*, *Dhammapada*, classical drama, *Panchatantra*, *Bhakti* poetry, and Tagore and other modern authors. (Not open to students who have completed Comparative Literature 75.)

*Prerequisite:* one of the following: English I or I.7, or Core Studies 9.

### 38.1 New Literature of Latin America

3 hours; 3 credits

The new Latin American literature from its origins to independence and maturity. Such twentieth-century writers as Carpentier, Fuentes, Garcia Márquez, Guimarães Rosa, and Paz. Impact abroad of the new masters of Latin American literature: Neruda's on North American poetry, Borges's on the New Criticism, Cortázar's on the cinema. (Not open to students who have completed Comparative Literature 60.)

*Prerequisite:* one of the following: English I or I.7, or Core Studies 9.

### 38.3 Caribbean Literature

3 hours; 3 credits

Black culture and writing in the Caribbean. Reflections on alienation and independence. Literary liberation movements, Negritude, Indigenism, and Negritude as first step towards emancipation from a European cultural vision. Writers from the English-, French-, and Spanish-speaking countries will be examined. All readings will be in English. This course is the same as Africana Studies 29 and Puerto Rican and Latino Studies 38. (Not open to students who have completed Puerto Rican and Latino Studies 54.)

*Prerequisite:* English I.

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## Interdisciplinary and thematic studies

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### 40.2 Special Topics

3 hours; 3 credits each term

Topics vary from term to term. Course description may be obtained in the department office before registration. Students may take this course for credit twice, but may not repeat topics. (Not open to students who have completed Comparative Literature 48 for credit twice.)

*Prerequisite:* English I or I.7, or permission of the chairperson.

### 45 Literature and Psychology

3 hours; 3 credits

Relationship of literature to psychological theories in specific readings. Freudian, Jungian, and/or other psychological techniques applied, compared, and evaluated as tools of literary criticism. This course is the same as English 50.3.

*Prerequisite:* English I or I.7.

### 50.12 Contemporary Literary Criticism and Theory

3 hours; 3 credits

Major approaches to literature since 1960. Topics may include semiotics, structuralism, post-structuralism, deconstruction, narratology, new historicism, feminist theory, psychoanalytic criticism, Marxism, and social constructionism. This course is the same as English 50.12.

*Prerequisite:* English 2 or 2.7.

### 50.13 Introduction to Postcolonial Literature and Theory

3 hours; 3 credits

Literary works and theoretical paradigms relating to the culture of European imperialism and its aftermath. Diversity of works from many parts of the formerly colonized world to introduce the global significance of postcolonialism. Topics include: race and representation, Orientalism and the production of knowledge, Empire and exoticism, gender and nationalism, and multiculturalism and diasporic identities. This course is the same as Africana Studies 28.5 and English 50.13.

*Prerequisite:* English 2 or 2.7.

### 74 Cross-Cultural Seminar

3 hours; 3 credits

An author, period of literature, literary movement affecting two or more countries or cultures, or a literary problem of international scope; critical analysis, and research methodologies. Topic is selected by the instructor. Course description may be obtained in the department before registration.

*Prerequisite:* English 2 or 2.7; one advanced English elective, or permission of the chairperson.

**74.7 Interdepartmental Humanities Seminar**

3 hours; 3 credits

A significant recurrent theme in Western literature and philosophy. Course description may be obtained in the department office before registration. Reports and term paper. Offered jointly by the Departments of Classics, English, and Philosophy. This course is the same as Classics 74.7, English 74.7, Philosophy 74.7.

*Prerequisite:* a grade of B or higher in six credits of advanced courses in the major field and permission of the instructors and the chairperson.

**83 Independent Research**

Minimum of 9 hours independent work; 3 credits

Independent research supervised by a faculty member. Approved topic. Periodic conferences. Report or term paper or written final examination.

*Prerequisite:* English 2 or 2.7 and an average grade of B or higher in a program, approved by a department counselor, of advanced comparative literature courses, and permission of the chairperson.

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**English-as-a-Second-Language Program (ESL)**

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**ESL 0.03 Reading Workshop**

2 hours; no credit

Working with tutors in the ESL laboratory facilities to develop reading skills such as determining the main idea, identifying major details, writing summaries, answering essay questions, and reacting critically to texts.

*Prerequisite:* Open only to ESL students who have passed the CUNY Writing Test but not the CUNY Reading Test.

**ESL 0.04 Writing Workshop**

2 hours; no credit

Working with tutors in the ESL laboratory facilities to develop the ability to write well-organized, well-developed essays with college-level content, organization, and grammar. (Not open to students who have passed the CUNY Writing Test.)

*Prerequisite:* Open only to ESL students who have passed the CUNY Reading Test but not the CUNY Writing Test.

**ESL 0.1 Summer Institute Workshop: Integrated Reading and Writing**

3 hours per day for 20 days; no credit

Integrated reading and writing workshop for ESL students. Emphasis on rapid acquisition of fluency in reading and writing at the college level in coordination with the theme of a linked course. Summer semester.

*Prerequisite:* placement by Assessment Test scores and permission.

**ESL 14 Integrated Reading and Writing: High Intermediate Level**

7 hours recitation, 1 hour laboratory; 2 credits

Increasing students' abilities in reading and writing at the high intermediate level of ESL through integrating these skills.

*Prerequisite:* program permission.

**ESL 14.1 Writing: High Intermediate Level**

4 hours recitation, 1 hour laboratory; 2 credits

Designed to increase the writing abilities, at the high intermediate level of ESL, of students who have passed the CUNY Reading Test.

*Prerequisite:* program permission.

**ESL 15 Integrated Reading and Writing: Advanced Level**

6 hours recitation, 1 hour laboratory; 3 credits

Increasing students' abilities in reading and writing at the advanced level of ESL through integrating these skills.

*Prerequisite:* program permission.

**ESL 15.1 Writing: Advanced Level**

4 hours recitation, 1 hour laboratory; 2 credits

Increasing students' abilities in writing at the advanced level of ESL.

*Prerequisite:* program permission.

**ESL 17.1 Advanced Reading for ESL Students**

3 hours; 1 credit

Advanced reading for ESL students who have reached a minimal competence in writing but need additional work in reading English. Emphasis on the comprehension and analysis of texts relevant to the humanities, sciences, and social sciences. Focus on the development of vocabulary, study skills, and critical thinking.

*Prerequisite:* one of the following courses: ESL 14, 14.1, 15, 15.1; a passing score on the CUNY Writing Test but not on the CUNY Reading Test; and permission from the program.

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**Oral communication**

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**ESL 1.5 Oral Communication I**

3 hours; 1 credit

Special attention to developing basic skills in interpersonal communication, critical and analytic thinking, and speaking fluency in preparation for speech and listening requirements of regular college courses.

*Prerequisite:* permission of an ESL counselor.

The following courses are inactive and will be offered only if there is sufficient demand:

<b>24.8</b>	<b>Sociolinguistics</b>
<b>25.2</b>	<b>British Folklore</b>
<b>40.7</b>	<b>Romantic and Victorian Prose</b>
<b>Comp Lit 19.5</b>	<b>Folk Literature and Fairy Tale</b>
<b>Comp Lit 26</b>	<b>European Romanticism</b>
<b>Comp Lit 31.1</b>	<b>East Asian Literature</b>
<b>Comp Lit 54</b>	<b>Translation Workshop: Theory and Practice</b>
<b>Comp Lit 63</b>	<b>Methods of Comparative Criticism</b>
<b>ESL 1.6</b>	<b>Oral Communication II</b>



## Environmental Studies

An interdisciplinary major

Office: 3428 Ingersoll Hall

Telephone: (718) 951-5418, (718) 951-5419, (718) 951-5420

*Director:* Micha Tomkiewicz, Physics Department

*Deputy Director:* Yehuda Klein, Economics Department

*Faculty:* from the departments of the college.

The Brooklyn College Program in Environmental Studies educates students to be fluent in the languages of the social and physical sciences related to the environment. We are a liberal arts interdisciplinary program. We offer a bachelor of arts degree in environmental studies that has two possible concentrations: environmental studies or environmental management. The major draws on courses from fourteen academic departments. A minor in environmental studies is also available. Both majors and minors take approximately half their credits in the social sciences and humanities and half in the physical sciences. Two new interdisciplinary courses serve to introduce the field of environmental studies and then apply the student's accumulated knowledge to a capstone seminar emphasizing specific case studies. We also offer a concentration for education majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6).

Employment opportunities for graduates of the environmental studies program are plentiful and varied. Environmental studies can provide a direct path to such government service or business careers as resource management and environmental impact assessment or in such public interest work as legislation, lobbying, and policy development. It is useful preparation for careers in education, journalism, politics, and business. Many of our students go on to graduate or professional school in such fields as environmental science, biology, geography, public policy, law, public health, and other related fields. It is important to note that nationwide most graduate programs in environmental studies are individualized courses of study that are drafted by the graduate student in consultation with faculty advisers and approved by a faculty committee.

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### **B.A. degree program in environmental studies** **HEGIS code 4999; SED program code 21627**

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#### **Program requirements** (59½–73 credits)

Students must complete all of the following, A through F:

- A.** 1. All of the following courses:  
 Environmental Studies 1.  
 Computer and Information Science 1.5.  
 Mathematics 2.9; or Mathematics 2.91 and 2.92.
2. One of the following statistics courses:  
 Economics 30.2.  
 Health and Nutrition Sciences 60.  
 Mathematics 1.5.  
 Physical Education 75.  
 Political Science 57.

Psychology 40.1.  
Sociology 19.1.

(Note that Health and Nutrition Sciences 60, Physical Education 75, and Sociology 19.1 have advanced prerequisites. Students not explicitly meeting these prerequisites who feel that they may be prepared for the particular course should consult the department chairperson.)

- B.** 1. One of the following science sequences:  
Biology 3 and 4.  
Chemistry 1, or 1.1 and 1.2; and Chemistry 2.  
Geology 1 and 2.2.  
Physics 1, or 1.1 and 1.2; and Physics 2.
2. Two of the following courses, chosen from discipline(s) other than that chosen in B.1. above:  
Biology 3, 4.  
Chemistry 1, 1.1 and 1.2 (count as one choice), 2, 5.  
Geology 1, 2.2.  
Health and Nutrition Sciences 24.  
Physics 1, 1.1 and 1.2 (count as one choice), 2.
- C.** At least 9 credits chosen from the following advanced science courses (note that some of these courses have prerequisites):  
Biology 15, 52, 52.1.  
Chemistry 41, 42, 51, 52.  
Geology 17.21, 18, 19.1, 20, 22, 23.1, 32.5, 53.  
Health and Nutrition Sciences 20, 22.71 (the same course as Physical Education and Exercise Science 22.71), 40, 40.5.  
Physical Education and Exercise Science 22.71 (the same course as Health and Nutrition Sciences 22.71).
- D.** Economics 20.1.
- E.** Environmental Studies 75.
- F.** Students must complete either Option 1 or Option 2 below.
- Option 1: Concentration in Environmental Studies*
1. All of the following courses:  
Philosophy 6.  
Political Science 1.51.  
Sociology 28.
2. Nine credits from the following advanced humanities and social science courses:  
Classics 30.  
Economics 60.2, 75.5.  
Philosophy 15.1.  
Political Science 75.1.  
(Studies in) Religion 15.
- Option 2: Concentration in Environmental Management*
1. Business 50.1 and 50.2.
2. Nine credits from the following: Business 50.4, 50.7, 50.8, 50.9, 76.4; Economics 60.2; Philosophy 15.1.

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### Program recommendations

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Other advanced electives and special topics courses relevant to environmental studies may be substituted with the permission of the program director. The list of available courses may be obtained each semester in the program office.

Environmental studies majors should complete Environmental Studies I as early in their careers as possible. The following courses are also recommended for majors in environmental studies: Computer and Information Science 5.2 and Health and Nutrition Sciences 8.

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### Environmental studies concentration for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6)

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The requirements for the teacher education programs indicated above are described in the “Education” section in this *Bulletin*. Students who major in either of these programs and who elect a concentration in environmental studies must complete at least 30 credits in the Environmental Studies Program with a grade of C or higher in each course. Students must meet with a program adviser to declare their intention to complete this sequence.

#### Concentration requirements:

Environmental Studies 1.

One statistics course chosen from: Economics 30.2, Health and Nutrition Sciences 60, Mathematics 1.5, Political Science 57, Psychology 40.1, Sociology 19.1.

One of the following courses: Economics 20.1; Political Science 1.5, 1.7, 75.9.

Philosophy 15.1 and Sociology 28.

Twelve credits (at least 6 of which must come from courses numbered 20 or higher) chosen from the following: General Science 9.1, 9.2, 9.3, 9.4, 10; Geology 14.1, 19.1, 22, 23.1, 38.1; Health and Nutrition Sciences 6.1, 20, 24, 40.

Environmental Studies 75.

Other advanced electives and special topics courses relevant to environmental studies may be substituted with the permission of the program director. The list of courses available each semester may be obtained from the program office.

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### Requirements for a minor in environmental studies

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A minimum of 12 credits as specified below, each completed with grade of C- or higher; plus any prerequisite of the courses, including Environmental Studies 1:

Environmental Studies 75W.

Philosophy 15.1.

Sociology 28.

One of the following:

Geology 22.

Health and Nutrition Sciences 24.

## Courses

\*Courses marked with an asterisk (\*) are not counted toward the advanced courses required for the major or the 12 credits of advanced electives required for the minor.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

### \*I Introduction to Environmental Studies

3 hours; 3 credits

Lectures and discussions of selected topics concerning the natural environment. Introduction to scientific and policy tools used to evaluate environmental and natural resource use. Case studies addressing global, transnational, regional, and local environmental issues.

### 75W Research Methods in Environmental Studies

2 hours lecture and 2 hours independent work§ and conference per week; 3 credits

Seminar or independent study in recent and current topics in environmental studies with focus on research methodology. Seminars by invited speakers; student seminars and discussions moderated by instructor. Selected individual research projects by students; research report and position paper required. Writing-intensive course.

*Prerequisite:* Environmental Studies I, advanced standing in environmental studies major or minor; and permission of the director of the Environmental Studies Program; English 2.

## Film

Department office: 201 West End Building  
Telephone: (718) 951-5664, (718) 951-5665, (718) 951-5057

*Chairperson:* Dan Gurskis

*Deputy Chairpersons:* Paula Massood, Elizabeth Weis

*Professors:* Danto, Hanlon, Hirsch, Weis;

*Associate Professors:* Gurskis, Hornsby, Massood, Tutak;

*Assistant Professors:* Parmar, Voelpel.

The Film Department offers a major in film with concentrations in film studies, film production, screenwriting, and film marketing. The department also offers a certificate program in film.

The Department of Film offers a bachelor of arts in film with four possible concentrations: film studies, film production, screenwriting, and film marketing. The department also offers a minor in film and a certificate program in film production or screenwriting.

During the course of their studies, students develop an understanding of the fundamental processes and aesthetic principles of motion picture production; an awareness of the multiplicity of ways in which technology may be used in the creative process; and an appreciation of cinema as the product of aesthetic, cultural, national, social, and historical influences.

Through its various programs, the department provides students with a solid liberal arts grounding in the history, theory, and practice of filmmaking. In doing so, the department educates individuals to be intellectually aware and fully capable of growing and thriving in a changing, diverse, globalized society. The theoretical grounding and production experience gained in the film programs provide a starting point for a wide range of careers both inside and outside the film industry as well as for advanced study in many academic disciplines that require critical and creative thinking.

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### B.A. degree program in film

**HEGIS code 1010; SED program code 02023**

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#### Department requirements

##### A. Film studies (33 credits)

All of the following: Film 1, 10W, 15, 16, 30.

Two of the following plus their prerequisites:  
Film 20, 26, 28, 29, 31.

Four additional three-credit film studies courses numbered 12 or higher plus any prerequisite of the courses. Film 40.1 is recommended for film studies majors and may be counted toward fulfillment of this requirement.

##### B. Film production (39 credits)

All of the following: Film 1, 10W, 40.1, 40.2, 43, 46.1, 46.2, 48, 55.1, 61.

One of the following plus its prerequisites: Film 44, 49, 50.1, 50.2, 56.1, 62.1, 62.2, 63.4.

Two additional three-credit film studies courses plus their prerequisites.

**C. Screenwriting** (33 credits)

All of the following: Film I, 10W, 15, 16, 40.1, 61, 62.1, 62.2, 70.

Students must also take any combination of two additional advanced film studies and film production courses, one of which may be substituted from the following: English 15.1 or 17.12; Television and Radio 16 or 36.1 or 36.2 or 50; Theater 2 or 60. Screenwriting students are encouraged to select additional electives outside the department from the courses above as well as related writing courses across the curriculum.

**D. Film marketing** (33 credits)

All of the following: Film I, 10W, 16, 28, 29, 32.

One additional course from the film studies area.

Business 50.1, 50.2, and 50.7.

One of the following: Business 50.9 or 80.1 or 80.4 or Television and Radio 19.

Students must complete each of the required courses for all concentrations with a grade of C or higher, except in specific instances in which a grade of B or higher is stipulated.

A student may not enroll for a third time in any course in which she/he has twice received a grade of D or lower or the administrative grades of W or WU. An exception may be made following written appeal, but only if a student can establish changed circumstances that would permit satisfactory performance in the course.

A student whose complete academic record includes a combination of six or more failing grades and withdrawals may not enroll in any course in the department without the written permission of the chairperson.

All majors are expected to fulfill collegewide requirements, including those in English and the core curriculum, in a timely fashion. Any student who does not demonstrate satisfactory progress toward the completion of these requirements will be prohibited from taking upper-level courses in the major.

**Certificate program in film**

**HEGIS code 5008; SED program code for 87520**

**Admission requirements**

Those students who do not have a baccalaureate degree must have received a high school diploma or the equivalent for admission to this program and must successfully complete the CUNY Basic Skills Assessment Tests.

**Program requirements: Production track** (30 credits)

Students must complete a program consisting of Film I, 20, 40.1, 40.2, 43, 46.1, 46.2, 48, 55.1, and 61.

**Program requirements: Screenwriting track**

(30 credits)

Students must complete a program consisting of Film I, 15, 16, 32, 40.1, 61, 62.1, 62.2, 70, and any three-credit film studies course numbered 12 or higher.

Students must complete each required course with a grade of C or higher except in specific instances in which a grade of B or higher is stipulated. Students who have received transfer credits from other colleges must complete a minimum

of 24 credits in the Department of Film at Brooklyn College.

The Department of Film will permit certificate students, on request, to enroll in some prerequisite courses as corequisites.

Students who desire full-time enrollment status in the certificate program must have a plan of study approved by the chairperson of the Department of Film before registering for classes.

**Requirements for a minor in film**

Film I and a program of 12 credits of advanced electives in film, with a grade of C or higher in each course. The department recommends that students confer with a departmental adviser to plan a useful sequence of courses.

**Courses**

\*Courses marked with an asterisk (\*) are not counted toward the requirement of no fewer than 18 credits in advanced courses for majors in this department.

§Independent work means not less than three additional hours each week of conference, research, independent reading, and writing assigned by the instructor. The student's grade is determined in part by the successful completion of this independent work.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

**Film studies****\*I Language of Film I**

4 hours; 3 credits

Introduction to films, filmmakers, and the vocabulary of filmmaking. The creation of movies from script to screen. Relation between form and content. Gender, genre, ethnic, and cultural approaches. Analyses and screenings of works by Hitchcock, Welles, and contemporary directors.

**2 Language of Film II**

4 hours; 3 credits

Close analysis of selected films. Detailed examinations of films of contrasting styles; the range of analytic approaches applicable to a given film.

*Prerequisite:* Film I.

**\*9 Introduction to Film**

3 hours; 3 credits

Introduction to the formal language of film. Theoretical perspectives on the nature of film, visual perception, narrative structure, and the artist-audience interaction. Film as a tool in the teaching/learning process. (Not open to students who have completed Film I.)

*Prerequisite:* Core Studies I and 6.

**10W Language of Film II**

4 hours; 3 credits

Close textual analysis of selected films. Detailed examinations of films of contrasting styles; the range of analytic approaches

applicable to a given film. Writing-intensive section. (Not open to students who have completed Film 2.)

*Prerequisite:* Film 1; English 2.

### **12 Literature and Film**

4 hours; 3 credits

Investigation of significant films derived from literature through comparison of genres. Defining film as an art form in its relation to a particular literary source. Screening of such works as Ford's *The Grapes of Wrath*, Welles's *The Trial*, Bresson's *Diary of a Country Priest*, Visconti's *The Stranger*, Lean's *Great Expectations*, Truffaut's *Shoot the Piano Player*, Olivier's *Henry V*, and Kurosawa's *Throne of Blood*.

*Prerequisite or corequisite:* Film 1 or permission of the chairperson.

### **15 History of Film I**

4 hours; 3 credits

Survey of motion pictures from 1895 to 1941. Development of film as an art form and distinctive medium of communication. Relationship of film to other arts and to social and political climates in which cinematic forms and techniques evolved.

*Prerequisite or corequisite:* Film 1 or permission of the chairperson.

### **16 History of Film II**

4 hours; 3 credits

Motion pictures from 1941 to the present. International nature of cinematic development. Screening of films that illustrate major theories of cinema. Discussion of outstanding directors and critical reactions to their work.

*Prerequisite or corequisite:* Film 1 or permission of the chairperson.

### **17 Cultural Perspectives in Film**

4 hours; 3 credits

Analysis of cultural and theoretical issues in a cross-section of thematically linked historical and contemporary films. Topics may include specific investigations into such issues as censorship, gender, race, ethnicity, and/or sexuality in film.

*Prerequisite:* Film 1.

### **18 Current Cinema and Criticism**

4 hours; 3 credits

Intensive analysis of contemporary films; study of major trends in contemporary film criticism. Students will be expected to attend assigned screenings at archives, festivals, and theaters.

*Prerequisite:* Film 1 or permission of the chairperson.

### **20 The Nonfiction Film**

4 hours; 3 credits

Introduction and overview of the development of a documentary tradition in international filmmaking. Lectures, screenings, and discussions will be geared toward analyzing

nonfiction film as a medium of observation, education, persuasion, activism, and aesthetic expression.

*Prerequisite:* Film 1 or permission of the chairperson.

### **21.2 Italian Literature and Italian Cinema**

3 hours; 3 credits

The relationship between Italian literary works and the films they inspired. Course description available in department office prior to registration. This course is the same as Italian 30.50. Taught in Italian. (Not open to students who have completed Italian 21.)

*Prerequisite:* Film 1 and Italian 17.50 or permission of the chairperson of the Modern Languages and Literatures Department.

### **22 Women in Film**

4 hours; 3 credits

The various images of women in film from the beginning to the present. Readings and discussions of myths, fears, and fantasies that have led to the production of such images. The star system and its relationship to women performers. Screenings include films made by and about women. This course is the same as Women's Studies 48.

*Prerequisite:* Film 1 or permission of the chairperson.

### **23.1 Master Class: Film Artists**

4 hours; 3 credits

Lectures by professionals in such areas of filmmaking as cinematography, editing, directing, art directing, casting, sound, music, screenwriting, special effects, opticals, lighting, costuming.

*Prerequisite:* Film 1 or permission of the chairperson.

### **23.2 Master Class: Film Producers**

4 hours; 3 credits

Lectures by professionals in areas of film production and preproduction including producing, scheduling, budgeting, financing, marketing, advertising, and distribution.

*Prerequisite:* Film 1 or permission of the chairperson.

### **24 American Film Comedy**

4 hours; 3 credits

Consideration of the masterworks of a number of major silent and sound film comedians and filmmakers. Lectures and class discussions consider such matters as the serious intent of comedy; the connections between comic form and content; the creation and repetition of the personae of major comedians; erotic, aggressive, and infantile dimensions of the comic sensibility.

*Prerequisite:* Film 1 or permission of the chairperson.

### **25 Experimental, Underground, and Avant-Garde Films**

4 hours; 3 credits

Examination of experiments in film technique, form, and content. Examples for screening drawn from significant works outside the commercial film industry.

*Prerequisite:* Film I and one additional film studies course.

### **26 The Director's Cinema**

4 hours; 3 credits

Intensive analysis of the style and themes of one major director (such as Bergman, Fellini, or Hitchcock) or of two directors (such as Renoir and Lang or Eisenstein and Lee). Students may take this course for credit three times, but may not repeat topics.

*Prerequisite:* Film I or permission of the chairperson.

### **27 Film Technology and Aesthetics**

4 hours; 3 credits

Analysis of a specific film technology and its impact on film form.

*Prerequisite:* Film I.

### **28 National Cinema**

4 hours; 3 credits

Survey of a major cinema reflecting the intellectual and artistic traditions of a nation such as India, Australia, or Japan. Students may take this course for credit three times, but may not repeat area studied.

*Prerequisite:* Film I or permission of the chairperson.

### **29 Film Genres**

4 hours; 3 credits

Studies in genre types and techniques. Narrative structure, theory, popular appeal of archetypal patterns, character stereotypes. Each term focuses on either an individual genre (westerns, science fiction, crime) or on genre as a popular film form and method of analysis. Students may take this course for credit three times, but may not repeat topics.

*Prerequisite:* Film I or permission of the chairperson.

### **30 Film Theory, Aesthetics, and Criticism**

4 hours; 3 credits

Theoretical writings of Eisenstein, Pudovkin, Kracauer, Arnheim, Bazin, Lacan, Metz, Mulvey, Cavell, and others. Their application in cinema. Writing workshop for students interested in contemporary film criticism, supplemented by historical survey of film criticism in newspapers, magazines, and film journals. Course aims at film scholarship rather than journalistic reviewing.

*Prerequisite:* Film I or permission of the chairperson.

### **31 Global Cinema**

4 hours; 3 credits

Survey of a major cinema tradition that transcends national borders. Topics selected according to regional, political, social, and/or cultural traditions shared by people across the globe. Topics include African cinema, postcolonial cinema, and the cultural exchange between Hollywood and different national cinemas. Students may take this course for credit two times, but may not repeat area.

*Prerequisite:* Film I.

#### **60.1 Special Topics in Film**

4 hours; 3 credits

Social or aesthetic approaches to film study. Course description may be obtained in the department office before registration. Students may take this course for credit three times, but may not repeat topics.

*Prerequisite:* Film I or permission of the chairperson.

#### **60.2 Special Topics Short Course**

2 hours; 2 credits

Social or aesthetic approaches to film study. Course description may be obtained in the department office before registration. Students may take this course more than once but may not repeat topics.

*Prerequisites:* Film I; additional prerequisites determined by the topic offered.

#### **60.3 Special Topics Minicourse**

1 hour; 1 credit

Social or aesthetic approaches to film study. Course description may be obtained in the department office before registration. Students may take this course more than once but may not repeat topics.

*Prerequisites:* Film I; additional prerequisites determined by the topic offered.

#### **63.4 Writing for Production I**

2 hours lecture, 2 hours lab; 3 credits

Workshop in writing short screenplays intended for production in the Department of Film. Each student will write a screenplay suitable for production in Film 46.1 or Film 64.

*Prerequisites:* Film I, 40.1, 40.2, 43, 48, 55.1, and 61; or permission of the chairperson.

#### **63.5 Writing for Production II**

1 hour; 1 credit

Workshop in revising short screenplays intended for production in the Department of Film. Each student will complete a screenplay suitable for production in Film 46.1 or Film 64.

*Prerequisites:* Film I, 40.1, 40.2, 43, 48, 55.1, 61, and 63.4; or permission of the chairperson.

**81.1 Independent Research**

1 hour; 1 credit

Faculty supervised research or fieldwork in an aspect of film. A minimum of three hours of independent work and conference per week.

*Prerequisites:* Completion of 15 credits of advanced Film Department courses, approval of a specific research project by the supervising faculty member; and permission of the chairperson.

**81.2 Independent Research**

1 hour; 1 credit

Faculty supervised research or fieldwork in an aspect of film. A minimum of three hours of independent work and conference per week.

*Prerequisites:* Completion of 15 credits of advanced Film Department courses in addition to Film 81.1, approval of a specific research project by the supervising faculty member; and permission of the chairperson.

**81.3 Independent Research**

1 hour; 1 credit

Faculty supervised research or fieldwork in an aspect of film. A minimum of three hours of independent work and conference per week.

*Prerequisites:* Completion of 15 credits of advanced Film Department courses in addition to Film 81.1 and 81.2, approval of a specific research project by the supervising faculty member; and permission of the chairperson.

**82.1 Independent Research**

2 hours; 2 credits

Faculty supervised research or fieldwork in an aspect of film. A minimum of six hours of independent work and conference per week.

*Prerequisites:* Completion of 15 credits of advanced Film Department courses, approval of a specific research project by the supervising faculty member; and permission of the chairperson.

**82.2 Independent Research**

2 hours; 2 credits

Faculty supervised research or fieldwork in an aspect of film. A minimum of six hours of independent work and conference per week.

*Prerequisites:* Completion of 15 credits of advanced Film Department courses in addition to Film 82.1, approval of a specific research project by the supervising faculty member; and permission of the chairperson.

**82.3 Independent Research**

2 hours; 2 credits

Faculty supervised research or fieldwork in an aspect of film. A minimum of six hours of independent work and conference per week.

*Prerequisites:* Completion of 15 credits of advanced Film Department courses in addition to Film 82.1 and 82.2, approval of a specific research project by the supervising faculty member; and permission of the chairperson.

**83.1, 83.2, 83.3 Independent Research I, II, III**

Minimum of 9 hours independent work§ and conference or class meetings per week; 3 credits

Research or fieldwork in an aspect of film supervised by a faculty member. (Not open to students who have completed Film 83.)

*Prerequisite:* completion of 15 credits of advanced Film Department courses and approval of a specific research project by the supervising faculty member and permission of the chairperson.

*Prerequisite:* for Film 83.2: Film 83.1.

*Prerequisite:* for Film 83.3: Film 83.2.

**See also 85.1, 85.2, 85.3, 85.4, which are listed with film production courses.**

**88.1, 88.2 Seminars in Genres**

2 hours lecture, 2 hours screening; 3 credits each term

Such limited and concentrated genre areas as Japanese film, Russian film, silent film, American film of the 1930s and 1940s, western, thriller, and comedy. Critical analysis and historical development.

*Prerequisite:* completion of a program, approved by the chairperson, of advanced Film Department courses.

**89.1, 89.2, 89.3 Seminars in Directors**

2 hours lecture, 2 hours screening; 3 credits each term

The style and vision of important film directors. Such courses as the following are offered, the subject chosen by the instructor: New Wave French film (Godard, Truffaut, Resnais, Rivette, Chabrol, and Rohmer); Italian neo-realism (Rossellini, De Sica, Visconti, and Fellini); cinema of Dreyer and Bergman; cinema of John Ford; cinema of D.W. Griffith; cinema of Jean Renoir; cinema of Buñuel and Bresson; cinema of Godard and Antonioni. Emphasis on the director's controlling vision of a film.

*Prerequisite:* completion of a program, approved by the chairperson, of advanced Film Department courses.

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**Film production**

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**32 The Business of Film**

4 hours; 3 credits

The study of film as a commercial enterprise, from Hollywood studios to New York independents, from the international marketplace to ancillary markets like cable and home video.

*Prerequisite:* Film 1.

**40.1 Film Production I**

2 hours lecture, 2 hours laboratory; 3 credits

Introduction to fundamentals of film production through demonstrations, lectures, and hands-on use of motion picture cameras, lenses, filters, lighting equipment, film stocks, and sound recording equipment. Individual and group film projects, which are evaluated and criticized.

*Prerequisite or corequisite:* Film 1 and 61, or permission of the chairperson.

**40.2 Film Production II**

2 hours lecture, 2 hours laboratory; 3 credits

Team writing, shooting, editing, and group criticism. Each student works as director, editor, writer, and cinematographer on sequences of 16mm film. Concept, research, writing, cinematography, editing, and sound. Discussion of problems encountered. Must be taken concurrently with Film 43.

*Prerequisite:* Film 1, 40.1, and 61, and permission of the instructor.

**43 Film Directing Workshop I**

2 hours lecture, 2 hours laboratory; 3 credits

Theoretical analysis and practical laboratory application of directing. Students direct and act in prepared scenes. Critique and analysis of the exercises. Must be taken concurrently with Film 40.2.

*Prerequisite:* Film 1, 40.1, 61, and permission of the instructor.

**44 Film Directing Workshop II**

4 hours; 3 credits

Continuation of Film 43. Theoretical analysis and practical application of directing. Students direct and act in prepared scenes. Critique and analysis of scenes. (Not open to students who have completed Film 68.2.)

*Prerequisite:* Film 1, 40.1, 40.2, 43 or 68 or 68.1, 46.1, 46.2, 48, 55.1, and 61, or permission of the chairperson.

**46.1 The Qualifying Film: Production**

2 hours lecture, 2 hours laboratory; 3 credits

Production of a short, intermediate-level synchronized sound film from development and preproduction through principal photography. Students work on individual projects, taking turns performing different roles in a film crew.

*Prerequisite:* Film 1, 40.1, 40.2, 43, 48, 55.1, and 61.

**46.2 The Qualifying Film: Postproduction**

2 hours lecture, 2 hours laboratory; 3 credits

Hands-on postproduction workshop enabling the student to complete the short, intermediate-level, synchronized sound film begun in Film 46.1.

*Prerequisite:* Film 1, 40.1, 40.2, 43, 46.1, 48, and 61.

**47 Sound Design**

4 hours; 3 credits

Introduction to the relationship between picture and sound. The complex interactions between dialogue, music, and effects will be explored, as well as the aesthetic possibilities of sound and the basic skills to design and combine various sound sources. The major focus will be the development of an individualized sound design for a student's 16mm film project. (Not open to students who have completed Film 47.1.)

*Prerequisite:* Film 40.1 or permission of the chairperson.

**48 Location Sound**

2 hours lecture, 2 hours laboratory; 3 credits

The fundamentals of sync sound recording. Acoustics, microphones, studio and location recording of dialogue, music, and effects. Hands-on use of professional recording equipment including: Nagra 4.2, Time Code Nagras, Smart Slates, DAT, radio microphones, and mixers. Assessment of dramatic and documentary scenes from an audio perspective.

*Prerequisite:* Film 1, 40.1, and 61, or permission of the chairperson.

**49 Community Portraits: Documentary Production**

4 hours; 3 credits

Introduction to the fundamentals of documentary production. The course will guide students through the basic three stages of a documentary project: research and development, production, and postproduction. Students may choose from various moving image formats to shoot their work and will edit using nonlinear systems. This course is the same as Television and Radio 27.2. (Not open to students who have completed Film 49.1.)

*Prerequisite:* Film 1, 40.1, 40.2, 43, 48, and 61; or Television and Radio 27.1; or permission of the instructor.

**49.2 International Documentary Production**

1 hour lecture, 4 hours laboratory; 3 credits

A workshop in directing and producing documentaries outside the United States. Site-based through the College's study abroad program. (This course is the same as Television and Radio 49.2.)

*Prerequisites:* Film 1, 40.1, 40.2, 43, 48, 55.1, 61, and permission of the instructor.

**50.1 Advanced Cinematography: 16mm Film**

4 hours; 3 credits

Lectures, demonstrations, and workshops in equipment and materials used to film motion pictures. Operation and characteristics of cameras, lenses, accessory camera equipment, film emulsions, lighting, and laboratory processing.

*Prerequisites:* Film 1, 40.1, 40.2, 43, 48, 55.1, 61, and permission of the instructor.

**50.2 Advanced Cinematography: Digital Formats**

4 hours; 3 credits

Lectures, demonstrations, and workshops in equipment and materials used in digital format motion pictures. Operation and characteristics of cameras, lenses, accessory camera equipment, and lighting.

*Prerequisite:* Film 1, 40.1, 40.2, 43, 61, and permission of the instructor.

**55.1 Film Editing**

2 hours lecture, 2 hours laboratory; 3 credits

Montage and first principles in the art of film editing: time, rhythm, visual and aural relationships. Expressive aspects of the editing process. Interconnection of concept, script, photography, and directing as related to editing. Emphasis on formal instruction in theories, techniques, and equipment use. (Not open to students who have completed Film 55.)

*Prerequisite:* Film 1, 40.1, and 61.

**56.1 Film Producing**

2 hours lecture, 2 hours laboratory; 3 credits

The process of producing a film from acquisition of the property through distribution. Topics include: selling an idea; working with screenwriters; assembling financing; selecting primary personnel; casting; the production process; and the postproduction process. Hands-on work in breaking down a script, creating a budget, establishing a shooting schedule, preparing production strip boards and call sheets, negotiating deals, and working (or not) with unions.

*Prerequisites:* Film 1, 40.1, 40.2, 43 or 68 or 68.1, 46.1, 46.2, 48, 55.1, and 61, or permission of the chairperson.

**57 Animation I**

4 hours; 3 credits

Principles of animation and techniques of working with the animation stand. Students screen films in various media and prepare weekly exercises in super-8mm using sand and gravel, clay, cutouts, and pixilation, paint-on-film, and cell-animation techniques.

*Prerequisite:* Film 40.1 and Art 25 or permission of the chairperson.

**61 Screenwriting I**

4 hours; 3 credits

An introduction to the principles of screenwriting with special attention given to traditional cinematic narrative, plot and structure, scene design, and character development. Students learn by screening and discussing relevant short films, writing short screenwriting exercises, and completing a short screenplay.

*Prerequisite or corequisite:* Film 1.

**62.1 Screenwriting II**

4 hours; 3 credits

An examination of theories and approaches to writing the feature-length screenplay.

*Prerequisite:* Film 1, 40.1, and at least one upper-level film studies elective; Film 61 with a grade of B or higher; permission of the instructor.

**62.2 Screenwriting III**

4 hours; 3 credits

Advanced workshop in writing screenplays. Each student will complete a feature-length script. Maybe repeated for credit.

*Prerequisite:* Film 1, 40.1, 61, and at least two upper-level film studies electives; Film 62.1 with a grade of B or higher; permission of the instructor

**64 Advanced Film Production**

4 hours; 3 credits

Preparation and shooting of a film in 16mm or digital format including synchronized sound, with the choice of working in narrative fiction or documentary mode. Consideration of preproduction requirements, research, script breakdown, budgets, schedules, and actual production logistics leading to completion of principal photography on selected projects.

*Prerequisite:* Film 1, 40.1, 40.2, 43, 46.1, 46.2, 48, 55.1, 61; approval by the production faculty of the completed sound Qualifying Film.

**65 Music for Film**

4 hours; 3 credits

Practical and theoretical considerations in composing music for films. Course is taught by a practicing film composer from the Conservatory of Music.

*Prerequisite:* permission of the director of the Conservatory of Music.

**66 Advanced Film Post-Production**

4 hours; 3 credits

Emphasis on individual practical work and the completion of a film begun in Film 64. Open only to students who have directed or are editing a film begun in Film 64.

*Prerequisite:* Film 1, 40.1, 40.2, 43, 46.1, 46.2, 48, 55.1, 61, 64.

**67 Computer-Controlled Nonlinear Film Editing**

4 hours; 3 credits

Theoretical and practical principles for AVID, a computer-controlled, non-linear editing system in post-production with sync sound film material.

*Prerequisite:* Film 66 or permission of the chairperson.

**70 Senior Screenwriting Practicum**

4 hours; 3 credits

Intensive workshop for film majors concentrating in screenwriting.

*Prerequisite:* Film 61, 62.1, 62.2, and senior status, or permission of the chairperson.

**83.1, 83.2, 83.3 Independent Research I, II, III**

Minimum of 9 hours independent work§ and conference or class meetings per week; 3 credits

Research or fieldwork in an aspect of film supervised by a faculty member: Participation in the preproduction, production, and postproduction of an independent film project. (Not open to students who have completed Film 83.)

*Prerequisite:* completion of 15 credits of advanced Film Department courses and approval of a specific research project by the supervising faculty member and permission of the chairperson.

*Prerequisite:* for Film 83.2: Film 83.1.

*Prerequisite:* for Film 83.3: Film 83.2.

**85.1, 85.2, 85.3, 85.4 Intensive Film Workshop I, II, III, IV**

9 hours fieldwork plus conferences; 3 credits

Intensive workshop for students engaged as interns or apprentices in a museum film study center; at a distribution, marketing, or production office; or on a professional production.

*Prerequisite:* 15 credits of advanced Film Department courses and permission of the chairperson.

The following courses are inactive and will be offered only if there is sufficient demand:

**21.1 French Literature and Cinema****56.2 Alternate Producing****58 Animation II****63.1 Advanced Screenwriting: Adaptation****63.2 Advanced Screenwriting: Writing the Genre Film****63.3 Advanced Screenwriting: Writing the Low Budget Film****General Science**

Office: 2606 James Hall

Telephone: (718) 951-5061

*Coordinator:* Eleanor Miele

*Faculty:* from departments of the College.

Courses in general science are intended to provide education majors in the early childhood education (birth–grade 2) and childhood education (grades 1–6) teacher programs with experience in interdisciplinary science beyond the core curriculum. Informed by the National Science Education Standards, written for the professional development of science educators, the Program in General Science involves teachers in learning science content by using the process of inquiry and by focusing on materials and experiences that are appropriate for use in the context of elementary education. We are committed to expanding the classroom to include the local environment and such science-rich community resources as zoos, parks, museums, nature centers, and gardens to empower children to become self-motivated learners. We introduce future educators to scientific literature and media and technological resources with which to expand their knowledge base and their ability to locate further information.

Two courses in general science are required of all early childhood and childhood education majors. Those majors may choose to take a 30-credit concentration in general science. The concentration is designed to develop educators who will be both facilitators and practitioners of lifelong learning. It provides not only a broad foundation in the sciences, but depth in a discipline of the student's choice as well as significant experience in collaborative, inquiry-based science. A senior capstone course offers all majors with a concentration in general science the opportunity for independent laboratory, field, or literature-based research.

The concentration is recommended to future educators planning to teach in all subjects or to become a science specialist in an elementary school. It also serves as a sound platform for childhood education majors who are considering graduate study in middle childhood science education. Students who wish to pursue graduate studies may apply to the master's programs offered in conjunction with this program. Please see the Division of Graduate Studies section of the School of Education section of this Bulletin.

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**Concentration in general science for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6) SED program codes 26737 and 26829, respectively**

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The requirements for the teacher education programs indicated above are described in the "Education" section in this *Bulletin*. Students who major in either of these programs and who elect a concentration in general science must complete a program of 30 credits in general science and one

of the following departments: biology, chemistry, geology, physics. A grade of C or higher is required in each course.

**Concentration requirements:** (30 credits)

Core Studies 7.1, 7.2, 8.1, 8.2 (or the equivalent) or Core Curriculum 3.21, 3.22, 3.31, 3.32, or Core Curriculum 30.xx; General Science 20 and 30. Three of the following courses: General Science 9.1, 9.2, 9.3, 9.4, 9.5.

One of the following options:

- a) At least 10 credits in biology, including Biology 3.
- b) At least 10 credits in chemistry, including Chemistry 5 or 1; or 1.1 and 1.2.
- c) At least 10 credits in geology, including Geology 1.
- d) At least 10 credits in physics, including Physics 1, or 1.1 and 1.2.

## Courses

### 9.1 Geophysics

2 hours lecture, 2 hours laboratory; 3 credits

An inquiry- and lab-based study of the materials and structure of the earth; physical properties and states of matter; their dependence on temperature and pressure; internal structure of the earth and methods of studying it.

*Prerequisite:* Core Studies 7.2 and 8.2 or an approved substitute as listed in the *Bulletin*.

*Prerequisite or corequisite:* Mathematics 1.95 and Core Studies 5 or 5.2.

### 9.2 Light and Visual Perception

2 hours lecture, 2 hours laboratory; 3 credits

An inquiry- and lab-based study of the nature of light; refraction and reflection; geometrical optics; wave properties of light; optical properties of human and animal visual systems.

*Prerequisite:* Core Studies 7.2 or an approved substitute as listed in the *Bulletin*.

*Prerequisite or corequisite:* Mathematics 1.95 and Core Studies 5 or 5.2.

### 9.3 Chemistry and Biology in Everyday Life

2 hours lecture, 2 hours laboratory; 3 credits

An inquiry- and lab-based study of chemistry and biology in everyday life; relation to more general scientific principles.

*Prerequisite:* Core Studies 7.1 and 8.1, or an approved substitute as listed in the *Bulletin*.

*Prerequisite or corequisite:* Mathematics 1.95 and Core Studies 5 or 5.2.

### 9.4 Studies in Paleobiology

2 hours lecture, 2 hours laboratory; 3 credits

An inquiry- and lab-based study of important aspects of evolutionary paleontology and the history of life as illustrated by the fossil record. Adaptation, size scaling, evolutionary processes, and paleoecology. One required field trip to study modern beach environments and to collect fossils.

*Prerequisite:* Core Studies 8.1 and 8.2, or an approved substitute as listed in the *Bulletin*.

*Prerequisite or corequisite:* Mathematics 1.95 and Core Studies 5 or 5.2.

### 9.5 Environmental Studies

2 hours lecture, 2 hours laboratory; 3 credits

An inquiry- and data-based study of relationship between global and local environmental issues. The global environmental issues will be presented through a series of lectures while the local issues will be investigated through group projects.

*Prerequisite:* Core Studies 5.1, 5.2, 7.1, 7.2, 8.1, and 8.2 or an approved substitute as listed in the *Bulletin*.

## 20 Natural Science in Early Childhood and Elementary Education

1 hour lecture, 2 hours laboratory; 2 credits

Science activities, demonstrations, and experiments useful in early childhood and elementary education. Taught in coordination with Education 45 or 45.1. Emphasis on laboratory experiences using non-toxic and familiar objects and materials.

*Prerequisite:* General Science 10 and Education 38.

*Corequisite:* Education 45 or 45.1.

## 30 Independent Research

1 hour lecture, 2 hours laboratory or conference; 3 credits

Faculty-mentored independent library or laboratory research in one of the science disciplines or an interdisciplinary science. Students will prepare a final project for presentation.

*Prerequisite:* permission of the General Science coordinator.

## Geology

Department office: 3137 Ingersoll Hall  
Telephone: (718) 951-5416

*Chairperson:* Wayne Powell  
*Deputy Chairperson, CLAS:* David Seidemann  
*Deputy Chairperson, Division of Graduate Studies:*  
John Chamberlain  
*Professors:* Chamberlain, Cherukupalli,  
Leveson, Savage, Seidemann;  
*Associate Professor:* Aja, Crânganu, Powell;  
*Assistant Professor:* Boger, Cheng.

The Department of Geology draws on chemistry, physics, and biology to give students an understanding of our planet, its varied environments, and its 4.5 billion year history. Students learn to observe, record, and interpret data pertinent to geological materials, including minerals, rocks, fossils, soils, water, and energy resources, and to geological processes that alter our natural physical environment—climate change, coastal erosion, mountain building, and the migration of continents among others. Geologists use this information to predict such trends as global warming; to forecast and attempt to mitigate natural disasters, including floods, earthquakes, and volcanic eruptions; to explore for energy and mineral resources; to assess air, water, and soil quality; and to aid in the remediation of contaminated environments.

The department offers a bachelor of science and a bachelor of arts in geology as well as a minor in geology. Our undergraduate courses and programs explore the global system and emphasize the geology of the New York City region. We integrate the city as an extension of the laboratory in our curriculum through partnerships with the city's parks, museums, and community educational organizations. Students in earth science teacher programs learn to utilize the city's resources in their middle and high school classrooms, and are introduced to all content areas defined by the New York State standards for earth science. They are thereby prepared for successful completion of the Content Specialty Examination in Earth Science, required for New York State licensure for teacher of earth science.

Students who major in geology and maintain high academic standing may apply for honors through independent research under the mentorship of a departmental faculty member. Honors students present the results of their research in a professional meeting or college seminar series. Research may involve field-based studies, lab-based studies in such areas as geochemistry or geophysics, examination of specimens in curated collections, or computational analysis of geological data sets.

Department of Geology graduates master a comprehensive education that is a gateway to a wide range of geoscience career options in industry, government agencies, and primary, secondary, and postsecondary education. Students who wish to pursue graduate studies may apply to the master's and doctoral degree programs offered by or in conjunction with

this department. Please see the Division of Graduate Studies section below.

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### Core curriculum

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The Department of Geology participates in the college's core curriculum through Core Curriculum 3.32.

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### Selecting a Program of Study

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Students who anticipate majoring in geology should consult with a departmental adviser during their first year in the department in order to plan their programs.

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### B.S. degree program in geology HEGIS code 1914; SED program code 02092

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**Department requirements** (61–62.5 credits)

#### All of the following:

- Geology 1.
- Geology 2.2, 12, 13.53, 17.01, 28.1, 31.1, 36.11, 41.1.
- Geology 22W.
- At least 6 additional credits in geology courses numbered 10 or above.
- Chemistry 1 or its equivalent, and Geology 32 or 32.5.
- Mathematics 3.3.
- Mathematics 4.3 or Computer and Information Science 1.5 or Geology 28.2.
- Biology 3 or Physics 1 or 1.5.

All required geology courses numbered 10 or higher must be completed with a grade of C- or higher in each course.

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### Additional requirements for a B.S. degree

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Candidates for a B.S. degree with a major in geology must complete at least 60 credits in science and mathematics; 24 of these 60 credits must be completed in advanced courses in the Geology Department. These 24 credits must be completed at Brooklyn College with a grade of C- or higher in each course. Specific course requirements for a B.S. degree are described above.

The following courses may be applied toward the 60 credits in science and mathematics:

- All courses in the departments of biology, chemistry, computer and information science, geology, mathematics, physics, and psychology.
- Courses marked with a (•) symbol in the Department of Health and Nutrition Sciences.
- Anthropology and Archaeology 2.4, 16, 24.1, 24.2, 26.1, 26.2, 36, 85.3.

Core Studies 5, 5.1, 5.2, 7.1, 7.2, 8.1, 8.2.

Core Curriculum 3 through 3.99; Core Curriculum 30.1 through 30.99.

Economics 30.2, 30.3, 31.1, 31.2.

Philosophy 13, 33, 42.

Physical Education 22.71, 22.75, 23, 30, 51.

Sociology 77.1.

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**B.A. degree program in geology**  
**HEGIS code 1914; SED program code 02090**


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**Department requirements** (36–37.5 credits)

All of the following:

- a) Geology 1.
- b) Geology 2.2, 17.01, 36.11, 41.1.
- c) Geology 22.
- d) At least 6 credits in geology courses numbered 10 or above.
- e) Chemistry 1 or its equivalent.
- f) Mathematics 3.3, or Computer and Information Science 1.10 or 1.20 or 1.5.

All required geology courses numbered 10 or higher must be completed with a grade of C- or higher in each course.

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**Requirements for a minor in geology**


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A program of 12 credits of advanced electives in geology, each completed with a grade of C- or higher at Brooklyn College.

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**Recommendation for prospective graduate students**


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Students who plan graduate study in general geology should select advanced electives pertinent to their planned course of study. All B.S. students planning graduate study should also develop reading competence through course 2 in at least one foreign language chosen from French, German, and Russian.

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**Division of Graduate Studies**


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The Geology Department offers a master of arts degree program in geology. The department also offers courses creditable toward the CUNY doctoral degree program in earth and environmental studies. For information, students should consult the department's deputy for graduate studies. A *Graduate Bulletin* may be obtained in the Office of Admissions.

**Courses**

\*Courses marked with an asterisk (\*) are not counted toward the requirement of no fewer than 18 credits in advanced courses for majors in this department.

§Independent work means not less than three additional hours each week of conference, research, independent reading, and writing as assigned by the instructor. The student's grade is determined in part by the successful completion of this independent work.

Field trips or similar extra-classroom activity may be required in any course.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

**Workshops**

No credit

Voluntary sessions for students enrolled in Core Curriculum 3.32 and Geology I who need additional assistance. Emphasis on solution of problems encountered in the courses.

**\*0.1 Introductory Environmental Geology**

3 hours; 3 credits

Environmental aspects of atmosphere, hydrosphere, and lithosphere; living earth ecosystem; geological pollution of the atmosphere and hydrosphere and its implications; geological hazards, hostile environments, and their control; and environmental planning and management.

**\*1 General Geology I**

3 hours lecture, 3 hours laboratory; 4½ credits

Origin of the solar system; the earth in space; earth origin; major earth processes; earth structure and materials; earth magnetism; hydrology; landforms; geologic time; climate change; earth-human interaction. Laboratory work includes study of seasons, earth motions, apparent motions of celestial bodies, minerals, rocks, terrestrial coordinates, topographic maps, field trips.

**\*2.2 General Geology II**

3 hours lecture, 3 hours laboratory; 4½ credits

Principles and concepts of geologic time; sedimentary geology; origin and evolution of the universe and its components; origin of the atmosphere and ocean; organic evolution; origin and history of life; regional geology of North America; geology of New York. Laboratory work includes the study of sedimentary rocks stratigraphy; radiometric age dating; correlation; fossils; interpretation of geologic maps and cross sections; regional geology of North America and New York. Laboratory work includes one or more field trips.

**12 Field Mapping**

120 hours supervised field and laboratory work; 4 credits

Approximately three to four weeks of supervised field and laboratory work in the Folded Appalachians or another region. Field preparation of geologic maps and sections by means of the Brunton compass, topographic base maps, and aerial photographs of the region selected. Required final report including maps, sections, description of physiography, stratigraphy, and structure. Expenses approximately \$500. (Not open to students who are enrolled in or have completed Geology 12.1.) Summer session.

*Prerequisite:* Geology 2.2, 41.1; or permission of the chairperson.

**13.53 Igneous and Metamorphic Petrology**

2 hours lecture, 4 hours laboratory; 4 credits

Occurrence, classification, evolution, and origin of igneous and metamorphic rocks; plate tectonic associations; phase diagrams and their use in petrogenesis; origin, evolution, and emplacement of magmas; metamorphic belts; laboratory work includes petrographic study of rock in thin section, hand specimen, and in the field. Laboratory work includes one or more field trips. (Not open to students who have completed Geology 13.5.)

*Prerequisite:* Geology 17.01 or equivalent.

**14.1 Geology of New York City and Environs**

1 hour lecture, 4 hours laboratory/fieldwork; 3 credits

Principles of unraveling the geologic record; geologic history of the area; rock formations, structures, glaciation, and other related features; laboratory study of rocks and structures; environmental considerations. This course includes field trips, which will be scheduled on weekends. (Not open to students who have completed Geology 3.)

*Prerequisite:* Geology 1, 2.2; Geology 17.01 and 13.5, or Geology 14.5, or permission of the chairperson.

**\*14.2 The History of Life**

3 hours; 3 credits

The history of life on earth demonstrated by fossils; origin and evolution of early life forms; the oxygen revolution; the rise of animals and diversification of life; origins of vertebrates; life on land; dinosaurs and the reptile zenith; origin and diversification of mammals; primates and human ancestry; mass extinction and the future.

**\*14.3 Geology of the National Parks**

3 hours; 3 credits

Geologic history, processes, and features of National Parks and wilderness areas in the United States; the role of park lands in modern society; parks as preserves and natural geologic laboratories.

**14.4 Concepts in Regional Geography**

3 hours; 3 credits

An introduction to the interrelationships between surface geology, physiography, climate, soils and vegetation, and how the sum of these variables controls land use and other aspects of human geography.

*Prerequisite:* Geology 1.

**14.5 Earth Materials**

2 hours lecture, 2 hours laboratory; 3 credits

An examination of the common materials that compose the Earth's crust and mantle. Laboratory sessions will focus on sample identification and interpretation.

*Prerequisite:* Geology 1 and 2.2.

**17.01 Mineralogy**

2 hours lecture, 4 hours laboratory; 4 credits

Crystallographic, chemical, and physical properties of minerals with emphasis on crystal structure. Introduction to recognition of minerals using transmitted light and X-ray diffraction analysis. Laboratory work includes one or more field trips. (Not open to students who have completed Geology 17.)

*Prerequisite:* Geology 1 or equivalent.

*Prerequisite or corequisite:* Chemistry 1.

**17.21 Economic Geology and Energy Resources**

3 hours lecture; 3 credits

Earth's mineral and energy resources; their occurrence,

associations, genesis, recovery, and use. (Not open to students who have completed Geology 17.2 or 21.)

*Prerequisite:* Geology 1.

**18 Medical Geology**

3 hours; 3 credits

Geological considerations in health hazards caused by materials of natural origin, including pollutants and radioactive substances in the solid, liquid, and gaseous realms. (Not open to students who completed Geology 70.1 during the spring, 1983 term.)

*Prerequisite:* Geology 1; or permission of the chairperson.

**19.1 Solid and Hazardous Waste Management**

2 hours lecture, 2 hours laboratory; 3 credits

Brief history of waste disposal, ecological aspects of waste disposal, hydraulics and groundwater regimes, biogeochemical cycles, regulatory background to waste management (NEPA, RCRA, CERCLA, CAA, CWA), solid and municipal wastes, landfill technologies, management of leachate and gases, chemical and hazardous waste management, radioactive waste management, geological criteria for waste-disposal site selection, sampling and evaluation of geological data, case history studies, remediation of contaminated sites.

*Prerequisite:* Chemistry 1 and any course in geology or permission of the chairperson.

**20 Geological Aspects of Conservation**

3 hours; 3 credits

Methods of control and conservation of renewable resources: soils, groundwaters, and surface waters; and nonrenewable resources; ore deposits, petroleum, coal, and related natural resources. Natural resource planning and management: policy, inventory and development, environmental impact statements. Land-use planning: purpose, carrying capacity, and methodology.

*Prerequisite:* Geology 1 or 4 or 5.1.

**22W Geological Problems and Opportunities in Urban Areas**

2 hours lecture, 2 hours laboratory; 3 credits

Geologic aspects of environmental problems and opportunities of urban areas: water supply, waste disposal, construction materials, foundations, ground stability, stream floods, and coastal processes. Geology and urban and regional planning. Geology and the origin, evolution, and future of cities. Laboratory work includes the construction and use of observational and judgmental maps. Writing-intensive course.

*Prerequisite:* Geology 1, 2.2, and a minimum of 9 credits in geology courses numbered 10 or above; or permission of the chairperson.

**23.1 Hydrogeology of Water Resources**

2 hours lecture, 2 hours laboratory and fieldwork; 3 credits

The global hydrologic cycle and its interrelations with climates, soils, and vegetation. Physical properties of surface

and groundwater flow. Hydrologic analysis of surface water and groundwater resource management, groundwater geology. Major waste resource quantity and quality issues in the United States. Numerical calculations and problems will be emphasized. Discussion of case studies that describe different types of hydrologic systems and the development and management of groundwater resources. Supervised fieldwork in determining the extent of groundwater contamination. (Not open to students who have completed Geology 70.1 in spring 1988.)

*Prerequisite:* Geology 1.

### **25.1 Geomorphology**

2 hours lecture, 2 hours laboratory; 3 credits

Descriptive and analytical study of landforms and landscape evolution. Use of topographic maps and stereo aerial photographs. (Not open to students who have completed Geology 25.)

*Prerequisite:* Geology 1; or permission of the chairperson.

### **28.1 Introduction to Geographic Information System (GIS)**

2 hours lecture, 2 hours laboratory; 3 credits

Geographic Information System (GIS) as used in environmental management, sociological analysis, business marketing, and land use planning. Basic GIS concepts. Hands-on collection, management, and analyses of data to produce information for better decision making and interpretation.

### **28.2 Statistics and Data Analysis in Geosciences**

3 hours lecture; 3 credits

Introduction to descriptive statistics in geological and geophysical contexts such as population and samples, random sampling, probability, normal distribution, types of errors, the science of statistics description. Making inferences from numbers measured on samples, such as linear regression, analysis of variance, multiple regression, polynomial regression, cluster analysis. Data analysis in earth sciences presented on four different scales (nominal, ordinal, interval, and ratio). Graphical and numerical techniques for representation and analysis. Most examples will be worked using popular software, such as EXCEL(r), MINITAB(r), STATISTICA(r), ORIGIN(r) or MATLAB(r).

*Prerequisite:* Geology 1 or 2.2.

### **31.1 Invertebrate Paleontology**

2 hours lecture, 2 hours laboratory; 3 credits

Paleobiology, paleoecology, classification, and biostratigraphy of fossil invertebrates. Laboratory work in collection, identification, and preparation techniques. Includes one or more field trips. (Not open to students who have completed Geology 31 or 39.3.)

*Prerequisite:* Geology 2.2; or Biology 3 and Core Studies 8.2; or permission of the chairperson.

### **32 Introduction to Geochemistry**

3 hours; 3 credits

Survey of geochemistry including: chemical and isotopic abundances; geochemistry of rocks and natural waters; introduction to thermodynamics, crystal chemistry, and organic geochemistry. (Not open to students who are enrolled in or have completed Chemistry 77 or Geology 77.)

*Prerequisite or corequisite:* Geology 1 or Core Studies 7.1; or permission of the chairperson.

### **33.1 History of Geology**

3 hours; 3 credits

Study of changing ideas about the earth; emphasis on religious and sociological influences. Problems considered include: how earth study became scientific; the role of "fantastic" theories of the earth; the discovery of time; the nature of change; the meaning of fossils; the construction of modern geologic beliefs. Evaluation of different histories of geology.

*Prerequisite:* Geology 2.2 or permission of the chairperson.

### **33.2 Meteorology**

3 hours; 3 credits

An introduction to weather and its causes: Earth's atmosphere and energy budget; humidity and precipitation; clouds; air pressure and wind; storms and hurricanes; weather forecasting. Climate change predictions considered from geological and historical perspectives. (Not open to students who have completed Geology 33 or the equivalent.)

*Prerequisite:* Geology 1.

### **36.1.1 Sedimentology and Sedimentary Petrology**

2 hours lecture, 2 hours laboratory; 3 credits

Sediments and sedimentary rocks, their conditions of formation, basis of classifications; methods of mechanical, chemical, mineralogic, graphic, and statistical analysis, including binocular and petrographic microscopy; application of paleodirectional structures. Laboratory work includes one or more field trips. (Not open to students who have completed Geology 36.1 or 37.1.)

*Prerequisite or corequisite:* Geology 1 or equivalent.

### **41.1 Structural Geology**

2 hours lecture, 2 hours laboratory; 3 credits

Mechanical properties of rocks; rock deformation; folds; faults; joints; igneous, sedimentary, and metamorphic structures; diapirs and salt domes. Laboratory work includes structural maps and cross sections, stereographic projections and one or more field trips involving use of the Brunton compass. (Not open to students who have completed Geology 41.)

*Prerequisite:* Geology 1.

*Prerequisite or corequisite:* Geology 2.2 or permission of the chairperson.

**43 General Geophysics**

3 hours, 3 credits

Study of the gravitational, magnetic, seismic, and electrical principles involved in geophysics; geophysical exploration; earthquakes; structure and composition of the earth's crust and interior; geodesy; submarine geophysics.

*Prerequisite:* Physics 2 or 2.5 or Geology 1 or permission of the chairperson.

**70.1 Special Topics in Geology**

3 hours; 3 credits

A special topic in geology not covered in the regular curriculum. Topics vary and reflect the interest of students and faculty. Subject matter is announced before registration. This course is intended primarily for students choosing Option 1 for the B.S. degree. Topics include geochemistry, geophysics/tectonophysics, mineralogy/petrology, paleobiology/stratigraphy, sedimentology, geomorphology, and oceanography. A student may take this course and Geology 70.2 at most three times in total, but may not repeat topics.

*Prerequisite:* at least nine credits of advanced electives as established by the instructor and permission of the chairperson.

**70.2 Special Topics in Environmental Geology**

3 hours; 3 credits

A special topic in environmental geology not covered in the regular curriculum. Topics vary and reflect the interest of students and faculty. Subject matter is announced before registration. This course is intended primarily for students choosing Option 2 for the B.S. degree. Topics include environmental geochemistry, hydrogeology, medical geology, environmental geology, environmental policy, and other related environmental subjects. A student may take this course and Geology 70.1 at most three times in total, but may not repeat topics.

*Prerequisite:* at least nine credits of advanced electives as established by the instructor and permission of the chairperson.

**Honors courses**

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for courses described below. Students may not register for more than six credits in honors courses in the department in one term.

**83.1, 83.2, 83.3 Independent Research I, II, III**

Minimum of 9 hours conference and independent work§; 3 credits each term

Independent research supervised by a faculty member. Weekly conference. Thesis or report.

*Prerequisite of 83.1:* completion of an approved program of advanced Geology Department courses and permission of the instructor and the chairperson.

*Prerequisite of 83.2:* Geology 83.1 and permission of the instructor and the chairperson.

*Prerequisite of 83.3:* Geology 83.2 and permission of the instructor and the chairperson.

**84.1, 84.2, 84.3 Seminar I, II, III**

Minimum of 9 hours conference and independent work§; 3 credits each term

Group study of some fundamental geological problem. Thesis or examination.

*Prerequisite:* completion of an approved program of advanced Geology Department courses and permission of the chairperson.

The following courses are inactive and will be offered only if there is sufficient demand:

**4 Geology and the Urban Environment**

**32.5 Environmental Geochemistry**

**39.11 General Stratigraphy**

**53 Environmental Aspects of Soils Geology**

## Health and Nutrition Sciences

Department office: 4123 Ingersoll Hall  
Telephone: (718) 951-5026

*Chairperson:* Janet K. Grommet  
*Deputy Chairperson, CLAS and SGS:* Michele Greene  
*Deputy Chairperson, Division of Graduate Studies, Health:* Jean Grassman

*Deputy Chairperson, Division of Graduate Studies, Nutrition:* Kathleen V. Axen

*Professors:* Axen, Balk, Greene, Jacobson, Levin, Mirotznic, Oppenheimer;

*Associate Professors:* Antoniello, Eastwood, Grassman, Greenberg, Grommet, Hauck-Lawson, McChesney, Padgug, Schnoll, Sirota, Weston;

*Assistant Professors:* Koizumi.

*DPD Program Director:* Clifford Rouder.

*DI Program Director:* Roseanne Schnoll.

The Brooklyn College Department of Health and Nutrition Sciences offers a bachelor of arts degree as well a bachelor of science degree with two concentrations: health science and nutrition. The department also offers a minor and a concentration in health and nutrition sciences for education majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6).

The health concentration in the B.S. degree provides students with the conceptual foundation and factual knowledge necessary to analyze and apply current information concerning health and health care. Students are introduced to and expand their knowledge of the basic science of health; the philosophical underpinnings of health and health care in the U.S.; the multidimensional determinants of health; epidemiology and biostatistics; nutrition; and the organization and administration of health services. Through the selection of elective courses, students are also introduced to a wide variety of content-specific areas, including human sexuality; drugs and alcohol; women's health; children's health; health communication, education and counseling. Students who concentrate in health science are required to complete an internship. Through independent study courses, students also have the opportunity to work on research with a faculty mentor.

The concentration is designed to provide students with the background to prepare for a variety of academic and career options. Students who complete the B.A. or B.S. degree program find work as entry-level administrators, health educators, or researchers within the public or corporate health care sector. Often students continue their education to obtain advanced degrees to pursue such professional careers as physicians, dentists, physician assistants, nurses, occupational therapists, physical therapists, and social workers.

The nutrition concentration in the B.S. degree is an accredited program of the American Dietetic Association (ADA). Accreditation insures that students will graduate with the foundation knowledge and skills necessary for entry level practice as a registered dietitian (RD).

A solid grounding in the sciences enables our students to understand the relationship between food, nutrients, health, and disease. Classroom and fieldwork experiences related to federal and local nutrition programs, nutrition counseling and education skills, food and culture, and food service management are integral parts of this program, as are courses in biostatistics and research design.

Students who complete all required courses in the nutrition concentration with a grade of C or better are permitted to apply for a dietetic internship, the experiential training for registered dietitians (RD). After completion of the internship, with a passing score on the registration examination for dietitians, students are awarded the credential of RD. Students are then eligible for a variety of entry level positions in clinical, community, or food service settings. With experience, students have created opportunities in such diverse areas as sports nutrition, mass communication, and research.

Our students who wish to pursue graduate studies may apply to the master's programs offered by this department. Please see the Division of Graduate Studies section below.

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### **B.A. degree program in health and nutrition sciences**

**HEGIS code 1299; SED program code 85300**

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#### **Department requirements** (57½–59½ credits)

Health and Nutrition Sciences 6.1.

All of the following: Health and Nutrition Sciences 20, 21, 22.71, 22.72, 24, 25.1 or 29, 26, 60, and one fieldwork course chosen from 56, 58.1 or 58.2.

A minimum of 12 credits in Health and Nutrition Sciences courses numbered in the 30s and/or 40s.

A minimum of 6 credits from the following courses: Health and Nutrition Sciences 50, 50.5, 55, 56.5, 57, 59, 60.1, 66, 68, and courses numbered in the 70s.

Biology 4 and Chemistry 1 or 5.

#### **Department recommendation**

Prospective health and nutrition sciences majors should consult the deputy chairperson before choosing a program of study leading to a B.A. degree, health concentration.

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### **B.S. degree program in health and nutrition sciences**

**HEGIS code 1299, SED program code 85301**

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#### **Department requirements** (67½–73 credits)

Health and Nutrition Sciences 6.1, 22.71, 60.

Biology 4.

Biology 52 and 52.1.

A collegewide minimum of 24 credits in advanced courses in one department must be completed at Brooklyn College with a grade of C or higher in each course.

In addition, all students must complete the requirements in one concentration: health science or foods and nutrition.

**Concentration in health science**

Biology 3.

Chemistry 1 and 2; or 5 and 50.

Health and Nutrition Sciences 6.1.

All of the following: Health and Nutrition Sciences 20, 21, 22.72, 24, 25.1 or 29, 26, 60, and one fieldwork course chosen from Health and Nutrition Sciences 56 or 58.1.

A minimum of 12 credits in health and nutrition sciences courses numbered in the 30s and/or 40s.

A minimum of 6 credits from the following: Health and Nutrition Sciences 50, 50.5, 55, 56.5, 57, 59, 60.1, 66, 68, and courses numbered in the 70s.

**Concentration in nutrition**

Students who complete this concentration will meet the requirements for the Didactic Program in Dietetics (DPD) of the American Dietetic Association (ADA). DPD is a term used by the American Dietetic Association to describe the program that satisfies the academic requirements for becoming a registered dietitian (RD). Students must also complete a Dietetic Internship (DI) to be eligible for the registration examination.

Chemistry 1 and 2, or 5; and 50.

All of the following: Health and Nutrition Sciences 29, 41.1, 41.2, 47, 51, 52 or 63, 53.1, 54.1, 54.6, 54.7, 68, and 73.

**Recommendation**

Because ADA requirements are subject to change, students who wish to become members of the ADA or registered dietitians should consult with the DPD program director in the department to determine minimum academic requirements. For the purpose of ADA verification all required courses for the degree must be completed with a grade of C or better:

Prospective health and nutrition sciences majors should consult the deputy chairperson before choosing a program of study leading to a B.S. degree.

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**Health and nutrition sciences concentration for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6) HEGIS codes 0823 and 0802 respectively; SED program codes 26737 and 26829 respectively**

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The requirements for the teacher education programs indicated above are described in the “Education” section in this *Bulletin*. Students who major in either of these programs and who elect a concentration in health and nutrition sciences must complete at least 30 credits in the Health and Nutrition Sciences Department with a grade of C or higher in each course. Students must meet with a department adviser to declare their intention to complete this sequence.

**Concentration requirements:**

Health and Nutrition Sciences 6.1. Health and Nutrition Sciences 25.1, or 29; 31; 37. Five courses from the following: Health and Nutrition Sciences 2, 20, 21W, 26, 30, 32, 34, 35,

36, 38, 39, 40, 42.5, 44, 47. One of the following courses: Health and Nutrition Sciences 50, 55, 56, 57, 58.1, 59, 60.1, 66.

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**Requirements for a minor in health and nutrition sciences**

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A minimum of 12 credits in at least four courses of advanced electives in health and nutrition sciences, each completed with a grade of C or higher. Courses numbered below 20 may not be used; at least one course must be in the 20s sequence.

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**Division of Graduate Studies**

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The Health and Nutrition Sciences Department offers the following graduate programs: master of arts in community health with concentrations in community health education and thanatology; master of public health in community health with concentrations in community health, health care policy and administration, and health care management; master of science in nutrition; master of science in computer science and health science (cosponsored with the Computer and Information Science Department); master of science in health and nutrition sciences: health teacher (all grades). The department also offers a dietetic internship (DI) accredited by the American Dietetic Association.

For information, students should consult the department's deputy chairperson for graduate studies or the DI program director. A *Graduate Bulletin* may be obtained in the office of admissions.

**Courses**

\*Courses marked with an asterisk (\*) are not counted toward the requirement of no fewer than 18 credits in advanced courses for majors in this department.

Courses marked with a dot (•) are applicable to the 60-credit science and mathematics requirement for the B.S. degrees in biology, chemistry, computer and information science (including computational mathematics), geology, mathematics, physics, psychology, and the interdepartmental major in science. The dot (•) does not affect the requirements for the B.S. degree program in health and nutrition sciences.

§Independent work means not less than three additional hours each week of conference, research, reading, and writing as assigned by the instructor. The student's grade is determined in part by the successful completion of this independent work.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

**•\*2 Death, Life, and Health**

3 hours; 3 credits

Individual and societal attitudes concerning death and life. How attitudes about death influence the quality of life and health. Impact of bereavement on survival and health. Medical concerns in treatment of the terminally ill. Hospices. The living will. Organ transplantation. Impact of technology on the care of the dying.

**•\*6.1 Personal and Community Health**

3 hours; 3 credits

Basic health concepts. Personal responsibility for health maintenance and improvement for individuals, families, and communities.

**\*8 Nutrition and World Hunger**

3 hours; 3 credits

Principal elements of food production and distribution. Determinants of the adequacy of the world's food supply. Nutritional consequences of inadequate food supply.

**•\*12 Contemporary Health Problems of Children and Youth**

3 hours; 3 credits

Factors influencing health throughout the school years. Identification of basic issues. Alternative and conflicting approaches to solving health problems. The School of Education recommends that prospective teachers take Health and Nutrition Sciences 12 in conjunction with all education sequences (early, elementary, and secondary). (Not open to students majoring in health and nutrition sciences.)

*Prerequisite:* candidacy for New York State teacher certification.

**•20 Health and Human Ecology**

3 hours; 3 credits

Ecological factors of health. Theories of adaptation to a changing environment. Technological advances and environmental reaction. Air; water; noise, and waste pollution. Needs and responsibilities of the individual as a user of the environment.

*Prerequisite:* Health and Nutrition Sciences 6.1.

**•21 Principles in Health Science**

3 hours; 3 credits

Scientific and philosophical bases of health principles. Social conditions influencing health. Principles affecting health programs.

*Prerequisite:* Health and Nutrition Sciences 6.1.

**•21.1W Principles in Health Science**

2 hours lecture, 2 hours laboratory; 3 credits

Scientific and philosophical health principles. Social conditions influencing health. Principles affecting health programs. Writing-intensive section.

*Prerequisite:* Health and Nutrition Sciences 6.1 and English 2.

**•22.71 Human Physiology**

3 hours; 3 credits

Application of physiological concepts to health and life. The mechanism and control systems that allow for functional harmony. Systemic approach to the physiology of bone, muscle, nerve, special senses, circulation, respiration, digestion, metabolism, the endocrine glands, and reproduction. This

course is the same as Physical Education 22.71.

*Prerequisite:* Biology 4.

**•22.72 Physiology Laboratory**

1 hour lecture, 2 hours supervised laboratory and/or supervised fieldwork; 2 credits

Development of skill in the use of clinical and research apparatus and techniques. Students work with practical electrophysiological measures such as EEG and EKG. Application of material covered in Health and Nutrition Sciences 22.71. (Not open to students who are enrolled in or have completed Biology 6.1 or 6.2.)

*Prerequisite or corequisite:* Health and Nutrition Sciences 22.71.

**•24 Introduction to Epidemiology: Laboratory**

3 hours recitation, 2 hours laboratory; 4 credits

International, national, and local issues in public health; demography; prevention and control of disease; health problems of disadvantaged and displaced people. Laboratory experiences in data analysis, disease surveillance, investigation of disease outbreaks, and causal analysis of chronic diseases.

*Prerequisite:* Health and Nutrition Sciences 6.1.

**•25.1 Fundamentals of Nutrition**

3 hours; 3 credits

Fundamental principles of nutrition as they relate to optimum health of the individual and the family. Social, economic, and educational implications. Evaluation of various mass media relating to the field. This course does not satisfy the department requirement for students majoring in foods and nutrition. (Not open to students who are enrolled in or who have completed Health and Nutrition Sciences 29.)

**26.1 Introduction to the U.S. Health System**

3 hours; 3 credits

Examination of problems in health care delivery in the United States. Study of the historical, political, and economic aspects of the public and private health systems. Critical evaluation of the quality, organization, and accessibility of health care services. Comparison of health care systems in different countries. (Not open to students who have completed Health and Nutrition Sciences 26.)

*Prerequisite:* Health and Nutrition Sciences 6.1.

**•29 Human Nutrition**

4 hours; 4 credits

Utilization of food by the body. Nutrient requirements under varying conditions of growth, occupation, and climate. Energy metabolism and weight control. Calculation and computation of nutrient composition of selected foods, food groups, and diets.

*Prerequisite:* Biology 1 or 4, and 2 or 3.

**30 Psychological Aspects of Health**

3 hours; 3 credits

Contributions of psychology to the promotion and maintenance of health; prevention and treatment of illness; causes and correlates of health, illness, and related dysfunctions. Evaluations of research about psychological contributions to health. (This course is the same as Psychology 16.)

*Prerequisite:* Health and Nutrition Sciences 6.1; or Psychology 1.1 and one of the following: Psychology 10, 30.2, or 65.1.

**31 Child Development: Typical and Atypical**

3 hours lecture, 3 credits

Health perspectives on development of the child from birth through middle childhood with focus on young children. Emotional, physical, and social development. Deviations from normal patterns of development, and study of specific disabilities. Environmental factors of particular importance in guiding growth. Course includes a child observation project.

*Prerequisite or corequisite:* Health and Nutrition Sciences 6.1 or Education 34 or Psychology 1.1.

**•32 Physiology of Health and Disease**

3 hours; 3 credits

Interdependence and function of body mechanisms in the daily processes of adapting to the stress of life.

*Prerequisite:* Health and Nutrition Sciences 22.71 or Physical Education 22.71.

**33 Current Concerns in Nutrition**

3 hours; 3 credits

Principles of nutrition used to evaluate current issues and controversies. Topics include a basic overview of nutrition and nutrients, fad diets, cholesterol, sugar, megavitamins, nutrition labeling, food additives, health foods, nutrition and drug relationships, mass media and nutrition, and dietary fibers. (Not open to students concentrating in foods and nutrition or to students who have completed Health and Nutrition Sciences 4.)

*Prerequisite:* Health and Nutrition Sciences 25.1 or 29.

**34 Women's Health:  
A Feminist Perspective**

3 hours; 3 credits

Modern medical systems and women's places as medical workers and consumers of medical services. History of women healers and health workers. Influences of race, class, ethnicity, and sexual preference on illness and treatment of women. Politics of contraception, sterilization, abortion, and childbirth. Self-help care movement. This course is the same as Women's Studies 35.

*Prerequisite:* Health and Nutrition Sciences 6.1 or Women's Studies 10.7 or 10.8; or permission of the chairperson.

**•35 Human Sexuality**

3 hours; 3 credits

Development of awareness and understanding of one's sexuality. Differences in sexual expression. Relationship between sexuality and health. Effect of sterility, infertility, contraception, and abortion on the individual and on sexual responsibility.

*Prerequisite:* Health and Nutrition Sciences 6.1.

**•36 Family Influences on Child Health**

3 hours; 3 credits

Parenthood, prenatal care; development and health of the child from birth to adolescence; school environment; physical handicaps.

*Prerequisite:* twelve credits in the department, including Health and Nutrition Sciences 6.1. A course in developmental psychology or child development is recommended.

**•37 Fundamentals of Health Counseling**

3 hours; 3 credits

Role of the health counselor. Application of basic counseling skills to the solution of health problems.

*Prerequisite:* twelve credits in the department, including Health and Nutrition Sciences 6.1; or permission of the chairperson.

**•38 Health Appraisal**

3 hours; 3 credits

Health problems of children and adults. Theoretical basis for health appraisal and screening. Techniques of health appraisal and screening, recording, interpreting, and counseling about test results; cooperation with public health services; confidentiality and consent; follow-up. Duties and limitations of the health appraiser.

*Prerequisite:* Health and Nutrition Sciences 6.1; and Health and Nutrition Sciences 22.71 or Physical Education 22.71.

**•39 Drugs and Society**

3 hours; 3 credits

Exploration of drug use in our society and in earlier cultures. Nature and effects of various drugs. Psychological, sociological, and legal aspects of drug use abuse.

*Prerequisite:* Health and Nutrition Sciences 6.1.

**•40 Environmental Health**

3 hours; 3 credits

Environmental factors affecting health; community sanitation; heating, lighting, ventilation; camp, resort, swimming pool, and restaurant sanitation. Local conditions.

*Prerequisite:* Health and Nutrition Sciences 6.1.

**•40.5 Occupational Safety and Health**

3 hours; 3 credits

Occupational safety, health programs, and services; hazards and control procedures; reporting and investigating of industrial accidents; legislation, standards, rules, and compliance procedures in achieving safety for workers.

*Prerequisite:* Health and Nutrition Sciences 6.1.

**41.1 Fundamentals of Food**

3 hours; 3 credits

Nutritional, functional, and chemical components of food. Factors in food selection and methods of preparation. Discussion of cultural, economic, and ecologic factors in food production, preparation, and consumption. (Not open to students who have completed Health and Nutrition Sciences 41.)

*Prerequisite or corequisite:* Health and Nutrition Sciences 25.1 or 29.

**41.2 Fundamentals of Food Laboratory**

4 hours laboratory; 2 credits

Development of skill in food selection, handling, preparation, and equipment use. Exploration of cultural food resources and food production systems. Application of material covered in Health and Nutrition Sciences 41.1. (Not open to students who have completed Health and Nutrition Sciences 41.)

*Prerequisite or corequisite:* Health and Nutrition Sciences 25.1 or 29; and Health and Nutrition Sciences 41.1.

**42.5 Family Health and Relationships**

3 hours; 3 credits

Family interaction, attitudes, and roles as they relate to major health problems and special needs of individuals throughout the family life cycle. Family health as it relates to and is influenced by other institutions in society.

*Prerequisite:* Health and Nutrition Sciences 6.1.

**44 Contemporary Issues in Public Health and Health Care: Race, Class, and Gender**

3 hours; 3 credits

Examination of the influence of race, class, and gender on health and medical care in the United States.

*Prerequisite:* Health and Nutrition Sciences 6.1.

**•46 Health Aspects of Maturity and Aging**

3 hours; 3 credits

Development of awareness and understanding of the aging process. Health and health-related needs of the aging. Preventive, restorative, and rehabilitative services for the aged. Health education and long-term care for the disabled.

*Prerequisite:* twelve credits in the department, including Health and Nutrition Sciences 6.1.

**•47 Life Cycle Nutrition**

3 hours; 3 credits

Basic nutrition concepts as they apply to the stages of the life cycle: pregnancy, infancy, childhood, adolescence, adulthood, and old age.

*Prerequisite:* Health and Nutrition Sciences 6.1; and 25.1 or 29.

**50 Techniques of Community Health Education**

3 hours; 3 credits

Identification and analysis of various techniques, media, approaches used in community health education. Analysis of health education campaigns.

*Prerequisite:* fifteen credits in advanced courses in the department.

**•50.5 Geriatric Nutrition**

3 hours; 3 credits

Integration of basic nutritional concepts with current knowledge of the aging process. Healthy and diseased states as they relate to nutritional needs and consumer concerns.

*Prerequisite:* Health and Nutrition Sciences 25.1 or 29.

**51 Institutional Food Service Management**

3 hours lecture, 3 hours fieldwork; 4 credits

Planning, purchasing, storage, preparation, and distribution of food in varied institutional settings. Principles of safety and sanitation in food services. Classic management theory as applied to food service systems. Supervised fieldwork component. (Not open to students who have completed both Health and Nutrition Sciences 66.1 and Health and Nutrition Sciences 66.2. Students who have completed Health and Nutrition Sciences 66.1 may take this course, but will receive only 2 credits.)

*Prerequisite:* Health and Nutrition Sciences 41; or 41.1 and 41.2.

**•52 Introduction to Experimental Foods**

1 hour lecture, 4 hours laboratory; 3 credits

Experimental techniques including factors affecting preparation of standard food products and comparative methods and materials.

*Prerequisite:* Health and Nutrition Sciences 41; or 41.1 and 41.2.

*Prerequisite or corequisite:* Chemistry 50 or 51.

**•53.1 Community Nutrition Education**

3 hours lecture, 2 hours supervised fieldwork; 4 credits

Knowledge of education theories, health behaviors, human and group dynamics, and public policy in dietetics. Application of the principles of nutrition as they relate to the problems of different community groups at the local, national, and international level using nutritional assessment, program planning, education, and program evaluation techniques.

Introduction to the public health approach to nutrition. Supervised field observations to study nutrition services in varied communities. (Not open to students who have completed Health and Nutrition Sciences 45 or 53.)

*Prerequisite:* Health and Nutrition Sciences 47.

#### •54.1 Nutritional Chemistry

4 hours lecture; 4 credits

Biochemistry of carbohydrates, lipids, proteins, inorganic salts, enzymes, vitamins, hormones. Bioenergetics and oxidation reactions. Pathways of intermediary metabolism. (Not open to students who are enrolled in or have completed Health and Nutrition Sciences 54 or Chemistry 58.)

*Prerequisite:* Health and Nutrition Sciences 29 and Chemistry 50 or 51.

#### •54.6 Medical Nutrition Therapy

4 hours; 4 credits

Pathophysiological basis for nutritional care in specific diseases; theoretical basis for therapeutic diets. (Not open to students who have completed Health and Nutrition Sciences 54.5.)

*Prerequisite:* Health and Nutrition Sciences 22.71, 29, and 47; or permission of the chairperson.

*Corequisite:* Health and Nutrition Sciences 54.7.

#### •54.7 Applied Medical Nutrition

2 hours lecture, 2 hours supervised fieldwork; 3 credits

An introduction to the profession and practice of dietetics. Topics include: interpersonal communication skills; counseling theory and methods; screening for nutritional risk; nutritional assessment and evaluation; documentation methods; medical terminology; laboratory parameters; ethics of care; reimbursement issues; calculation of diets; enteral and parenteral nutrition; nutrient-nutrient and drug-nutrient interactions.

*Prerequisite:* Health and Nutrition Sciences 22.71 and 47; or permission of the chairperson.

*Corequisite:* Health and Nutrition Sciences 54.6.

#### •55 Sex Information and the Health Professional

3 hours; 3 credits

Developing an awareness of problems inherent in presentation of sex information. Dealing with the phenomena of responsible sexual behavior. Consideration of controversial issues as they relate to the individual, the family, and to community organizations.

*Prerequisite:* fifteen credits in advanced courses in the department; and a grade of C or higher in Health and Nutrition Sciences 35.

#### 56 Health and the Hospitalized Child

2 hours recitation, 4 hours fieldwork; 4 credits

Physical, social, and emotional factors that affect hospitalized children and their families. Application of techniques and skills

in dealing with children and health problems. Supervised fieldwork in a hospital setting.

*Prerequisite:* Health and Nutrition Sciences 36 and 37.

#### •57 Leadership in Health Action Groups

3 hours; 3 credits

Use of groups in influencing health behavior. Dynamics of effective health action groups. Group participation to demonstrate leadership skills, relationships, blocks to effective action. Learning to assess group needs. Capitalizing on individual personalities for change and growth. Ethics of teacher involvement.

*Prerequisite:* Health and Nutrition Sciences 6.1; and completion of 6 credits in advanced courses in health and nutrition sciences.

#### •58.1, 58.2 Community Health Service I, II

6 hours; 3 credits

Supervised fieldwork in a designated health service agency. Conferences with instructor. Report or term project. Either course may be taken alone or first. Students are encouraged to meet with instructor one term prior to registration to discuss and arrange placement.

*Prerequisite:* completion of 12 credits in advanced elective courses in health and nutrition sciences with a minimum grade of C, or permission of the chairperson.

#### 59 Internet Community Health Education

3 hours; 3 credits

This is a project-oriented course that introduces the student to community health education on the Internet. The theoretical basis for Internet community health education is discussed. Traditional program planning and evaluation models are adapted to the Internet, and skills unique to Internet community health education are developed.

*Prerequisite:* Health and Nutrition Sciences 6.1 and completion of six credits in advanced courses in the department.

#### •60 Introduction to Biostatistics for the Health Sciences

2 hours lecture, 2 hours laboratory; 3 credits

Basic statistical techniques applied to tests and measurements in health and nutrition sciences. Vital statistics. Evaluation of tools to measure health attitudes, knowledge, and behavior. Use of computer software for statistical analysis.

*Prerequisite:* 12 credits in advanced health and nutrition sciences courses.

#### •60.1 Program Planning and Community Health Education

3 hours; 3 credits

Introduction to concepts of program planning for health education in the community. Program development, implementation, and evaluation of currently functioning

community health education programs.

*Prerequisite:* Health and Nutrition Sciences 20, 21, 24, and six credits chosen from courses in the department numbered in the 30s and/or 40s.

### •63 Advanced Nutrition

3 hours; 3 credits

Biochemical and physiological functions of the nutrients. Metabolic interrelationships applied to the study of human nutrition. Nutrient requirements of individuals in various environments and stages of life. Nutritional status of individuals and population groups. Dietary, biochemical, and clinical methods of appraisal. Programs for improvement of nutritional status.

*Prerequisite:* Health and Nutrition Sciences 54; or 54.1; or 54.6 and 54.7.

### 64 Health and Globalization

3 hours; 3 credits

Cross-cultural study of the effects of globalization on the health of contemporary human populations. Assessment of the ways that physiological factors are mediated by cultural and social processes. Problems of social inequality and power on primary determinants of health and health care. International health, human rights and health, AIDS pandemic, health and the environment. (This course is the same as Anthropology 34.5.)

*Prerequisite:* Health and Nutrition Sciences 21.

### 66 Health Communication

3 hours; 3 credits

The way we create, seek, process, and share information about health, medicine, and the health care system. Intrapersonal, interpersonal, group, organizational, and societal communication. The multidisciplinary nature of health communication. Literature from communication studies and the social sciences. (This course is the same as Speech 66.)

*Prerequisite:* Health and Nutrition Sciences 6.1 or equivalent.

### •68 Organization, Administration, and Supervision of Health Services

3 hours; 3 credits

Increasing demands for health services; determinants of health policy making; utilization of health care resources; health expenditures in the total economy; structuring health care systems; quality controls of services.

*Prerequisite:* Health and Nutrition Sciences 21 or 26 or 53.1.

## Seminars

### •72.1 Seminar in Current Literature in Philosophy of Health

3 hours; 3 credits

Exploration of current literature in the philosophy of health as it relates to human development. Project or report.

*Prerequisite:* eighteen credits in advanced courses in the department and permission of the chairperson.

### •72.2 Seminar in Current Literature in the Science of Health

3 hours; 3 credits

Exploration of current literature in science related to health and human development. Project or report.

*Prerequisite:* eighteen credits in advanced courses in the department and permission of the chairperson.

### •73W Seminar in Recent Trends in Nutrition

3 hours; 3 credits

Critical survey of current literature in the field. Discussion of concepts of research methodology. Interpretation and application of research findings to the nutritional well-being of individuals and population groups. Writing-intensive course.

*Prerequisite:* nine credits in advanced courses in nutrition; Health and Nutrition Sciences 22.71 and 60; English 2.

## Honors courses

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for the courses described below. Students may not register for more than six credits in honors courses in the department in one term.

### •83.1, 83.2, 83.3 Directed Research I, II, III

Minimum of 9 hours conference and independent work; 3 credits

Structuring of research topic and completing research in any area within the field of health science: designing, testing, and evaluating research data. Report on term project.

*Prerequisite of 83.1:* completion of an approved program of advanced health and nutrition sciences courses and permission of the chairperson.

*Prerequisite of 83.2:* Health and Nutrition Sciences 83.1 and permission of the chairperson.

*Prerequisite of 83.3:* Health and Nutrition Sciences 83.2 and permission of the chairperson.

### •88.1 Independent Study in the Health and Nutrition Sciences

6 hours conference and independent work§; 2 credits

Independent study in an area of health and nutrition sciences. Conferences. Report or project.

*Prerequisite:* junior or senior standing and permission of the chairperson.

### •88.2 Independent Study in the Health and Nutrition Sciences

9 hours conference and independent work§; 3 credits

Independent study in an area of health and nutrition sciences. Conferences. Report or project.

*Prerequisite:* junior or senior standing and permission of the chairperson.

The following courses are inactive and will be offered only if there is sufficient demand:

#### 51.1 Advanced Foods: Cultural Perspectives

#### 56.5 Child Growth and Health

## History

Department office: 524 Whitehead Hall

Telephone: (718) 951-5303

*Chairperson:* David G. Troyansky

*Deputy Chairperson, Administration and Counseling:* Steven Remy

*Director of Graduate Studies:* Steven Remy

*Professors:* Berger, Burrows, Gallagher, Johnson, Kimmich, King, Troyansky;

*Associate Professors:* Banerjee, Remy, SenGupta, Wills;

*Assistant Professors:* Ebert, Fishman, Meyer, Napoli, Rawson.

Historians turn our predisposition to explain present events by the past into a formal intellectual tool. The Department of History helps students develop facility with this tool, as they learn to control a body of knowledge and utilize techniques of historical thinking that will serve them well in both professional and civic settings. The History Department also gives students the opportunity to achieve a broad, authoritative, current understanding of the social, political, cultural, and economic developments that constitute the historical background of the modern world. Students learn to identify significant problems, read evidence critically, organize information coherently, write about it cogently, and think independently. They come to appreciate that while vestiges of the past are all around us, history is what we write, not just what is “out there.” Its uses are multiple, some are present-minded, but others involve an appreciation of the past for its own sake.

The department offers a bachelor of arts degree in history, a bachelor of arts in adolescence education for social studies teachers, and a concentration for education majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6). The distribution requirements of the major—as well as individual courses—emphasize both historical content and skills and provide a diverse regional, cultural, and chronological scope. A minor in history is also available, as is a minor in archival studies and community documentation that affords opportunities to train in oral history and to undertake practical work in a variety of repositories and cultural institutions.

Students have opportunities to work closely with a faculty whose members have won recognition for both teaching and scholarship and are eager to advise student research and to recommend internship programs to facilitate professional development.

Many of the department’s graduates become schoolteachers. Others prepare for careers in the worlds of business and public service. Students who wish to pursue advanced studies may apply to the master’s and doctoral degree programs offered by or in conjunction with this department. Please see the Division of Graduate Studies section below.

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**Core curriculum**


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The Department of History participates in the college's core curriculum through Core Curriculum 2.2.

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**Department counseling**


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History Department counselors are available on a regular basis to all students for advice on majors, programs, and career opportunities. Prospective majors are urged to consult a department counselor as soon as possible to plan a balanced program.

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**B.A. degree program in history**  
**HEGIS code 2205; SED program code 02106**


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**Department requirements (33 credits)**

History 10. History 10 is a prerequisite of all history courses numbered in the 60s, 70s, and 80s with the exception of History 69.1, 69.2, 78.1, and 78.2.

Twenty-four credits in lower-division courses including at least three credits in each of the following groups:

- a) Ancient, medieval, and early modern history
- b) European history
- c) Transnational and comparative history
- d) United States history
- e) African, Asian, Caribbean, Latin American, and Middle Eastern history.

Six credits in upper-division courses with a grade of C or higher in each course. One of these courses must be a colloquium.

History majors fulfilling program requirements described in earlier *Bulletins* should validate their programs with a department counselor at the time they declare the major.

No course a student takes may satisfy more than one group.

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**B.A. degree program in adolescence education: social studies teacher**  
**HEGIS code 2201.01; SED program code 26754**


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The B.A. degree program for social studies teacher requires a social studies major, including study in economics, government, and at least 21 credits of study in the history of the United States and the world. The requirements of the History Department and the School of Education for students who wish to qualify for initial certification as social studies teacher are shown below. Students are advised to see the "Social Studies" and "Education" sections in this *Bulletin*. Additional information may be obtained from the School of Education or the Department of History. Students should consult a counselor as early as possible to plan their programs.

**Program requirements (54 credits)**

History 10. History 10 is a prerequisite of all history courses numbered in the 60s, 70s, and 80s with the exception of History 69.1, 69.2, 78.1, and 78.2.

Twenty-four credits in lower-division courses, including at least 3 credits in each of the following groups: Ancient, medieval, and early modern European history; Modern European

history; Transnational and comparative history; United States history; African, Asian, Caribbean, Latin American, and Middle Eastern history.

Six credits in upper-division courses with a grade of C or higher in each course. One of these courses must be a colloquium.

In accordance with state requirements that students preparing to teach social studies in grades 7 through 12 prepare themselves in government and economics, history majors in this degree program must include at least one course (3 credits) from among History 41.2, 41.6, 41.7, 43.2, 51.5, 53, 65, and one course from History 27 and 43.6.

The following pedagogical courses: Education 16, 34, 64.1, 69, 71.02, 72.02.

These courses are described in the "Education" section of this *Bulletin*. Also consult the "Education" section for specific grade requirements for the degree program for social studies teacher.

These program requirements meet the revised teacher certification regulations adopted by the New York State Board of Regents in 2000 and replace the requirements that appeared in the 2000–2003 *Bulletin* for undergraduate programs.

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**History concentration for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6)**


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The requirements for the teacher education programs indicated above are described in the "Education" section of this *Bulletin*. Students who major in either of these programs and who elect a concentration in history must complete 30 credits in the History Department with a grade of C or higher in each course. Students must meet with a History Department adviser to declare their intention to complete this concentration. They should also meet with an adviser in the School of Education regarding the appropriate sequence of teacher education courses.

**Concentration requirements:**

History 30.4 and either History 44 or 44.1. One course in ancient, medieval, and early modern European history chosen from the following: History 11, 12, 21.4, 21.5, 21.6, 22, 23.3, 24, 24.1, 24.2, 24.5, 24.9. One course in modern European history chosen from the following: History 25.2, 25.3, 25.7, 25.8, 26.4, 26.6, 26.7, 27, 27.7, 27.8, 28.3, 28.9. Two courses in transnational and comparative history chosen from the following: History 30.1, 30.2, 30.21, 30.3, 30.5, 30.6. Three courses in United States history chosen from the following: History 13, 14, 41.1, 41.2, 41.3, 41.4, 41.6, 41.7, 43.1, 43.2, 43.4, 43.5, 43.6, 43.7, 43.8, 43.9, 43.11, 43.13, 43.14, 43.15, 43.16, 44.1. One course in African, Asian, Caribbean, Latin American, and Middle Eastern history chosen from the following: History 16, 17, 18, 50, 51.4, 51.5, 51.6, 53, 53.4, 53.7, 53.11, 54, 55.1, 55.2, 58.9.

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### Requirements for a minor in history

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A minimum of 12 credits in history, each completed with a grade of C or higher. At least six of these credits must be completed at Brooklyn College. Students should meet with a History Department counselor to plan a program suited to their individual interests or career plans.

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### Requirements for a minor in archival studies and community documentation

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The minor in archival studies and community documentation is offered in conjunction with the Department of the Library. Fifteen credits.

History 69.1 and 69.2.

One course from a department other than the student's major chosen from the following: Africana Studies 41, American Studies 61, Anthropology and Archaeology 2.21 or 37, Art 15.2, History 43.16, 44, or 44.1, Judaic Studies 48.5, Music 3, Political Science 25 or 38 or 75.2, Psychology 10, Puerto Rican and Latino Studies 32.5, Sociology 26.

History 78.1 and 78.2.

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### Requirements for a minor in Asian studies (12 credits)

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Twelve credits chosen from the courses of two or more departments as specified below.

No more than six credits in languages may be used toward the minor.

Each course must be completed with a grade of C- or higher. At least six of these credits must be completed at Brooklyn College.

Courses presented for this minor may not be counted toward the major in any of the participating departments.

Art 18.40, 18.50; 775G, 776G can be taken for undergraduate credit with permission of chairperson.

Economics/Business 76.4, 76.5, 85.3, 85.4.

Film 28.

Health and Nutrition Sciences 782X (can be taken for undergraduate credit with permission of chairperson).

History 53, 53.1, 53.3, 53.4, and 53.5.

Modern Languages 10, 11.1, 11.12, 11.31–11.37, 17.50, 20.1, 20.2, 26, 27, 28, 31, and 40.50.

Political Science 49.4.

Speech 18.5.

Theater 41.3.

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### Department honors

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Honors in history are recommended by vote of the department faculty members.

To be considered for honors in history, a major must achieve a 3.5 index in history courses and complete at least 3 credits of honors work.

The History Department gives a number of awards to outstanding and deserving students every year. Details are available in the History Department office and from department counselors.

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### Recommendation for prospective graduate students

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History majors who intend to continue their studies at the graduate level should develop reading comprehension at Level 4 or above in at least one foreign language pertinent to their field. It is also strongly advised that prospective graduate students in history complete at least one seminar in addition to other requirements.

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### Candidates for law, business, or journalism school

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History students preparing for a career in law, business, or journalism should consult a department counselor about courses especially relevant to those fields.

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### Division of graduate studies

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The History Department offers a master of arts degree program in history. Some courses may be creditable toward the CUNY doctoral degree. For further information, students should consult the department chairperson or deputy chairperson for graduate studies. A *Graduate Bulletin* may be obtained in the Office of Admissions.

### Courses

§Independent work means not less than three additional hours each week of conference, research, reading, and writing as assigned by the instructor. The student's grade is determined in part by the successful completion of this independent work.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

#### 10W Introduction to the Study of History

3 hours; 3 credits

The nature, variety, and use of historical sources; the development of history as a profession; leading theories of history; recent trends and controversies in historical scholarship; basic techniques of critical reading, research, and historical writing; taking notes and preparing bibliographies. History 10W or History 10 is a prerequisite of all history courses numbered in the 60s, 70s, and 80s with the exception of History 69.1, 69.2, 78.1, and 78.2. Writing-intensive course.

*Prerequisite:* English 2 and Core Studies 4 or Core Curriculum 2.2.

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### Lower-division courses

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#### Ancient, medieval, and early modern European history

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##### 21 Western Civilization: to 1500

3 hours; 3 credits

Development of Western Civilization from ancient origins to the opening of the age of exploration. Classical, Jewish, and

Christian influences; the Germanic invasions; rural economy, trade and urbanization, women's roles. Christianity and the Crusades; the art, literature, and philosophy; classical revivals. (Not open to students who have completed History 11.)

*Prerequisite:* Core Studies 4 or Core Curriculum 2.2, or permission of the chairperson.

### **21.1 Women in Europe: to 1800**

3 hours; 3 credits

History of women in Europe from antiquity through the early modern era based on literary, humanist, and theoretical texts from the Bible to Mary Wollstonecraft. Women as mothers, goddesses, prostitutes, priestesses, nuns, queens, warriors, scholars, reformers, and authors. Misogynist themes and defenses of female capacity. Origins of feminism.

*Prerequisite:* Core Studies 4 or Core Curriculum 2.2, or permission of the chairperson.

### **21.2 War and Peace: from Antiquity to 1815**

3 hours; 3 credits

History of war from antiquity through 1815, principally in the Western world. Technology of war and military organization; war and society; participants' experience of war; from generals to foot-soldiers; philosophical, historical, and literary discussions of war; foundations of pacifist theories and theories of limited war.

*Prerequisite:* Core Studies 4 or Core Curriculum 2.2, or permission of the chairperson.

### **21.4 Ancient Greece**

3 hours; 3 credits

Greek civilization from the Mycenaean age to the death of Alexander the Great. Development of artistic, literary, moral, and social values from Homer to Aristotle. Myth, science, and philosophy in the Greek vision of the cosmos. The city, the family, roles of women and children.

### **21.5 Rome and the Mediterranean World**

3 hours; 3 credits

Civilization of the Mediterranean world from the death of Alexander the Great to the fall of Rome in the West. Diffusion of Hellenistic art, literature, and thought and their appropriation by Rome. Roman society, women and family, war and politics from Republic to Empire. Roman civilization at its height. Interaction of Christian and classical values in late antiquity.

### **22 Christianity and the Church in Medieval Europe**

3 hours; 3 credits

Life and spirituality of Christian communities and their impact on Western society from the third century through the Middle Ages. Martyrs, monks, relics, pilgrims, crusaders, mystics. Papacy and kingship, faith and reason, heresy and inquisition, art and architecture. Multi-disciplinary focus on historical, literary, and artistic records. (Not open to students who have completed History 22.1 or 22.2.)

### **23.3 Medieval Jewish History**

3 hours; 3 credits

Medieval Jews and their interaction with the Christian and Muslim worlds. Crusades, blood libels, and expulsions; philosophers, Talmudists, and religious debaters; forced converts, moneylenders, and courtiers. (This course is the same as Judaic Studies 35.)

### **24 The European Renaissance**

3 hours; 3 credits

Society and culture of the European Renaissance from 1300 to 1650. Topics include the emergence of the northern Italian city-states and consequent cultural renewal; courtly and civic culture; neighborhoods, guilds, and confraternities; women's roles and private life; the papacy, lay piety, heresy; medicine, law, and the universities; humanism and the arts; printing, literacy, and education; the cultural effects of religious reform and absolute monarchy.

### **24.1 Kings, Courts, and Armies in Early Modern Europe**

3 hours; 3 credits

The role of monarchs, their courts, and their armies in the shaping of European politics from 1500 to 1750. Theories of kingship, the education and self-image of royalty, management of nobility, changes in military technology and organization, and the development of bureaucracy, taxation strategies, and mercantilist policies.

### **24.5 England from the Wars of the Roses to the Glorious Revolution**

3 hours; 3 credits

Wars of the Roses; Henry VIII's diplomacy, marriages, and break with Rome; Elizabeth I; the Spanish armada; Elizabethan culture; Stuart succession; English civil war; execution of Charles I; Oliver Cromwell and the Puritan revolution; the Restoration; the "Glorious" Revolution of 1689. (Not open to students who have completed History 24.9 in fall 1990.)

### **24.9 Special Topics in Ancient, Medieval, and Early Modern European History**

3 hours; 3 credits

Topics vary from term to term. Course descriptions may be obtained in the department office before registration. Students may take this course for credit twice, but may not repeat topics.

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### **Modern European history**

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### **25.2 England from the Age of Revolution to the Welfare State**

3 hours; 3 credits

Development of British civilization and institutions from the early eighteenth century to the present. Eighteenth century political stability and overseas expansion; the industrial revolution; the growth of empire; democracy, feminism, socialism, and unionism; the two world wars; decolonization.

**25.3 France from Napoleon to the Present**

3 hours; 3 credits

Heritage of the Revolution and Napoleon. Changing meaning of Left and Right; their struggles. Revolutions, authoritarianism, republics in the nineteenth century. Impact of wars and industrialism in the twentieth century. Continuing political transformations.

**25.7 Russia from the Era of Reforms**

3 hours; 3 credits

Reforms of the 1860s and 1870s. Industrialization and its effects in undermining the basis of the Russian social order. Russian Revolution of 1917. Economic, social, political development of Soviet Russia.

**25.8 Modern Germany: 1870 to the Present**

3 hours; 3 credits

German history from national unification under Bismarck through political division after Hitler and reunification in 1989. Wilhelmine Empire, Weimar Republic, Nazi dictatorship. Germany's role in European affairs and in the origins of the two world wars. Reconstruction after 1945, divergent development of the two Germanies, politics of reunification. Germany and European Union.

**25.9 Nazi Germany**

3 hours; 3 credits

History of Nazi Germany (1933-1945). Ideological origins of National Socialism. Hitler's ascent to and consolidation of power. Significance of the exile experience. Social consensus in Germany behind National Socialism. World War II and origins of the Holocaust. The Nazi "new order" in Europe and collaboration. Resistance to National Socialism. Postwar trials and the public memory of Nazi Germany after 1945.

*Prerequisite or corequisite:* Core 4 or Core Curriculum 2.2 or permission of the chairperson.

**25.11 Modern Italy**

3 hours; 3 credits

Major economic, social, political, and cultural events of Italian history from the Risorgimento to the present. Emphasis on Italian cultural heritage and contributions. Eighteenth-century and nineteenth-century background to unification. Italy as a national state. Italy and the Great War; Fascism, and the new Italy.

**26.4 Age of the French Revolution and Its Aftermath**

3 hours; 3 credits

The old regime in the 1780s. French revolutions of 1789 and 1792. Struggles and compromises between revolutionary and counterrevolutionary forces to 1815. The Restoration.

**26.6 The Ordeal of Europe, 1880–1945**

3 hours; 3 credits

Europe from the rise of the new imperialism to the end of

World War II. Second industrial revolution. Cultural revolt and intellectual ferment. The two world wars and inter-war instability. Bolshevik revolution, Soviet Russia, and the origins of the Cold War. Nazism and Fascism.

**26.7 Europe Since 1945**

3 hours; 3 credits

The history of Europe since the end of World War II, including the reconstruction of war-torn societies, the separate development of eastern and western European nations, the impact of the Cold War; the domestic effects of decolonization, the development of a European Union. International social issues, such as the rise of feminism, the new immigration, and changing class structures will be emphasized.

**27 The Industrial Revolution**

3 hours; 3 credits

Origins and development of industrialization in western Europe and the United States since 1750. Effects on the organization of work, social classes and social relations, business, women, family life, and the environment. Political implications and the role of government. Reflections in art and literature.

**27.6 Terror and Terrorism in Modern Europe**

3 Hours; 3 credits

Beginning with the French Revolution, this course will study both state-sponsored terror and terrorist movements in Europe. Topics will include definitions of terrorism, anarchism, Nazi and Soviet terror; modern separatist movements, domestic terrorism, and an examination of the West and Islamic fundamentalism.

**27.7 Socialism, Anarchism, and Marxism in Europe, 1789 to the Present**

3 hours; 3 credits

The ideas, leading figures, and movements of the Left. Emergence of the Left in the French Revolution, utopian socialism, Marxism, anarchism, revolutionary syndicalism, Fabian socialism, national Left parties, the Internationals, revisionism, communism, and contemporary socialism.

**27.8 Women in Modern Europe**

3 hours; 3 credits

History of women in Europe from the Industrial and French Revolutions to the present. Change in and interaction of women's economic, social, and political roles, and relationship of these to contemporary concepts of women's nature. This course is the same as Women's Studies 42.

**28.3 The Jews in Modern Europe**

3 hours; 3 credits

From the shattering Messianic movement of 1666 to the establishment of the state of Israel. Impact on modern Jewish history of emancipation, the Enlightenment, anti-Semitism, Reform Judaism, assimilation, and Zionism.

**28.9 Special Topics in Modern European History**

3 hours; 3 credits

Topics vary from term to term. Course description may be obtained in the department office before registration. Students may take this course for credit twice, but may not repeat topics.

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**Transnational and comparative history**

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**30.1 Main Currents in Contemporary World History**

3 hours; 3 credits

The history of the major world regions and their interrelationship since 1945. Breakdown of the wartime alliance; confrontation between the West and the Soviet system; the era of the cold war and peaceful coexistence. The end of colonial rule and the rise of new states in Asia and Africa. Historical context of modern revolutions and wars, and political and economic changes. (Not open to students who have completed History 20.)

**30.2 Jesus and the Christian Tradition**

3 hours; 3 credits

A cultural history of Christianity from the first century to the present; quest for the historical Jesus; images of Jesus in major eras of world history in scripture, theology, literature, art, and music; the place of Christian culture in the history of world civilization. This course is the same as Studies in Religion 19. (Not open to students who have completed History 19.)

**30.21 Pagans, Christians, and Jews**

3 hours; 3 credits

Religious conflict in the Roman Empire. Relation of Judaism and Christianity to their pagan environment. This course is the same as Classics 37.

*Prerequisite:* Core Studies 1 or Core Studies 4 or Core Curriculum 2.2 or Religion 1.1 or permission of the chairperson.

**30.3 History of Feminism**

3 hours; 3 credits

Definitions of feminism; feminists in the Renaissance and early modern Europe; feminist demands arising from the French Revolution; early radical feminism in the United States, France, and the Germanies; liberal and Marxist feminism; women's movements from the 1850s to World War I in the West; the development of women's movements outside of Europe and America; imperialism, feminism, and national independence; the "second wave": women's liberation movements since 1968. This course is the same as Women's Studies 51.

**30.4 History of Childhood**

3 hours; 3 credits

Children's place in society and thought from antiquity to the present. Child-rearing practices, childhood disease and mortality, the education of children, literary reflections of childhood experiences in relation to the history of society and culture of the family, and of women. (Not open to students who have completed History 24.7.)

**30.5 The Modern City in the Western World**

3 hours; 3 credits

An exploration of city development in the West, from the Enlightenment to the present, and its transformative effect on the lives and thought of urban dwellers. Topics include the impact of industrialization, the built environment, class and gender relations, population growth, and utopian projects, as well as perceptions of the city and the emergence of modern sensibilities and culture.

**30.7 The International Relations of the Western Hemisphere**

3 hours; 3 credits

This course will examine the international relations of the Western Hemisphere through a comparative approach from 1750 to the present. This course will focus on the debates and ramifications of U.S. policy toward the hemisphere; the responses of the Latin American countries—and Canada—to the changing international environment; the role of international organizations in hemispheric affairs; and the effect of movements or issues that crossed national boundaries. (This course is not open to students who have completed History 51.4.)

**30.9 Slavery in the Atlantic World**

3 hours lecture, 3 credits

Slavery in the Americas from an Atlantic perspective (including developments in Africa and Europe) from the fifteenth century until abolition. Slavery in Mediterranean Europe, the changing nature of slavery in Africa, the slave trade, the economics of slavery, the plantation system, daily life among slaves and slave owners, slavery and race, hegemony, resistance, slave revolts, the Haitian Revolution, abolition in the Americas, and post-emancipation challenges.

**38.9 Special Topics in Transnational and Comparative History**

3 hours; 3 credits

Topics vary from term to term. Course description may be obtained in the department office before registration. Students may take this course for credit twice, but may not repeat topics.

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**United States history**

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**13 America to 1877**

3 hours; 3 credits

American history to 1877. Political and economic developments from the colonial origins of American institutions through the Revolutionary era and the periods dominated by Federalism, Jeffersonianism, and Jacksonianism. Consideration of the issues of the Civil War and the Reconstruction era. (Not open to students who have completed History 3.)

*Prerequisite:* Core Studies 4 or Core Curriculum 2.2, or permission of the chairperson.

**14 America since 1865**

3 hours; 3 credits

American history from the Civil War to the present. The Reconstruction era, emergence of big business, populism, progressivism, imperialism, the new freedom, World War I, the 1920s, the New Deal, World War II, and the postwar decades. (Not open to students who have completed History 4.)

*Prerequisite:* Core Studies 4 or Core Curriculum 2.2, or permission of the chairperson.

**41.1 The Colonial World**

3 hours; 3 credits

European empires and colonies in the Americas. Patterns of conflict and interaction with Amerindian societies. Slavery and the slave trade. Origins and development of the mainland English colonies to 1763.

**41.2 The Revolutionary Generation**

3 hours; 3 credits

The era of the American Revolution and the early national period as observed through the lives of representative men and women. War, loyalism, and republicanism. The establishment of the Constitution and the emergence of political parties. Cultural and social life of the new nation.

**41.3 Civil War and Reconstruction**

3 hours; 3 credits

History of the U.S. Civil War and its meaning for the debate over states' rights as well as citizenship. Slavery as the mark of southern distinctiveness; westward expansion; new forms of mass politics, and economic and cultural changes within northern society that shaped antislavery. The impact of class, gender, and racial affiliations. Reconstruction as America's "unfinished revolution."

**41.4 Emergence of Modern America**

3 hours; 3 credits

From 1877 to 1920. Politics following the compromise of 1877. Problems of continental development in business, labor, and agriculture. Immigration, internal migration, and the growth of cities. Philanthropy. Overseas expansion and responsibilities. State and national reforms in the progressive era. World War I and its immediate consequences.

**41.6 Twentieth-Century America: 1914–1950**

3 hours; 3 credits

United States history from the Wilson presidency through the U.S. entry into the Korean War and the onset of McCarthyism; consolidation of progressivism and the Wilson presidency; entry into World War I and the Wilsonian agenda; the rise of the corporatist state; the United States and the world of the 1920s; clashes of culture in interwar America; the Depression and the emergence of a Democratic majority; the importance of dissenters; Franklin Roosevelt and American reform; the battle over the role of the Supreme

Court; the United States and World War II; postwar politics; nuclear weapons and the militarization of the Cold War. (Not open to students who have completed History 41.5.)

**41.7 Twentieth-Century America: 1950–present**

3 hours; 3 credits

The Korean War and American society; nuclear weapons and U.S. foreign policy; McCarthyism and the culture of the Cold War; the presidency of Dwight Eisenhower; the emergence of the civil rights movement; liberalism and the dilemmas of the 1960s; Lyndon Johnson and the Great Society; the United States in Vietnam; the counterculture and student dissenting movements; 1968 and the collapse of the New Deal coalition; Richard Nixon and Watergate; environmentalism, feminism, and new social movements; the revitalization of American conservatism; the Reagan presidency; the intersection of law and politics; the United States after the Cold War.

**43.1 United States Foreign Relations since 1898**

3 hours; 3 credits

The emergence of the United States as a major world power; the debate over imperialism; progressivism and U.S. foreign policy; Wilsonianism; the United States and the 1920s world; the Depression and American foreign policy; the debate over isolationism and presidential power; the United States and World War II; the onset of the Cold War; the militarization of the Cold War; nuclear weapons and U.S. foreign policy; Kennedy and Latin America; Vietnam and the collapse of the liberal consensus; Richard Nixon and détente; American foreign policy in an age of uncertainty; Ronald Reagan and the politics of anticommunism; beyond the Cold War. Special attention will be paid to the viewpoints presented by dissenters on both the right and the left.

**43.2 American Constitutional History**

3 hours; 3 credits

Colonial origins of the ideas and forms of American constitutional development. Drafting and establishment of the Constitution. Study of its changing interpretation in the context of changing global political, economic, and social conditions of the nineteenth century and twentieth century, particularly concerning class, race, and gender. Evolving concepts of federalism and liberty.

**43.3 American Social History through the Civil War**

3 hours; 3 credits

Colonial period through the Civil War. Origins and growth of American society during the colonial and early national eras. Population, immigration, and migration. Races, religions and nationalities. Class, status, and mobility. The family and other social institutions.

**43.4 American Social History from Reconstruction**

3 hours; 3 credits

Causes and effects of social changes including problems of Reconstruction, rise of big business, role of the courts, Jim Crow, immigration and migration, progressivism, prohibition, patriotism, personal liberties in time of war; major issues in the Great Depression and New Deal, affluent society, and increased social concerns.

**43.5 Afro-American History**

3 hours; 3 credits

Origins and development of American thought on the role of Blacks in American history. Consideration of such topics as African heritage, Blacks in the plantation society, slavery and the American idea of equality, Black Reconstruction, rise of Jim Crow, the myth of white supremacy, and the nature and origins of the Black revolution. Colonial era to the present.

**43.6 American Economic History**

3 hours; 3 credits

The nature and sources of American economic growth from the Colonial period to the present. The development of colonial economy; economic growth before the Civil War; industrialization of the American economy and the rise of big businesses, government, business, and labor; including the changing participation of women and minorities in the era of industrial maturity; the creation of a managed economy in the mid-twentieth century. (This course is the same as Economics 65.3.)

**43.7 Ideas That Made America, 1607–1865**

3 hours; 3 credits

Major ideas shaping American society from the colonial age to the civil war: Puritanism, entrepreneurship, and the idea of success; republicanism; America vs. Europe; democracy; reform.

**43.8 American Thought from the Civil War**

3 hours; 3 credits

American thought in the industrial age. The idea of America and Europe from 1865 to 1920. Reformist perception in the populist and progressive eras. Immigration and acculturation. Concepts of America in the New Era and in the New Deal. Changing perspectives of postwar and contemporary America.

**43.9 Special Topics in American History**

3 hours; 3 credits

Topics vary from term to term. Course description may be obtained in the department office before registration. Students may take this course for credit twice, but may not repeat topics.

**43.11 Religious Experience in America**

3 hours; 3 credits

Development of the major American traditions of Protestantism, Catholicism, and Judaism. Puritanism and its

legacy; the Great Awakening; Christianity, slavery and the Civil War; the religious experience of Black Americans. Interaction between religious thought and such other aspects of American culture as ethnicity, social change, sexual mores, intellectual life. This course is the same as American Studies 62.

**43.13 The American Frontier**

3 hours; 3 credits

Development of the frontier from the seventeenth-century colonies to twentieth-century California; issues of land and water use; role of the federal government; the myth of the cowboy and the frontier image in national self-definition; Indian culture and Indian wars; the culture of La Raza in the southwest. This course is the same as American Studies 20.3. (Not open to students who have completed History 43.9 in spring 1988.)

**43.14 Daughters of the Promised Land: Women in American History**

3 hours; 3 credits

The history of women in the United States, with emphasis on the last two centuries. Gender intersections with race, class, and ethnicity in the areas of work, personal relationships, and control over reproduction. Women in organizations of labor, religion, and politics, including the feminist movements. Changing images of women. (Not open to students who have completed History 43.9 topic: Daughters of the Promised Land: Women in American History.) This course is the same as Women's Studies 43.

**43.16 Immigration and Ethnicity in American History**

3 hours; 3 credits

History of immigration to America from the first European settlers to the present. Old and new waves of immigrants; immigration and citizenship in the age of Revolution; the rise of nativism; immigration policy; assimilation, ethnic resilience, and cultural hegemony in immigrant communities; the impact of race on ethnic identities; culture, politics, work, and gender in immigrant communities; post–World War II immigrants, migrants, and refugees; America's newest immigrants.

**43.17 The Public and the Past: Encountering History Outside the Classroom**

3 hours; 3 credits

Introduction to the field of public history. Films, television, living history, archives and archaeology; local and business history.

**43.18 American Popular Culture**

3 hours; 3 credits

Introduction to the history and interpretation of American popular arts and culture. Popular music, theater, radio, film, television, and advertising. Popular expressions as shapers and reflectors of American ideas about nationalism, class, gender, ethnicity/race, region, and generation. This course is the same as American Studies 68.

### **43.21 History of Children, Public Policy, and the Law in the United States**

3 hours lecture; 3 credits

Political and legal history of children's issues in the United States, focused on the attitudes and actions of figures in power. Origins of public education and welfare; debate over child labor: *Brown v. Board of Education, In re Gault, Tinker v. Des Moines*. Abortion, busing, welfare reform, and children's rights in the legal and political arenas. (This course is the same as Children's Studies 40.1.)

### **44 The History of New York City**

3 hours; 3 credits

New York City from its origins to the present. Amerindian inhabitants before the European invasion; Dutch and English imperial periods; the American Revolution; slavery; mercantilism and capitalism; immigration, ethnicity, and neighborhood; ruling and working classes; parks and recreation; housing and architecture; crime and violence; the fiscal crisis of the 1970s.

### **44.1 Brooklyn History**

3 hours; 3 credits

The history of Brooklyn with an emphasis on the period from Consolidation to the present. The Lenape and early settlers; culture and community in rural Brooklyn; preindustrial Brooklyn, New York's "first suburb," industrialization and work in the nineteenth century; the Consolidation and urban growth; the borough's icons: The Brooklyn Bridge, Coney Island, and the Brooklyn Dodgers; immigration, ethnic succession, and race relations; deindustrialization and the post-World War II economic, political, and cultural landscape. Students will explore various methodological tools for the study of local history and will use Brooklyn as their laboratory for examining its history and conducting research.

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## **African, Asian, Caribbean, Latin American, and Middle Eastern history**

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### **50 Ancient Jewish History**

3 hours; 3 credits

Religious beliefs and political institutions from Saul and David until the destruction of the First Temple. Second Temple Israel under Persians, Greeks, and Romans. The Maccabean uprising, the authors of the Dead Sea Scrolls and other varieties of Judaism, the rise of Christianity, the revolts against Rome, and the victory of Rabbinic Judaism. (Not open to students who have completed History 21.7.)

### **51.1 Colonial Latin America**

3 hours; 3 credits

Latin American history from 1492 to 1880. Discovery and conquest of America; Spanish and Portuguese organization of government, church, and economic institutions. Colonization, settlement, and expansion of frontiers. Economic evolution of colonial America. Rise of the cities of Latin America. Education, universities, secular culture, and the Enlightenment. Reform

movements of the eighteenth century. Background of the movements for independence. Establishment of modern nation states. (Not open to students who have completed History 66.1.)

### **51.2 Modern Latin America**

3 hours; 3 credits

Latin America since 1880. Growth of selected countries: Argentina, Brazil, Chile, Cuba, and Mexico. Regionalism, dictatorship, land reforms, and constitutional issues. Growth of nationalism, liberalism, dictatorships, and democracy from the standpoint of local conditions, domestic history, and inter-American and world politics. (Not open to students who have completed History 66.2.)

### **51.5 The History of Caribbean Societies from the European Conquest to the End of Slavery**

3 hours; 3 credits

Conquest and settlement by the European powers in the sixteenth and seventeenth centuries. European rivalries; rise of the sugar economy and slavery as a socioeconomic system. Comparative development of the English, French, and Spanish slave-holding colonies. The Haitian Revolution; the abolition of the slave trade and emancipation in the British colonies; the Ten Years' War and Emancipation in Cuba.

### **51.6 History of the Modern Caribbean**

3 hours; 3 credits

Historical forces in the evolution of Caribbean nations from the nineteenth century to the present. Includes material on Cuba, the Dominican Republic, Guyana, Haiti, Jamaica, Trinidad-Tobago among other nations. Concentrates upon national and international factors influencing each society as well as comparative analysis.

### **51.7 History of Social Movements in Latin America**

3 Hours; 3 credits

This course will examine the changing nature of social movements in Latin America from the nineteenth century to the present. Topics include social movements concerning citizenship, religion, unions, feminism, torture, poverty, indigenous rights, and environmentalism. This course is the same as Puerto Rican and Latino Studies 28.

### **51.7W History of Social Movements in Latin America**

4 Hours; 3 credits

This course will examine the changing nature of social movements in Latin America from the nineteenth century to the present. Topics include social movements concerning citizenship, religion, unions, feminism, torture, poverty, indigenous rights, and environmentalism. Writing-intensive section.

*Prerequisites:* English 2; or permission of the chairperson.

**53 Revolutionary China**

3 hours; 3 credits

Origins, development, and present state of the Chinese revolution. Social and ideological patterns in the breakdown of the Confucian order: The Revolution of 1911. Urban nationalism and the warlords. Rise of the Guomindang and the Communist Party. The Japanese invasion, Maoist ideology, and the Communist conquest. The People's Republic since 1949. Political, social, economic and ecological crises in the struggle to modernize. China's global impact. (Not open to students who have completed History 53.2 or History 53.10.)

**53.1 Land of the Dragon Throne: Imperial China and its Origins**

3 hours; 3 credits

Chinese civilization from its Neolithic beginnings through the late sixteenth century C.E. The earliest Yellow River civilizations, beginnings of royal institutions, foundations of Chinese religion, the cultural, social, and economic revolution of the Warring States, the establishment and evolution of the imperial state, China and Inner Asia, the spread of Buddhism, the growth of commerce, the flourishing of art and literature, the social order and ideology of the late empire.

*Prerequisite:* Core Studies 4 or Core Curriculum 2.2 or permission of the chairperson.

**53.3 Land of the Rising Sun: Ancient and Medieval Japan**

3 hours; 3 credits

Japanese civilization from prehistoric times to the late sixteenth century. Earliest Neolithic civilizations on the Japanese archipelago. Beginnings of agriculture and bronze technology. Cultural interaction with mainland Asia. Development of imperial institutions and Shinto. Adaptation of Buddhism, development of indigenous Buddhist schools (Nichiren, Zen). Evolution of Japanese literature, drama, and art. Rise of the samurai.

*Prerequisite:* Core Studies 4 or Core Curriculum 2.2 or permission of the chairperson.

**53.4 Modern Japan**

3 hours; 3 credits

Development of Japan as a modern nation. Tokugawa origins of modern institutions; emergence of the imperial state in the Meiji period; expansion on the Asian continent; nationalism, liberalism, and militarism between the wars. Destruction in World War II; recovery and the rise to affluence. Japan as a post-industrial power; its regional and global influence.

**53.5 Mysticism, Magic, and Ritual in Ancient China**

3 hours; 3 credits

The history of Daoism, the indigenous religion of China, from ancient times to the fifth century C.E. The roots of Daoism in ancient Chinese shamanism. Early mystical practices such as meditation, spirit journeying, macrobiotic diet, sexual yoga.

The classical philosophy of Laozi and Zhuangzi. The political Daoism of the late Warring States and Han. The Daoist rebellions of 184 C.E. Magic and ritual practices of the Daoist church. Medieval Chinese alchemy. This course is the same as Religion 18.

*Prerequisite:* Core Studies 4 or Core Curriculum 2.2 or permission of the chairperson.

**53.7 The Jewel in the Crown: British Imperialism and Indian Nationalism**

3 hours; 3 credits

The decline of the Mughal Empire and the competition for succession won by the British East India Company; the structure and ideology of the Raj; social, economic, and cultural changes during the Raj including the role of race and the changing place of women. Rise of Indian nationalism and Muslim separatism viewed from above and below. Leadership, organization and ideology of early nationalists and the Congress party under Gandhi. Partition and independence of India, Pakistan, and Bangladesh.

**53.11 India and Vietnam: The Struggle for Freedom**

3 hours; 3 credits

Comparisons of British rule in India and French rule in Indochina in the nineteenth century. The rise of nationalism in the two areas in the later nineteenth century. Comparative historical analysis of these movements, especially the development of leadership, organization, and ideology, and the interplay of violent and nonviolent techniques of struggle. Impact of World War II on European imperial rule in Asia and on nationalist movements. Independence in the postwar generation and consequences for the new nations. Extensive use of slides and films of both areas.

**54 History of the Middle East in the Twentieth Century**

3 hours; 3 credits

Ottoman and colonial heritage of the Middle East; competing ideologies; oil and its impact, origins and development of the Arab-Israeli conflict; Iran under shahs and clergy; roots of radical nationalism in Turkey, Egypt, Iraq, and Syria, sectarianism and class conflict in Lebanon; Islamic reform and revivalism; changing role of women and minorities. (Not open to students who have completed History 57.3 or 57.4.)

**54.1 The Sephardic Heritage**

3 hours; 3 credits

The Jewish experience in Muslim countries. Analysis of Jewish communities in all aspects of life and the upheaval caused by mass emigration, to Israel and the United States in particular. (This course is the same as Judaic Studies 40.5. Not open to students who have completed Judaic Studies 75.1, The Sephardic Heritage.)

*Prerequisite:* Judaic Studies 11 or Core Studies 9 or permission of the chairperson.

**55.1 Africa to 1800**

3 hours; 3 credits

Themes in the history of Africa south of the Sahara from earliest times to 1800. Salient themes include Nile Valley civilizations, trans-Saharan trade, early social and economic systems, West African states, especially the Empire of Mali, Islamic influences, state formation, Swahili coastal city states and Indian Ocean trade. Origins, development and consequences of the Atlantic slave trade. (This course is the same as Africana Studies 11.1.)

*Prerequisite:* one of the following: Africana Studies 0.12, Core Studies 4 or 9, Core Curriculum 2.2, History 1, 2, 3, 4, 41.8, or 41.9, or permission of the chairperson.

**55.2 Africa from 1800**

3 hours; 3 credits

Themes drawn from all regions of the continent of Africa south of the Sahara from 1800 to the present. The Islamic revolutions, the Zulu Empire and political evolution in South Africa, the rise of legitimate trade, the impact of European missionaries and explorers, imperialism, the colonial state, nationalist independence movements, and post-independence challenges. (This course is the same as Africana Studies 11.2.)

*Prerequisite:* one of the following: Africana Studies 0.12, Core Studies 4 or 9, Core Curriculum 2.2, History 1, 2, 3, 4, 41.8, or 41.9, or permission of the chairperson.

**58.9 Special Topics in Asian, Caribbean, Latin American, and Middle Eastern History**

3 hours; 3 credits

Topics vary from term to term. Course description may be obtained in the department office before registration. Students may take this course for credit twice, but may not repeat topics.

**Upper-division courses**

Colloquia are intensive reading and discussion courses in major fields of historical scholarship. Topics vary from term to term; students should consult the department for current offerings and syllabi.

**61 Colloquium in the History of Religion**

3 hours; 3 credits

Religious beliefs, organizations, and communities in historical context. Cross-cultural influences in religious history. Use of historical, literary, and artistic records. Topics may include martyrdom, gender and the body, monasticism, and mysticism in early and medieval Christianity, Jewish-Christian encounters, and revivalism in America and Europe.

*Prerequisite:* History 10; junior or senior standing; and permission of the chairperson.

**62 Colloquium in History and Biography**

3 hours; 3 credits

The individual life in relation to historical change. Topics may include the life of the revolutionary, the hero in history, collective biography, and the biographer as historian.

*Prerequisite:* History 10; junior or senior standing; and permission of the chairperson.

**63 Colloquium in Social History**

3 hours; 3 credits

Classes, groups, and mass movements in history. Topics may include the European nobility, growth of the modern labor movement, immigration and migration, the history of childhood and the family, the bourgeoisie, frontiers in history, urbanization, and industrialization.

*Prerequisite:* History 10; junior or senior standing; and permission of the chairperson.

**64 Colloquium on Historians and Historical Writing**

3 hours; 3 credits

Historical scholarship since Herodotus. Topics may include narration and the problem of historical knowledge, the American patrician historians, the Renaissance idea of history, and revisionism in recent historical thought.

*Prerequisite:* History 10; junior or senior standing; and permission of the chairperson.

**65 Colloquium in Political History**

3 hours; 3 credits

States, governments, and people in human history. Topics may include imperialism, the growth of the American presidency, nationalism and nation-building in the early modern period, and comparative revolutions.

*Prerequisite:* History 10; junior or senior standing; and permission of the chairperson.

**66 Colloquium in Cultural and Intellectual History**

3 hours; 3 credits

Ideas, ideologies, and mentalities in their social and cultural context. Topics may include utopias and dystopias, ancient and modern humanism, the history of historical preservation, and the idea of American uniqueness.

*Prerequisite:* History 10; junior or senior standing; and permission of the chairperson.

**67 Colloquium in Women's History**

3 hours; 3 credits

Women's lives and experiences in the context of western history. Topics may include the history of feminism, women and Fascism, women and revolution, and medieval and Renaissance women.

*Prerequisite:* History 10; junior or senior standing; and permission of the chairperson.

**69.1 Introduction to Archival Management**

3 hours; 3 credits

The role of the archivist in historical research. Theoretical and historical basis of archival management. Types of archives. Applications of modern archival practices. The Brooklyn College archives will serve as the student's laboratory.

*Prerequisite:* Core Studies 3 or Core Curriculum 2.3 and Core Studies 4 or Core Curriculum 2.2, or permission of the chairperson.

**69.2 Oral History Theory and Practice**

3 hours; 3 credits

Theory of and fieldwork in oral history interviewing. Preparing for, conducting, and transcribing oral history interviews. Reviewing legal and ethical issues. Analyzing the relationship between history and memory. Studying the use of life history narratives in print, film, television, radio, exhibitions, performance, community history projects, and the classroom.

*Prerequisite:* Core Studies 3 or Core Curriculum 2.3 and Core Studies 4 or Core Curriculum 2.2, or permission of the chairperson.

**70 Seminar**

2 hours and independent work§; 3 credits

Techniques of historical research and writing. Topics vary from term to term. Course description may be obtained in the department office before registration. Research paper. Limited enrollment. Completion with a grade of B or higher carries honors credit.

*Prerequisite:* History 10; junior or senior standing; and permission of the chairperson.

**78.1, 78.2 Internship in Public History I, II**

9 hours of fieldwork; 3 credits

Applied training in such areas of public history as archival and museum management, mounting historical exhibits, and collection classification. To be pursued in conjunction with an institution outside the college under the supervision of a History Department liaison. A written report is required.

*Prerequisite:* History 69 or 69.1 or permission of the chairperson.

**79 Independent Study**

Minimum of 9 hours conference and independent work§; 3 credits

Individual study supervised by a faculty member. Approved topic and readings. Weekly conference. Final examination or paper. Students may take this course twice for credit but may not repeat topics.

*Prerequisite:* History 10; junior or senior standing; and permission of the chairperson.

**Honors course**

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for the course described below.

Students may not register for more than six credits in honors courses in the department in one term.

**83.1 Independent Research**

Minimum of 9 hours conference and independent work§; 3 credits

Independent research supervised by a faculty member. Approved topic. Weekly conference. Thesis or research paper. Students may take this course twice for credit but may not repeat topics.

*Prerequisite:* History 10; junior or senior standing; and permission of the chairperson.

The following courses are inactive and will be offered only if there is sufficient demand:

**12 Europe from Renaissance to Revolution****15 History of Indian Civilization****28.1 European Diplomatic History since 1814****43.3 American Social History through the Civil War**

## Honors Academy

Office: 2231 Boylan Hall  
Telephone: (718) 951-4114

*Director:* Lisa J. Schwebel  
*B.A.-M.D. Program Director:* Ken E. Miyano  
*William E. Macaulay Honors College Director:* Gunja SenGupta  
*Dean's List Honors Research*  
*Engineering Honors Director:* Virahnt Sahni  
*Honors Academy Research Colloquium*  
*MARC Director:* Louise Hainline  
*Mellon Minority Undergraduate Fellowship Director:* Margarite Fernández Olmos  
*Scholars Program Director:* Lisa J. Schwebel  
*Special Baccalaureate Degree Program:* Peter Taubman  
*Faculty:* from the departments of the College.

The Brooklyn College Honors Academy houses eight programs, which are the William E. Macaulay Honors College, the Scholars Program, the Coordinated B.A.-M.D. Program, the Engineering Honors Program, the Dean's List Honors Research Program, the Mellon Mays Undergraduate Fellowship, the Minority Access to Research Careers (MARC) Program, and the Special Baccalaureate Program for Adults. The Honors Academy serves outstanding students by helping them develop their potential for lifelong learning and accomplishment in their field of choice. The academy provides a coherent curriculum relevant to the needs of more than six hundred students. It offers closely monitored internships, small class sizes, and a collaborative community of well-matched students.

Our graduates pursue advanced degrees and go on to become doctors, engineers, university professors, and prominent individuals in their field of choice. For more information about the resources and various programs of the Honors Academy, please see the "Special Programs and Opportunities" chapter of this *Bulletin*.

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### Honors Academy Research Colloquium

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#### **HARC 62 Introduction to Scholarly Disciplines**

3 hours; 3 credits

Topics relating to established academic disciplines, their history, characteristic methods of inquiry, current issues and trends; analysis by collaborative working groups. Oral and written reports; lectures by faculty from diverse disciplines; students choose mentors and outline research projects with guidance from the instructor, colloquium director, and chairperson of the major department.

*Prerequisite:* permission of the Honors Academy Research director.

#### **HARC 73 Critical Analysis in Scholarship and Research**

3 hours; 3 credits

Reexamines disciplines studied and used in the junior year from the standpoint of philosophy of knowledge; foundational

and historical criticism of the concept of scholarly discipline; diversity of disciplinary expressions for knowledge; dynamics of change. Approach is through collaborative inquiry, essays, and oral reports.

*Prerequisite:* permission of the Honors Academy Research director.

#### **HARC 74 Knowledge and Society**

3 hours; 3 credits

Reexamines academic discipline, research, and teaching from the standpoint of society; professionalization and institutionalization of academic life; economic, political, social implications, and constraints; public and private funding; stresses of paradigm maintenance and change on institutions and individuals; rhetoric and writing; pedagogy and curriculum; ethics and credibility.

*Prerequisite:* permission of the Honors Academy Research director.

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### William E. Macaulay Honors College

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#### **CHC 1, Seminar I: The Arts in New York City**

3 hours; 3 credits

Interdisciplinary study based on performances and exhibitions in the arts, using New York City's cultural institutions as resources for aesthetic experiences and opportunities for research, interpretation, and creative work. Intersections among cultural events in the city and academic readings and writings. The nature of narrative as it is expressed in literature as well as in various other media: opera, popular music, dance, theater, and pictorial art; high as well as folk art, classical as well as contemporary forms. Equivalent to English 2 and satisfies the second course requirement in the two-course composition sequence for graduation from Brooklyn College.

*Prerequisite:* acceptance into the CUNY Honors College at Brooklyn College.

#### **CHC 2, Seminar II: The Peopling of New York City**

3 hours; 3 credits

Students investigate the role of immigration and migration in shaping the city's identity past, present, and future. Topics include the factors that have driven and drawn people to New York since the seventeenth century; the different ways that religion, race, gender, and ethnicity have shaped immigrant encounters with the city; the formation and social organization of well-known immigrant communities such as the Five Points, the Lower East Side, Little Italy, Harlem, Chinatown, Astoria, Flushing, and East Flatbush; the impact of newcomers on urban culture and politics; and the continuing debates over assimilation and Americanization. Extensive in-class reading and writing assignments in conjunction with site visits to the Tenement House Museum, Ellis Island/Castle Garden, Weeksville, and other places.

*Prerequisite:* CHC I, Seminar I.

### CHC 3, Seminar III: Science and Technology in New York City

3 hours; 3 credits

Scientific and technological topics that have had an impact on contemporary New York; environmental issues in New York City and communication techniques required to present these issues; the scientific method, energy, spatial and temporal localization of environmental issues, epidemiology, Internet, visualization and mapping.

*Prerequisite:* CHC1, Seminar I and CHC2, Seminar II.

### CHC 4 Seminar IV: Shaping the Future of New York City

3 hours; 3 credits

The ongoing interplay of social, economic, and political forces that shape the physical form and social dynamics of New York City. Topics include certain important historical junctures and major economic development initiatives that illustrate how decisions are made and power is distributed in the city; New York City in the larger context of the region, the nation, and the world; institutional agents of change in the city—federal, state, and city government, public authorities, private sector interests, community boards, and community-based organizations—and the roles people take or are given in the decision-making processes of government; inequality and its relationship to race, class, and gender.

*Prerequisite:* CHC 1, Seminar I; CHC 2, Seminar II; and CHC 3, Seminar III.

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## Scholars Program

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### Program requirements (21 credits)

In addition to completing the requirements for a baccalaureate degree, the following requirements must be met.

1. A grade point average of 3.50 or higher.
2. Completion of each of the following with a grade of A or B:
  - a. Scholars Program 50.
  - b. Scholars Program 85.
  - c. Two of the following courses in sections designated for students enrolled in the Scholars Program: Core Studies 1, 3, 4, 6, 10, or Core Curriculum 1.1, 2.1, 2.2, 2.3, or English 1, 2.
  - d. Honors work in two additional courses not offered to satisfy requirements a, b, or c. Each of these courses may be in either category 1 or 2 below:
    - (1) an honors course (80s level). The topic must be interdisciplinary and receive prior approval from the Scholars Program director.
    - (2) an honors project in a regular (non-Scholars Program) course. Projects must be interdisciplinary and receive prior approval from the Scholars Program director and from the course instructor.
3. Completion of a senior thesis. The topic of the senior thesis and the thesis itself must be approved by the Scholars Program director and a thesis adviser.

## Courses

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

### 50 Interdisciplinary Topics

3 hours; 3 credits

This course addresses issues of an interdisciplinary character. Questions of methodology will be raised as an essential aspect. Topics vary from term to term. Course descriptions may be obtained in the Scholars Program office. Students may take this course three times but may not repeat topics.

*Prerequisite:* good standing in the Scholars Program or permission of the director of the Scholars Program.

### 85 Colloquium

3 hours; 3 credits

A series of lectures in one or more fields by faculty and invited guests. The colloquium is led by a faculty coordinator and is intended to be responsive to areas of student interest. Each student is expected to present one piece of original work. This course may be repeated once with the permission of the director of the program.

*Prerequisite:* acceptance of the qualifying paper and satisfactory standing in the Scholars Program.

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## Coordinated B.A.-M.D. Program

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### Program requirements

Completion of all requirements for a baccalaureate degree as stated elsewhere in this *Bulletin* is subject to the following provisions:

1. Core Studies 1, 3, and 10 or Core Curriculum 1.1, 2.1, and 2.3 must be taken in designated sections.
2. Students who major in a natural science must take at least 15 credits in courses in the humanities or social sciences beyond the core curriculum. This will normally consist of at least five courses in a single department; with the permission of the coordinator of the B.A.-M.D. Program, students may take five related courses in the humanities and/or social sciences.
3. The following courses are required:
  - a. Biology 17, 17.1, 29, 29.1, and 34; Chemistry 1, 2, 51, and 52; Physics 1 and 2. These courses must be taken at Brooklyn College. (Credit received for advanced placement examinations will be accepted.)
  - b. Interdisciplinary Studies 8. This course must be taken in the summer following the sophomore year.
  - c. Interdisciplinary Studies 71. A designated section of this course must be taken during the senior year.

Subsequent admission to the College of Medicine of the SUNY Health Science Center at Brooklyn is contingent on a B.A.-M.D. student's maintaining a minimum grade point average of 3.50 overall and 3.50 in the program science requirements, completing the courses outlined in the program, completing other program requirements, and having the approval of the director.

## Courses

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

### 8 Post-Sophomore Summer Community Internship and Seminar

Minimum of 175 hours fieldwork,  
15 lecture/recitation hours; 4 credits

Community service internship during the summer between the second and third years of the B.A.-M.D. Program. Six-week placement at a health-related facility and concurrent summer seminar which deals with the students' experiences. The seminar will include the discussion of such issues as medical ethics, patient/client/professional roles, race and ethnic conflict/conflict resolution, and the nature of the community. Open only to students in the B.A.-M.D. Program.

*Prerequisite:* successful completion of the first two years of the B.A.-M.D. Program, or permission of the B.A.-M.D. Program Coordinator.

### 71 Seminar: Health Care in the Inner City

2 hours lecture and a minimum of 7 hours conference and independent work; 3 credits

Interdisciplinary study of health-care crises in the inner city. Guest lecturers will discuss the medical issues.

*Prerequisite:* junior or senior standing in the B.A.-M.D. Program.

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### Special Baccalaureate Degree Program for Adults

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For more than fifty years, the special baccalaureate degree program for adults (special bacc) has offered unique opportunities for academically strong adults who are returning to or starting college. An accelerated program, the special bacc makes it possible for students, all of whom enter as freshmen, to complete their undergraduate degree in three years, although most students take four years. The program offers a supportive community for study and the academic resources of the Honors Academy, where it is housed.

Unique to the special bacc program are three dynamic, yearlong interdisciplinary seminars: Communications and Humanities, Social Sciences, and Sciences. These required seminars, which meet twice a week at night, make up 52 of the 120 credits needed for a bachelor of arts or bachelor of science degree. They satisfy the Core Curriculum requirements of the College, English 1 and 2, and Speech 3.

The special baccalaureate degree program offers students the opportunity to use life-experience to fulfill course requirements in the major of their choice or as an elective. After the first year, students may apply to the relevant departments for up to 32 life-experience credits.

## Seminars

\*Seminars marked (\*) are not counted toward the requirement of no fewer than 18 credits in advanced courses for majors in this program.

§Independent work means not less than three additional hours each week of conference, research, independent reading, and writing as assigned by the instructor. The student's grade is determined in part by the successful completion of this independent work.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

### \*Special Baccalaureate Communication Seminar for Adults 10.3, 10.4

Two terms. 1 hour recitation, 3 hours lecture, conference, and independent work; 4 credits

Principles and practice of reading, writing, listening, and speaking. Communication skills studied in connection with papers and reports prepared in the adult seminars in humanities, social science, and science. Orientation to college study, written and oral communication, and detailed analysis of principles of effective reading and listening. Conducted in conjunction with Humanities 10.3, 10.4, Social Science 10.3, 10.4, and Science 10.3, 10.4, 10.5, 10.6. Students may take each course for credit once.

*Prerequisite:* enrollment in the Special Baccalaureate Degree Program for Adults.

### \*Special Baccalaureate Humanities 10.3, 10.4 An Integrated Study of the Arts and Literature

Two terms. 1 hour recitation, 7 hours lecture, conference, and independent work; 8 credits

Examples of painting, sculpture, architecture, music, and literature are used to illustrate the following topics: the quality of individuality, the role of emotion, the idea in the humanities, the pleasures of order, aesthetic logic, the sense of evolution, symbolism, self-extension, vision, and the sense of history.

*Prerequisite:* enrollment in the Special Baccalaureate Degree Program for Adults.

### Special Baccalaureate Humanities 10.5, 10.6 Studies in the Arts of America

Two terms. 4 hours and independent work; 4 credits

Intensive study of American arts as they express the values of American culture. Four credits may be counted toward the requirement of no fewer than 18 credits in advanced courses in one of the following departments: Departments of Art, Classics, Comparative Literature, Speech, Theater, Television and Radio. Students may take each course for credit once.

*Prerequisite:* Special Baccalaureate Communication 10.4, Special Baccalaureate Humanities 10.4, Special Baccalaureate Social Science 10.4, Special Baccalaureate Science 10.6, and nine credits in advanced courses in art, classics, comparative literature, English, modern languages and literatures, music, philosophy, speech, theater, or television and radio.  
*Prerequisite:* enrollment in the Special Baccalaureate Degree Program for Adults.

**\*Special Baccalaureate Social Science Seminar for Adults 10.3, 10.4**

Two terms. 1 hour recitation, 7 hours lecture, conference, and independent work§; 8 credits

Functional, historically oriented analysis of social phenomena. Basis for understanding social phenomena past and present and the cultural roots of their values. Introduction to social science. Nature of personality. Nature of society. Contemporary American society. Nature of socialization in the United States. The individual in society. Critical issues.

*Prerequisite:* enrollment in the Special Baccalaureate Degree Program for Adults.

**Special Baccalaureate Social Science Studies in Social Science Investigations 10.6**

4 hours and independent work§; 4 credits

Intensive study of scholarly approaches to the individual's basic problems in the social science disciplines. Four credits may be counted toward the requirement of no fewer than 18 credits in advanced courses in one of the following departments: Departments of Anthropology, History, Political Science, Sociology.

*Prerequisite:* Special Baccalaureate Social Science 10.4, Special Baccalaureate Communication 10.4, Special Baccalaureate Humanities 10.4, Special Baccalaureate Science 10.6, and nine credits in advanced courses in the sciences.

**\*Special Baccalaureate Science Seminar for Adults 10.3–10.4, 10.5–10.6**

Two terms. Five hours of combined lecture, recitation, workshop and laboratory work and 9 hours of individual supervised study each week; 6 credits

Content, methodology, and interplay of the natural sciences. Interaction of the natural sciences, mathematics, and philosophy. Mathematical concepts and techniques. Physical and chemical properties of matter: History and structure of the earth. Motion, forces, and energy. Atomic structure and chemical properties. Carbon compounds. Structure and functions of living organisms. The human body. Inheritance and evolution. History of organic development.

*Prerequisite:* enrollment in the Special Baccalaureate Degree Program for Adults.

## Interdisciplinary Studies

Interdisciplinary studies courses approach learning by employing the research and methodology of more than one discipline. Students who take our courses become adept at integrating the knowledge and perspectives of different sources to arrive at a better understanding of complex problems and issues.

Interdisciplinary studies include courses that are open to the general student body as well as courses associated with particular programs in the Honors Academy.

*Faculty:* from the departments of the College.

## Courses

Interdisciplinary Studies courses are scheduled at various times depending on student and program demands.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

### 10 Minicourse in Special Topics

1 hour; 1 credit

Lecture and discussions on topics involving more than one department or program. Course meets for 15 irregularly scheduled hours, including lectures and a final examination. Students may take this course for credit four times, but may not repeat topics. Specific prerequisites may be added depending on the subject matter and level of the topic.

### 12 Italians in America

3 hours; 3 credits

Examination of the role of Italian-Americans in American society. Processes of acculturation, assimilation, and integration. Analysis of principle patterns of economic, social, and political behavior of the Italian-Americans. (Not open to students who have completed Interdisciplinary Studies 9.)

*Prerequisite:* Core Studies 3 or 4; or Core Curriculum 2.2 or 2.3

### 25 Italian-American Relations: Foreign Relations, Migration, Commerce

3 hours; 3 credits

Introduction to basic patterns of economic, cultural, and political interaction between Italy and the United States since the end of World War II. Central features of institutional life in both countries as well as an overview of the basic patterns of contact between these two societies in the postwar period.

*Prerequisite:* Core Studies 4 or Core Curriculum 2.2 or permission of the chairperson of the Department of Modern Languages and Literatures.

### Personal Counseling 2.1 Psychosocial Development and the College Student

2 hours recitation; 2 credits

Examination of the psychological, sociocultural, and educational components in the growth and development of the college student. Analysis of values and goals in relation to self-direction. Consideration of available options.

*Prerequisite:* passing scores on CUNY ACT Assessment Tests in reading and writing.



### Judaic Studies

Department office: 3111 James Hall

Telephone: (718) 951-5229

*Chairperson:* Sara Reguer

*Deputy Chairperson, Division of Graduate Studies:* Herbert Druks

*Professors:* Druks, Helfand, Leiman, Reguer;

*Associate Professor:* Flatto;

*Assistant Professor:* Shapiro;

Born in the ancient Middle East, Jewish civilization has flourished in a variety of forms and places for more than three thousand years. The Department of Judaic Studies introduces students to this fundamental component of worldwide civilization.

The department's faculty members are scholars committed to rigorous teaching and research. Their areas of specialization include the ancient and modern Middle East, Jewish thought and religious law, the Hebrew Bible and Talmudic literature, the French Jewish experience, East European Jewry, Hasidism, the Holocaust, Jewish women's history, music, and literature, and the folk customs and cultures of various groups of Jewish people.

The department offers a bachelor of arts and a minor in Judaic studies, a minor in Hebrew, and a concentration in Judaic studies for education majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6). Our courses and programs reflect the chronological scope and geographic diversity of the Jewish experience, with particular emphasis on its intellectual, religious, and social history, based on the analytic study of primary sources. To promote access to Jewish literature, which is also studied in translation, Hebrew and Yiddish courses are offered. Students are also urged to study Arabic, Spanish, and other languages to facilitate access to primary sources. In addition, the department actively promotes the study of Brooklyn's numerous Jewish communities. Students are encouraged to pursue research under the guidance of one of the department's professors.

Judaic studies students are eligible for a variety of honors, both departmental and collegewide. Students may apply for a paid annual Steiner Summer Internship at the National Yiddish Book Center in Amherst, Mass., as well as for internships at the Museum of Jewish Heritage and the Center for Jewish History in New York City. Those interested in pursuing intensive Yiddish studies during the summer are encouraged to apply for scholarships to the Yiddish programs at New York University, Tel Aviv University, the University of Paris, or the University of Vilnius (Vilna) in Lithuania. Top students in the department are eligible for funding to visit Israel for further studies or research.

Our graduates go into a variety of careers in education, research, social work, policy planning in the private and public sectors, diplomacy, and government. A bachelor's degree in Judaic studies provides excellent preparation for graduate and professional studies in law, business, religion, the sciences, and medicine. Students who wish to pursue graduate studies may apply to the master's program offered by this department.

Please see the Division of Graduate Studies section below.

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**B.A. degree program in Judaic studies**  
**HEGIS code 0309; SED program code 01977**

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**Department requirements** (22 credits)  
 Judaic Studies 11.

Two courses chosen from the ancient and medieval periods:  
 Judaic Studies 12, 13.5, 14, 15, 17, 18, 22, 23, 24, 30, 33, 34,  
 35, 43.5.

Two courses chosen from the modern period: Judaic Studies  
 10, 11.5, 13, 16, 19.5, 20, 20.5, 21.5, 31, 36, 37, 40.5, 46, 47,  
 48.5, 48.9, 49.6, 50, 51, 52.5, 53.5, 54, 56.

One of the following: Judaic Studies 71, 75.1, 75.2.

One of the following: Judaic Studies 83.1, 83.2, 88.1, 88.2.

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**Department recommendations**

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The related courses listed at the end of the department  
 section are strongly recommended for Judaic studies majors.

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**Department honors**

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To qualify for honors in Judaic studies, a student must complete  
 Judaic Studies 83.1 or 83.2 or 88.1 or 88.2 with a grade of B  
 or higher.

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**Requirements for a minor in Judaic studies**

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Twelve credits of advanced courses in Judaic studies. Each  
 course must be approved by the department chairperson  
 and completed at Brooklyn College with a grade of C  
 or higher.

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**Requirements for an optional minor in Hebrew**

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Twelve credits in courses in Hebrew numbered 11.1 or  
 higher with a grade of C or higher. Minors in Hebrew should  
 consult with the department chairperson.

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**Concentration in Judaic studies for majors in the  
 following programs: early childhood education  
 teacher (birth–grade 2); childhood education  
 teacher (grades 1–6)**

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The requirements for the teacher education programs  
 indicated above are described in the "Education" section in  
 this *Bulletin*. Students who major in either of these programs  
 and who elect a concentration in Judaic studies must complete  
 at least 30 credits in the Judaic Studies Department with a  
 grade of C or higher in each course. Students must meet  
 with a department adviser to declare their intention to  
 complete this sequence.

**Concentration requirements:**

One of the following courses: Judaic Studies 10, 16, or 53.5.  
 Nine of the following courses: Judaic Studies 17, 19.5, 37,  
 40.5, 47, 48.5, 50, 75.1, 75.2; Art 13.40; History 23.3, 28.3, 50;  
 Music 10.3; Political Science 49.3, 49.5; Sociology 27.2; Theater  
 41.2. Judaic Studies 75.1 and 75.2. (Judaic Studies 75.1 and  
 75.2 change topics each semester. Students must confer  
 with the chairperson as to whether the course offering fulfills  
 either the literature or the social studies requirements for  
 this concentration.)

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**Division of Graduate Studies**

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The Judaic Studies Department offers a master of arts in  
 Judaic studies and graduate courses for students in other  
 fields. For information, students should consult the department  
 chairperson. A *Graduate Bulletin* may be obtained in the  
 Office of Admissions.

**Courses**

\*Courses marked with an asterisk (\*) are not counted  
 toward the requirement of no fewer than 18 credits in  
 advanced courses for majors in this department.

§Independent work means not less than three additional  
 hours each week of conference, research, independent  
 reading, and writing as assigned by the instructor. The  
 student's grade is determined in part by the successful  
 completion of this independent work.

The *Schedule of Classes* published each term lists courses  
 offered. Not all courses are offered each term.

**\*I Introduction to Judaic Studies**

3 hours; 3 credits

Survey of basic concepts, terminology, facts of the Jewish  
 experience for students with little background in Judaic studies.  
 Cultural, religious, historical highlights; relations with other  
 religions and cultures. (Not open to students who are enrolled  
 in or have completed Judaic Studies 12, 12.1, 12.2, 13, or the  
 equivalent.)

**10 Jewish Biography in the Classroom**

3 hours; 3 credits

An analysis of the experience of American Jews as an  
 immigrant community focusing on the interaction between  
 Jewish culture, tradition, and values and the fundamental  
 ideals of American culture. The biographies of American Jews  
 and their search for meaning within the American experience.  
 Particular attention will be paid to the role of Jewish  
 personalities in the areas of philanthropy, social work, labor  
 relations, public education, entertainment, and American  
 intellectual life.

**11 Land and Cultures of Israel**

4 hours; 4 credits

Survey of the history and culture of Israel. Its socio-economic  
 and political structure, including: kibbutzim, relationship  
 between church and state, Ashkenazim and Sephardim,  
 conflict between Jews and Arabs, the role of the military,  
 the labor movement, and the relationship between Israel  
 and the Diaspora.

**11.5 History of Zionism**

3 hours; 3 credits

Historical review of the development of Zionism as an idea  
 and as a political movement from its roots in Jewish tradition  
 and modern Jewish thought to the present.

**12 Jewish Religion and Tradition**

3 hours; 3 credits

Survey of major developments in Jewish culture and tradition from the biblical period in the ancient Near East through the medieval period in Europe. Ethical teachings of the prophets. Rabbinic Judaism. Jewish sectarianism; the impact of Christianity and Islam on Jewish life.

**13 From Ghetto to Emancipation**

3 hours; 3 credits

Study of major developments in early modern Jewish culture, tradition, and history from the early modern period through the twentieth century. Analysis of the impact of modernity on traditional Jewish life. Sabbatianism. Hasidism. Haskalah. Zionism. Emergence of Reform and Conservative movements.

**13.5 Sages and Scholars**

3 hours; 3 credits

Biographical studies of major Jewish scholars and religious personalities from the late Middle Ages to the twentieth century, their literary activities, and their impact on Jewish society and intellectual life. Personalities to be studied include Rabbi Joseph Karo, the Gaon of Vilna, and Rabbi Dr. David Zvi Hoffman.

**16 Modern Jewish Biographies**

3 hours; 3 credits

Biographical studies of modern Jewish personalities who made major contributions in the fields of politics, science, literature, the arts, and finance. Focusing on the relationship between Jews and Western culture, the course will explore how Jews confronted modernity. Personalities to be studied include Einstein, Freud, Marx, Szold, Rothschild, Kafka, Chagall, and others. Biographical works as historical sources.

**17 The Jewish Woman**

3 hours; 3 credits

The role of the Jewish woman in religion and history. The status of women in Jewish Law. Different roles of the Jewish woman in the Sephardic and Ashkenazic communities. Jewish responses to the feminist movement.

**18 Studies in Jewish Customs**

3 hours; 3 credits

Study of the origins and authority of ritual customs ("minhagim") in Jewish tradition, relationship to historic conditions, and place in the Jewish legal system ("halakhah"). Analysis of the typology of customs based on internal religious dynamics as well as external, environmental influences. An analysis of the nature of customs as an expression of communal and cultural diversity within Jewish life.

*Prerequisite:* reading knowledge of Hebrew.

**19.5 Anti-Semitism**

3 hours; 3 credits

Analysis of ideological and historical origins of anti-Semitism in the Greek and Roman periods. Jewish-Christian relations from the New Testament period through modern times. Special emphasis on political and racial anti-Semitism in the nineteenth and twentieth centuries.

**20 Contemporary Issues in Halakhah**

3 hours; 3 credits

Analysis of halakhic problems in the light of advances in science, medicine, and technology.

**20.5 Business Practices and the Jewish Tradition**

3 hours; 3 credits

Using the classical sources of the Jewish tradition, this course will examine subjects dealing with running a business in accordance with Jewish law and values. Topics covered include compassion for the poor; concern for the stranger; racism, employer-employee relations, pricing, honesty in business, water, environmentalism, and moral leadership. (This course is the same as Business 50.6.)

**22 Job and the Problem of Evil**

3 hours; 3 credits

Intensive study of the Book of Job as the primary religious work dealing with suffering and evil. Opinions as to "why bad things happen to good people" will be considered in both ancient and modern works. This course is the same as Studies in Religion 10.

**23 Introduction to the Bible and Apocrypha**

3 hours; 3 credits

As introduction to the content, formation, transmission, and interpretation of the Bible and the Apocrypha from antiquity through the Middle Ages. Topics include the canon of the Bible; Apocrypha and Pseudepigrapha; biblical versions; Dead Sea scrolls and the Bible; and biblical interpretation. (Not open to students who completed Judaic Studies 75.1 in Fall 1995 or Spring 1998.)

**24 The Dead Sea Scrolls**

3 hours; 3 credits

An introduction to the Dead Sea scrolls and their significance for biblical and Talmudic studies, and for the early history of Judaism and Christianity. (Not open to students who completed Judaic Studies 75.1 in Spring 1993 or Spring 1996.)

**31 Modern Jewish Thought**

3 hours; 3 credits

Significant works in modern Jewish thought. Modernization of society and its impact on Judaism considered through the works of such thinkers as Moses Mendelssohn, Samson R. Hirsh, Martin Buber, J.B. Soloveitchik, A.J. Heschel, and Mordechai Kaplan.

**33 Maimonides: Philosopher, Legalist, Physician**

3 hours; 3 credits

Readings from Maimonides' philosophical, ethical, and legal writings. Impact on medieval Jewish and Christian thought and the Jewish legal system.

**34 Kabbalah and Messianism**

3 hours; 3 credits

Kabbalah (a form of Jewish mysticism that emerged during the medieval period) is at the root of various messianic ideologies and movements that became highly influential during the early modern and modern eras. Focuses on the central doctrines of Kabbalah, the geographical and social contexts in which these mystical ideas and messianic trends evolved, and the internal factors that led to their popularization. (Not open to students who have taken Judaic Studies 75.1 in the Fall 2003 semester or Judaic Studies 75.2 in the fall 2004 semester.)

**35 Medieval Jewish History**

3 hours; 3 credits

Medieval Jews and their interaction with the Christian and Muslim worlds. Crusades, blood libels, and expulsions; philosophers, Talmudists, and religious debaters; forced converts, moneylenders, and courtiers. (This course is the same as History 23.3.)

**36 Mystics, Pietists, and Heretics: Topics in Early Modern Jewish History**

3 hours; 3 credits

Explores aspects of the intellectual and cultural history of the Jews from the expulsion of Spanish Jewry in 1492 to the French Revolution in 1789. This course particularly emphasizes Jewish-Christian interaction, the Marrano Diaspora, Messianism, and the influence of such larger cultural trends as the Renaissance, Reformation, and absolutism upon the development of Jewish culture.

*Prerequisite:* Judaic Studies 12.

**37 The Hasidic Movement: Its History and Literature**

3 hours; 3 credits

History and literature of the Hasidic movement. Major dynasties and prominent masters in Europe, Israel, and America. Impact on such major literary figures as Kafka, Peretz, Buber, and Singer.

**40.5 The Sephardic Heritage**

3 hours; 3 credits

The Jewish experience in Muslim countries. Analysis of Jewish communities in all aspects of life and of the upheaval caused by mass emigration, to Israel and the United States in particular. (Not open to students who have completed Judaic Studies 75.1, "The Sephardic Heritage.") (This course is the same as History 54.1.)

**43.5 Italian Jewry**

3 hours; 3 credits

The unique relationship between Italy and its Jewish population. Jewish contributions to Italian culture. Italian Jewry during the Renaissance. "New" Sephardic communities. Italian Jewry during World War II.

**46 The Shtetl in History and Literature**

3 hours; 3 credits

Survey of the history and literature of the East European shtetl; its religious, social, educational, economic, and political institutions; its lore and folklore as reflected in historical and literary works. Its impact on America and Israel.

**47 History of the Jews in the United States**

3 hours; 3 credits

Survey of the history of American Jewry from the 1650s to the present. Personalities who have played an integral part in the American experience. American Jewish contribution to establishment of Israel. Relations of American Jewish community to Jewish communities throughout the world.

**48.5 The Jews of New York**

3 hours; 3 credits

Study of the history and structure of New York's Jewish communities from the seventeenth century to the present. Contributions to New York's political, cultural, and economic life.

**48.9 The Jews of Brooklyn**

3 hours; 3 credits

The heritage and multicultural backgrounds of the Jews of Brooklyn and their contributions to the Brooklyn communities and to American society.

**49.6 Jewish Religious Movements in America**

3 hours; 3 credits

Study of Jewish denominations in the United States. Ideologies and institutions of Orthodox, Conservative, Reform, and Reconstructionist Judaism. Contemporary Jewish issues.

**50 History of the Holocaust**

3 hours; 3 credits

History and analysis of Nazi Germany's attempt to annihilate European Jewry, 1933–45. Ghettos and killing centers. Deportations and killings. Jewish physical and spiritual resistance, liberation, and postwar displaced persons camps.

**51 The Nazi Concentration Camps**

3 hours; 3 credits

Analysis of the Nazi concentration and extermination camps as the arena of the Holocaust. History, ideology, and organization of the camps; the psychology of their bureaucrats and guards; and the response of Jewish and other inmates.

**52.5 Nazi War Crimes: Laws and Trials**

3 hours; 3 credits

Analysis of postwar trials of Nazi criminals. Laws and procedures used to bring them to trial. Nuremberg and other Allied trials; trials in postwar West Germany; denaturalization proceedings in the United States.

**53.5 Literature of the Holocaust**

3 hours; 3 credits

Impact of the Holocaust as reflected in contemporary literature. Reading of authors who experienced or witnessed the Holocaust and writers of the post-Holocaust generation. All works are in English or English translation.

**54 The Holocaust and Halakhah**

3 hours; 3 credits

Analysis of rabbinic responsa dealing with legal and religious questions that arose as a result of the Nazi persecution.

*Prerequisite:* a course of study approved by the chairperson.

**70.1 Summer Archaeological Field School in Israel (Intensive Program)**

3 hours lecture; 6 hours supervised fieldwork; 6 credits

Intensive instruction in field methods and techniques of archaeology through participation in every aspect of an excavation; training in archaeological mapping, excavation techniques, and methods of archaeological laboratory analysis. This course is the same as Art 70.12. (Not open to students who have previously received credit for archaeological fieldwork.)

*Prerequisite:* permission of the chairperson and one of the following: Judaic Studies 12, Anthropology 2.2, Art 2.1, Classics 26, Core Studies 1, 2.1, 9, a course in archaeological theory and methodology.

**71 Seminar in Special Topics**

3 hours; 3 credits

Topics vary from term to term. Course description may be obtained in the department office before registration.

*Prerequisite:* permission of the chairperson.

**75.1, 75.2 Special Topics**

3 hours; 3 credits each term

Topics vary from term to term. Course description may be obtained in the department office before registration. Students may take Judaic Studies 75.1 for credit twice or 75.2 for credit twice or 75.1 and 75.2 for credit once each, but may not repeat topics.

*Prerequisite:* permission of the chairperson.

**83.1W, 83.2W Independent Research I, II**

Minimum of 9 hours conference and independent work; 3 credits

Independent research supervised by a faculty member. Approved topic. Weekly conference. Thesis or report. Writing-intensive course.

*Prerequisite:* completion of a program, approved by the chairperson, in the Judaic Studies Department or related departments; and permission of the instructor and the chairperson. English 2.

**88.1, 88.2 Independent Study I, II**

Minimum of 9 hours conference and independent work; 3 credits each term

Independent study supervised by a faculty member. Approved reading. Periodic conferences. Final examination or term paper.

*Prerequisite:* completion of a program, approved by the chairperson, in the Judaic Studies Department or related departments; and permission of the instructor and the chairperson.

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**Hebrew**

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**\*1 Elementary Hebrew I**

3 hours recitation, 1 hour laboratory; 3 credits

Fundamental course in grammar, speaking, reading, and writing. (Not open to students who have completed Hebrew 0.5.)

**\*2 Elementary Hebrew II**

3 hours recitation, 1 hour laboratory; 3 credits

Continuation of Hebrew I. (Not open to students who have completed Hebrew 0.6 and 0.7.)

*Prerequisite:* Hebrew I or one year of high school Hebrew.

**\*3 Intermediate Hebrew I**

3 hours recitation, 1 hour laboratory; 3 credits

Oral and aural drill. Grammar review, selected modern readings, and practice in writing and speaking.

*Prerequisite:* Hebrew 2 or two years of high school Hebrew or permission of the chairperson.

**\*4 Intermediate Hebrew II**

3 hours recitation, 1 hour laboratory; 3 credits

Continuation of Hebrew 3. Reading and discussion in Hebrew. (Not open to students who have completed Hebrew 4.1.)

*Prerequisite:* Hebrew 3 or three years of high school Hebrew or permission of the chairperson.

**\*4.1 Literary Masterpieces**

3 hours; 3 credits

Readings from significant works and introduction to literary analysis. Conducted in Hebrew. (Not open to students who are enrolled in or have completed Hebrew 4 or 4.5.)

*Prerequisite:* four years of high school Hebrew and ability to converse in Hebrew.

**\*4.5 Conversation**

3 hours; 3 credits

Oral and aural practice. Reading newspapers and journals. Discussion and short exposés in Hebrew. Students who are fluent in Hebrew may not take this course for credit except

with permission of the chairperson. (Not open to students who have completed Hebrew 4.6.)

*Prerequisite or corequisite:* Hebrew 4.

### **\*9.1 Hebrew Literature in Translation I**

3 hours; 3 credits

Survey of Hebrew literature from the Biblical period through the Middle Ages. Representative works in English translation. (Not open to students who are enrolled in or have completed Comparative Literature 17 or Hebrew 9.)

### **\*9.2 Hebrew Literature in Translation II**

3 hours; 3 credits

Survey of Hebrew literature from the end of the Middle Ages to the present. Representative works in English translation. (Not open to students who are enrolled in or have completed Comparative Literature 17.)

### **11.1 Advanced Grammar and Composition**

3 hours; 3 credits

Critical and historical review of grammar and style. Writing original narratives and essays.

*Prerequisite:* Hebrew 4 or 4.1 or permission of the chairperson.

### **Hebrew courses 21 through 85 are taught entirely in Hebrew.**

#### **21 Poetry of the Hebrew Renaissance**

3 hours; 3 credits

Readings from the poetry of Bialik, Tchernichovsky, and some of their contemporaries.

*Prerequisite:* Hebrew 4 or 4.1 or permission of the chairperson.

#### **25 Prose of the Hebrew Renaissance**

3 hours; 3 credits

Novels and short stories of Mendele Mokher Sefarim, Berditchevsky, Brenner, Frischmann, and Peretz.

*Prerequisite:* Hebrew 4 or 4.1 or permission of the chairperson.

#### **41 Bible: The Historical Books**

3 hours; 3 credits

The Books of Joshua, Judges, Samuel, Kings, Chronicles, Ezra, and Nehemiah. This course covers a single historical book in a given semester; chosen from the above list. Students may take this class for credit twice but may not repeat topics.

*Prerequisite:* Hebrew 4 or 4.1 or permission of the chairperson.

#### **45.1 Bible: The Prophets and the Psalms**

3 hours; 3 credits

*Prerequisite:* Hebrew 4 or 4.1 or permission of the chairperson.

#### **47 Prose of Modern Israel**

3 hours; 3 credits

Prose fiction since World War I. Burla, Shenhar, Shamir, Meged, and Yizhar.

*Prerequisite:* Hebrew 4 or 4.1 or permission of the chairperson.

#### **48 Agnon and Hazaz**

3 hours; 3 credits

Their novels and short stories.

*Prerequisite:* Hebrew 4 or 4.1 or permission of the chairperson.

#### **49 Poetry of Modern Israel**

3 hours; 3 credits

Readings from the poetry of such writers as Shimeoni, Shlonsky, Lamdan, Meltzer, Sh. Shalom, and Leah Goldberg.

*Prerequisite:* Hebrew 4 or 4.1 or permission of the chairperson.

#### **51 Medieval Literature**

3 hours; 3 credits

Prose and poetry of the Middle Ages, particularly that of the Golden Age in Spain.

*Prerequisite:* Hebrew 4 or 4.1 or permission of the chairperson.

#### **52 Literature of the Haskalah**

3 hours; 3 credits

Growth of modern Hebrew literature in the eighteenth and nineteenth centuries. Representative authors. (Not open to students who have completed Hebrew 16.)

*Prerequisite:* Hebrew 4 or 4.1 or permission of the chairperson.

#### **53.7 Yiddish Short Stories and Poetry in Translation**

3 hours lecture; 3 credits

Introduction to East European Jewish culture through Yiddish short stories in translation. Selected works by a variety of authors, including Shalom Aleichem, Isaac Leib Peretz, Shalom Asch, Isaac Bashevis Singer, Itzik Manger, Kadya Molodowsky, Esther Kreitman, and Miriam Ulinower, among others.

*Prerequisite:* English I.

#### **70 Tutorial in Literature and Culture**

1 hour conference; minimum 8 hours independent work; 3 credits

Study of a special topic at an advanced level. Periodic reports and a final paper or examination.

*Prerequisite:* junior or senior standing and 12 credits in advanced Hebrew courses with an average of 3.0 or higher. Approval of topic by the instructor and the chairperson.

## Honors courses

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for the courses described below.

Students may not register for more than six credits in honors courses in the department in one term.

### 84.1 Seminar

1 hour conference, minimum 8 hours independent work;  
3 credits

Study of a literary topic, including but not limited to periods, genres, or major writers. Substantial paper in Hebrew. May not be taken concurrently with Hebrew 85.

*Prerequisite:* junior or senior standing and 15 credits in advanced Hebrew courses, approved by the chairperson, with an average of 3.5 or higher. Students may take this course for credit twice, but may not repeat topics.

### 85 Seminar and Senior Thesis

1 hour conference, minimum 8 hours independent work;  
3 credits

Research thesis written in Hebrew on a literary, linguistic, or cultural topic. May not be taken concurrently with Hebrew 84.1.

*Prerequisite:* senior standing and 18 credits in advanced Hebrew courses with an average of 3.5 or higher. Approval of the research topic by the instructor and the chairperson.

## Related courses

Art 13.40 Jewish Art

Education 65.07, 66.07 Seminars in Secondary Education in Hebrew I, II

English 59 Special Topics in Literature

("The Jew in American Literature," when offered)

History 50 Ancient Jewish History

History 23.3 Medieval Jewish History

History 28.3 The Jews in Modern Europe

Music 10.3 Jewish Folk Music

Philosophy 60.1, 60.2, 60.3, 60.4, 60.5 Special Topics (topics relating to Judaic studies, when offered)

Philosophy 70.1, 70.2 Seminar in the History of Philosophy

I, II (Introduction to Judaic Philosophy I, II, when offered)

Physical Education 17.14 Israeli Folk Dancing

Political Science 49.3 Politics of the Middle East

Political Science 49.5 Government and Politics of Israel

Sociology 27.2 Sociology of the American Jewish Community

Theater 41.2 The Yiddish Theater

Yiddish 3 Intermediate Yiddish

Yiddish 4 Advanced Yiddish

The following courses are inactive and will be offered only if there is sufficient demand:

**14 Introduction to the Talmud**

**15 Introduction to the Midrash**

**21.5 Religious Controversy in Israel**

## Library

Office: Brooklyn College Library

Telephone: (718) 951-5336

*Chairperson:* Barbra Higginbotham

*Deputy Chairperson:* William M. Gargan

*Professors:* Cucchiara, Gargan, Higginbotham, Vaughn, Walker, Wild;

*Associate Professors:* Cramer, Deutch, Evans; Iskenderian, Raphael, Weintraub;

*Assistant Professors:* Berger-Barrera, Bowdoin, Cirasella, Corpus, Dimova-Angelov, Regalado, Yu;

The library serves as the intellectual and creative center of academic life at Brooklyn College. Each day between three and four thousand students and faculty enter the library to use the online catalog, ask a reference question, borrow a book, listen to a sonata, examine a manuscript, or explore the Internet. As one of the largest and most technologically advanced academic libraries in New York State, the Brooklyn College Library leads the way in information access and dissemination in Brooklyn, the City University of New York, and beyond.

The recent \$73 million renovation of the library houses our substantial physical and digital collections, the Brooklyn College archives, and a new media center: The library boasts 277,650 square feet (6.5 acres) of space; 2,317 student seats; 21.5 miles of shelving; 22 group study rooms; 5 computer classrooms; and more than 400 computers for student and faculty use.

The faculty and staff of the Brooklyn College Library support the academic work of the College's students and faculty and their freedom of inquiry. Our commitment is reflected in the care with which we build and preserve our physical and digital collections, provide students and faculty with information literacy and research instruction, facilitate interlibrary loan and document supply; and link faculty and students to global information resources through the library's pages on the Brooklyn College Web site.

A safe, inviting study and research environment, the library is tailored to suit the Brooklyn College community and is responsive to the needs of persons with disabilities. As a member of the community, the library is proud to preserve the cultural heritage of the College and the borough in its special collections. A rich program of cultural events, presented in the Brooklyn College Library Woody Tanger Auditorium, rounds out our offerings.

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### Requirements for a minor in archival studies and community documentation

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Fifteen credits

History 69.1 and 69.2.

One course from a department other than the student's major chosen from the following: Africana Studies 41, American Studies 61, Anthropology and Archaeology 2.21 or 37, Art 15.2, History 43.16, 44, or 44.1, Judaic Studies 48.5, Music 3, Political Science 25 or 38 or 75.2, Psychology 10, Puerto Rican and Latino Studies 32.5, Sociology 26.

History 78.1 and 78.2.

## Linguistics

Telephone: (718) 951-5641

*Convener:* John D. Roy, English

*Faculty:* Gonsalves, English; and additional faculty from the departments of the College.

The Brooklyn College Linguistics Program offers students training in understanding and analyzing language and covers the full scope of the field of linguistics through an interdisciplinary approach. Our faculty members have doctoral degrees in linguistics and endeavor, through small classes and tutorials, to provide students with individual instruction and guidance. We offer students a bachelor of arts degree or a minor in linguistics as well as a dual major.

Our students learn the phonetic and phonological sound systems of language and gain an understanding of morphology—how sounds are combined into meaningful words and inflections. They learn to appreciate syntax—how words are put together in utterances—and semantics—the meanings and nuances of language. By studying pragmatics, our students learn how language is used to accomplish goals. They survey the variation in language use across individuals, regions, and societies by studying sociolinguistics and ethnolinguistics. Students appreciate the development of language over time through historical linguistics. Our students learn about the complex interaction between the brain and language through psycholinguistics. Linguistics majors and minors also have the opportunity to apply linguistics to modern world problems, computer processing programs for language, and, in an independent study, their own interests.

Our graduates choose careers in law, education, speech pathology and audiology, computer science, English, English as a Second Language, linguistics, anthropology, psychology, philosophy, or classical languages. Students who wish to pursue graduate studies may apply to the doctoral degree program offered in conjunction with this department. Please see the Division of Graduate Studies section below.

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### **B.A. degree program in linguistics** **HEGIS code 1505; SED program code 02051**

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#### **Program requirements** (27–49 credits)

Students must complete parts 1 through 5.

1. Linguistics 1 or Anthropology 2.3.
2. All of the following: Anthropology 17, Speech 13, Linguistics 84.1.
3. Two of the following: Linguistics 21, 22, 23.
4. One advanced foreign language course chosen from the following: Greek 12 or above, Latin 12 or above, Chinese 10 or above, French 11.1, German 11.1, Hebrew 11.1, Italian 11.1, Russian 11.1, Spanish 11.1, plus any prerequisite of the course. Another advanced foreign language course may be substituted with permission of the Linguistics Program convener.
5. Two of the following: Anthropology 17, 19, Computer and Information Science 24, 29, 32, 38, 45, English 24.3,

24.4, 24.7, 24.8, 24.9, Mathematics 51.1, 52, 56, Philosophy 13, 19, 33, 34, Psychology 22, 58.1, Puerto Rican and Latino Studies 43, Sociology 77.2, Speech 17.6, 31, plus any prerequisite of the courses. Other courses, particularly appropriate honors seminars, may be substituted for either or both of the two courses with permission of the Linguistics Program convener.

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### **B.A. degree program for linguistics dual major** **HEGIS code 1505**

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#### **Program requirements** (21–36 credits plus a major in a department; see part 6 below)

Students must complete parts 1 through 7.\*

1. Linguistics 1 or Anthropology 2.3.
2. Speech 13.
3. Two of the following: Linguistics 21, 22, 23.
4. One advanced language course chosen from the following: English 24.7, Greek 12 or above, Latin 12 or above, Chinese 10 or above, French 11.1, German 11.1, Hebrew 11.1, Italian 11.1, Russian 11.1, Spanish 11.1, plus any prerequisite of the course. If a foreign language is chosen, it may be the same as that in part 7.
5. Two of the following: Anthropology 17, 19, Computer and Information Science 24, 29, 32, 38, 45, English 24.3, 24.4, 24.8, 24.9, Mathematics 51.1, 52, 56, Philosophy 13, 19, 33, 34, Psychology 22, 58.1, Puerto Rican and Latino Studies 43, Sociology 77.2, Speech 17.6, 31, plus any prerequisite of the courses. Other courses, particularly appropriate honors seminars, may be substituted for either or both of the two courses with permission of the Linguistics Program convener.
6. A major in a department of the college. The following majors are recommended for the dual major program: anthropology, classics, computer and information science, English, mathematics, modern languages and literatures, philosophy, psychology, sociology, and speech. Any other major must be approved by the Linguistics Program convener.
7. Study of a classical or modern foreign language through course 4 or 4.1, or the equivalent; or proficiency in a classical or modern foreign language through course 4 or 4.1, or the equivalent. Proficiency is determined by the department offering the language.

\*Note: If any of the courses in parts 1 through 7 is applicable toward the requirements of the student's department major, it may be applied toward the requirements of both the Linguistics Program and the department major.

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### **Requirements for a minor in linguistics**

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A minimum of 12 credits of advanced electives in the Linguistics Program. Advanced linguistics courses in other departments may be used with the approval of the program convener. Each course must be completed with a grade of C or higher. Students should meet with the program convener to plan a program suited to their interests and career plans.

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**Recommendation for prospective graduate students**

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Prospective graduate students in linguistics should develop reading fluency in French and either German or Russian and some familiarity with Greek and Latin.

**Courses**

§Independent work means not less than three additional hours each week of conference, research, independent reading, and writing as assigned by the instructor. The student's grade is determined in part by the successful completion of this independent work.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

**I Introduction to Linguistics**

3 hours; 3 credits

Nature and structure of human language in relation to other communication systems. Evolution and acquisition of language; dialects and styles; language and culture; speech and writing. Comparison of traditional and recent theories of language. (Not open to students who are enrolled in or have completed Anthropology 2.3.)

**21 Phonology**

3 hours; 3 credits

Analysis of the sound systems of natural languages. Phonetics and phonology. Relation of phonology to vocabulary and syntax.

*Prerequisite:* Linguistics I or Anthropology 2.3; and Speech 13.

**22 Syntax**

3 hours; 3 credits

Analysis of the sentence structure of natural languages. Sentence and discourse. Relation of syntax to semantics and phonology. Traditional and recent theories of syntactic analysis.

*Prerequisite:* Linguistics I or Anthropology 2.3.

**23 Semantics**

3 hours; 3 credits

Analysis of the meaning of words and sentences. Relation of semantics to vocabulary, syntax, and discourse. Traditional and recent theories of meaning.

*Prerequisite:* Linguistics I or Anthropology 2.3.

**84.I Seminar or Independent Study in Linguistics**

Recitation or conference and independent work§; 3 credits

Independent reading and research on a problem or topic in linguistic analysis. Major paper or final examination.

*Prerequisite:* six credits in linguistics courses and permission of the Linguistics Program convener.

**Mathematics**

Department office: 1156 Ingersoll Hall  
Telephone: (718) 951-5246, (718) 951-5247

*Chairperson:* George S. Shapiro

*Deputy Chairperson, CLAS:* Wolfe Snow

*Deputy Chairperson, SGS:* Raymond Gittings

*Professors:* Gardiner, Gittings, Halpern, Hennefeld, Marathe, Máté, Shapiro, Sibner, Stone;

*Associate Professors:* Cooley, Godino, Hochberg, Hu, Snow;

*Assistant Professor:* Benes, Chamanara, Hajiliadis, Suzuki.

The Mathematics Department offers distinctive undergraduate educational programs in pure and applied mathematics as well as in mathematics education. Our faculty develops and conducts high quality research and its members participate in the mathematics and urban education doctoral programs of The Graduate Center of The City University of New York.

The department offers a bachelor of arts, a bachelor of science, and minor in mathematics as well as a bachelor of arts degree in adolescence education for mathematics teachers and a concentration for education majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6).

We are dedicated to providing our students with the best possible understanding of mathematics as a deductive science. We also promote mathematical knowledge applied to such other fields as the natural sciences, actuarial science, computer science, pre-engineering, economics, finance, primary and secondary education, and the quantitative social sciences.

Students who major, minor, or take a course in mathematics increase their computational facility, develop their appreciation for the abstract structures and reasoning at the heart of mathematics, and enhance their ability to apply mathematics to real-world problems. Mathematics students gain experience with current mathematical software and technology, and may study computational mathematics in conjunction with the Computer and Information Science Department. Mathematics students may elect to develop expertise in financial mathematics to obtain the marketable credentials for work in the financial industry.

Students who wish to pursue graduate studies in theoretical or applied mathematics may apply to the master's and doctoral degree programs offered by or in conjunction with this department. Please see the Division of Graduate Studies section below.

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**Placement examination in mathematics**

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Students who plan to take calculus (Mathematics 3.3) without having taken precalculus (Mathematics 2.9) should take the Brooklyn College Calculus Placement Test, which is routinely offered to incoming students by the Office of Testing.

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**B.A. degree program in mathematics**  
**HEGIS code 1701; SED program code 02064**

**B.S. degree program in mathematics**  
**HEGIS code 1701; SED program code 02065**

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**Department requirements** (30–33 credits)

To enroll in any advanced course in mathematics, students must maintain an average grade of C or higher in all courses previously taken in the department, unless this requirement is waived by the chairperson. A student exempt, without credit, from a course may not take the course later for credit except with permission of the chairperson. Mathematics majors must offer a minimum of 18 credits in advanced courses for the degree. All mathematics courses offered to satisfy the requirements for a major in mathematics must be completed with a grade of C- or higher.

One of the following mathematics sequences, a), b), c), or d):

- a) Mathematics 3.3 and 4.3 and 5.3.
- b) Mathematics 3.20 and 4.20 and 5.20.
- c) Mathematics 3.20 and 4.20 and 4.31 and 5.3.
- d) Mathematics 4.10 and 5.10.

Mathematics 10.1, 11.1, and 14.1.

Two of the following: Mathematics 12.1, 13.5, 14.5, 15, 18.1, 24, 25, 27, 37.1, 43, 52, 56, 88.1, 88.2, 88.3, 88.4.

Computer and Information Science 1.10 or 1.20 or 1.5.

Additional courses in the Mathematics Department to bring the total number of credits in advanced courses to 18.

Recommendation for prospective graduate students. Prospective doctoral students should develop reading competence in at least one of the following languages: French, German, Russian.

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**Additional requirements for a B.S. degree**

Candidates for a B.S. degree with a major in mathematics must complete at least 60 credits in science and mathematics; 24 of these 60 credits must be completed in advanced courses in the Mathematics Department. These 24 credits must be completed at Brooklyn College with a grade of C- or higher in each course. Specific course requirements for a B.S. degree are described above.

The following courses may be applied toward the 60 credits in science and mathematics:

- a) All courses in the departments of Biology, Chemistry, Computer and Information Science, Geology, Mathematics, Physics, and Psychology.
- b) Courses marked with a dot (•) in the Department of Health and Nutrition Sciences.
- c) Anthropology and Archaeology 2.4, 16, 24.1, 24.2, 26.1, 26.2, 36, 85.3.  
 Core Studies 5, 5.1, 5.2, 7.1, 7.2, 8.1, 8.2.  
 Core Curriculum 3 through 3.99;  
 Core Curriculum 30.01 through 30.99.  
 Economics 30.2, 30.3, 31.1, 31.2.  
 Philosophy 13, 33, 42.  
 Physical Education 22.71, 22.75, 23, 30, 51.  
 Sociology 77.1.

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**Department recommendation**

Majors should consult with a Mathematics Department counselor concerning substitutions for core science courses.

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**Computational mathematics program**

The Department of Mathematics and the Department of Computer and Information Science offer an interdepartmental major in computational mathematics. The program is described in the Department of Computer and Information Science section.

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**B.A. degree program in adolescence education: mathematics teacher**

**HEGIS code 1701.01; SED program code 26735**

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The School of Education and the Department of Mathematics jointly offer a program for students who plan to teach mathematics in grades 7 through 12. Additional information may be obtained from the School of Education or the Department of Mathematics. Students should consult a counselor as early as possible to plan their program.

All mathematics courses offered to satisfy the requirements for a major in mathematics teacher must be completed with a grade of C- or higher.

**Program requirements** (60 credits)

One of the following mathematics sequences, a) or b):

- a) Mathematics 3.3 and 4.3 and 5.3.
- b) Mathematics 3.20 and 4.20 and 5.20.

All of the following: Mathematics 10.1, 11.1, 14.1, 25, 41W, 46, 51.1, 71.

Computer and Information Science 1.5.

The following pedagogical courses: Education 16, 34, 64.1, 69, 71.03, 72.03.

These courses are described in the "Education" section of this *Bulletin*. Also consult the "Education" section for specific grade requirements for the degree program for mathematics teacher.

These program requirements meet the revised teacher certification regulations adopted by the New York State Board of Regents in 2000 and replace the requirements that appeared in the 2000–2003 *Bulletin* for undergraduate programs.

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**Mathematics concentration for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6)**

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The requirements for the teacher education programs indicated above are described in the "Education" section of the *Bulletin*. Students who major in either of these programs and who elect a concentration in mathematics must complete all concentration requirements with a grade of C- or higher in each course and an overall average of C or higher in all mathematics courses taken for the concentration.

**Concentration requirements:**

Core Studies 5 or 5.1. Students exempted from Core Studies 5 or 5.1 must take a computer and information science course numbered 1.5 or higher other than the course used to satisfy the computer and information science requirement below.

Mathematics 1.95. Students exempted from Mathematics 1.95 must take an additional 3 credits of mathematics besides those listed below.

Mathematics 1.97.

Mathematics 2.9 or Mathematics 2.91 and 2.92. Students permitted to enroll in Mathematics 3.3 without taking precalculus must take an additional 3 credits of mathematics besides the courses listed below.

All of the following courses: Mathematics 3.3, 4.3, 8.1, 10.1, 41. Computer and Information Science 3 or 5.1.

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**Minor in mathematics**

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At least 12 credits in advanced electives in mathematics with a grade of C- or higher. With the permission of the chairperson, at most 6 credits of advanced courses from another institution may be accepted toward this requirement. Mathematics minors should consult with the department counselor for recommendations.

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**Division of Graduate Studies**

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The Mathematics Department offers a master of arts degree program in mathematics and a master of arts degree program for mathematics teachers (grades 7 through 12). For information, students should consult the department's deputy for graduate studies. A *Graduate Bulletin* may be obtained in the Office of Admissions.

**Courses**

\*Courses marked with an asterisk (\*) are not counted toward the requirement of no fewer than 18 credits in advanced courses for majors in this department.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

The following courses have been divided into five categories to assist students in selecting the appropriate mathematics courses. The first category is self-explanatory. Levels 1 through 4 contain courses for mathematics and science majors, with level 1 the least advanced and level 4 the most advanced.

*For the nonscience student:* 1.2, 1.3, 1.4, 1.45, 1.5, 1.8, 1.9, 1.92, 1.95, 1.97, 2.3.

Level 1: 2.9, 3.3, 4.3, 4.31, 4.35, 8.5, 8.6.

Level 2: 5.3, 5.35, 8.1, 10.1, 13, 39, 41, 74.1, 74.2.

Level 3: 7.1, 13.1, 14.1, 17, 25, 37.1, 51.1, 73.2.

Level 4: 7.2, 11.1, 12.1, 13.5, 14.5, 15, 18.1, 24, 27, 43, 46, 52, 56, 71, 88.1, 88.2, 88.3, 88.4.

**Workshops**

No credit

Voluntary sessions for students enrolled in any mathematics course numbered lower than 6 who need additional assistance.

Emphasis on the solution of problems encountered in these courses.

**\*1.3 Introduction to Mathematical Thinking**

3 hours; 3 credits

Analysis, on an elementary level, of the nature of mathematical reasoning; elements of set theory; some simple postulational systems. (A student who is enrolled in or has completed a Mathematics Department course numbered 5 or higher or Computer and Information Science 11 may not take Mathematics 1.3 for credit except with permission of the chairperson.)

*Prerequisite:* Course 2 of the New York State Sequential Mathematics Curriculum, or two-and-one-half years of high school mathematics including one year of geometry and a course in intermediate algebra, or Mathematics 0.04, or a grade of C- or higher in Mathematics 0.35 or 0.36 or 0.44, or the equivalent.

**\*1.4 Elementary Number Theory**

3 hours; 3 credits

Fundamental properties of integers and related systems, in particular of primes, factorization, and divisibility. (Not open to students who have completed Mathematics 1.1 for credit. A student who is enrolled in or has completed a Mathematics Department course numbered 5 or higher may not take Mathematics 1.4 for credit except with permission of the chairperson.)

*Prerequisite:* Course 2 of the New York State Sequential Mathematics Curriculum, or two-and-one-half years of high school mathematics including one year of geometry and a course in intermediate algebra, or Mathematics 0.04, or a grade of C- or higher in Mathematics 0.35 or 0.36 or 0.44, or the equivalent.

**\*1.5 Elements of Statistics with Applications**

3 hours; 3 credits

Analysis and presentation of data. Abuses of statistics. Measures of central tendency; measures of variability. Hypothesis testing. Estimation. Tests of independence. Applications to various fields. Use of simple calculator required. (Not open to students who are enrolled in or have completed any of the following: a Mathematics Department course numbered 5 or higher; Biology 16.1, Business 30.2, Economics 30.2, Political Science 12.5, 57, Psychology 40.1, 50.)

*Prerequisite:* Course 2 of the New York State Sequential Mathematics Curriculum, or two-and-one-half years of high school mathematics including one year of geometry and a course in intermediate algebra, or Mathematics 0.04, or a grade of C- or higher in Mathematics 0.35 or 0.36 or 0.44, or the equivalent.

**\*1.8 Modern Mathematics for the Social Sciences**

3 hours; 3 credits

Mathematics 1.8 covers recent developments in mathematics

of significance to the social scientist. Linear programming including necessary introductory topics and study of a computer language. (Not open to students who are enrolled in or have completed Mathematics 2.4 or a Mathematics Department course numbered 5 or higher except with permission of the chairperson.)

*Prerequisite:* Course 2 of the New York State Sequential Mathematics Curriculum, or two-and-one-half years of high school mathematics including one year of geometry and a course in intermediate algebra, or Mathematics 0.04, or a grade of C- or higher in Mathematics 0.35 or 0.36 or 0.44, or the equivalent.

### **\*1.95 Elementary Mathematics from an Advanced Standpoint**

4 hours; 4 credits

Mathematics content needed for teaching major strands in the early childhood and elementary school mathematics curriculum. Various concrete and abstract representations of mathematical concepts, inductive and deductive thinking, and applications and problem solving. (A student who is enrolled in or has completed Mathematics 1.9 or any Mathematics Department course numbered 4 or higher or who has completed Calculus I with a grade of B or higher may not take Mathematics 1.95 for credit except with permission of the chairperson. Mathematics 1.95 may be credited toward a baccalaureate degree only by students who have completed at least five credits in Education.)

*Prerequisite:* Core Curriculum 3.11 or Core Studies 5 or 5.2 or a course which is acceptable for at least three credits in mathematics at Brooklyn College.

### **\*1.97 Mathematics in Education**

2 hours; 2 credits

Concepts and principles of mathematics underlying the elementary school curriculum. Taught in coordination with Education 44.

- a. Early childhood education section: emphasis on topics relevant to teaching children from prekindergarten to grade 3.
- b. Elementary, bilingual, and special education section: emphasis on topics relevant to teaching children from kindergarten to grade 6.

*Prerequisite:* Mathematics 1.95; or a higher level mathematics course and a passing score on a placement test.

*Corequisite:* Education 44.

### **2.5 Thinking Mathematically**

3 hours; 3 credits

Problem solving and applications of mathematical thinking in the real world and in the ideal world of mathematics. Elementary number theory and public key cryptography. Integers, rational numbers, real numbers, and the sizes of various infinite sets. Additional topic chosen from: geometry, elementary topology, chaos and fractals, probability. (Not open to students who are enrolled in or have completed

Core Studies 5 or 5.2 or any mathematics course numbered 3 or higher.)

*Prerequisite:* two years of sequential mathematics or the equivalent.

### **\*2.9 Precalculus Mathematics**

4 hours; 3 credits

Preparation for calculus. Trigonometry. The concept of function, including exponential, logarithmic, trigonometric, and inverse trigonometric functions. Introduction to limit ideas. (Not open to students who are enrolled in or have completed a Mathematics Department course numbered 2.91 or higher.)

*Prerequisite:* Course 3 of the New York State Sequential Mathematics Curriculum, or a grade of C- or higher in Mathematics 0.47, or the equivalent; and assignment on the basis of a placement test.

### **\*2.91 Precalculus Mathematics A**

3 hours lecture, 1 hour recitation; 2 credits

Preparation for calculus with more introductory material than Mathematics 2.9. Mathematics 2.91 and 2.92 constitute a two-term sequence for students who are not prepared for Mathematics 2.9 or who wish a review. Real numbers. Complex numbers. Graphs. Functions, especially linear and quadratic functions. Polynomials and rational functions. Trigonometry. (Not open to students who are enrolled in or have completed Mathematics 2.9 or any mathematics course numbered 3 or higher.)

*Prerequisite:* Course 2 of the New York State Sequential Mathematics Curriculum or the equivalent.

### **\*2.92 Precalculus Mathematics B**

3 hours lecture, 1 hour recitation; 2 credits

Continuation of Mathematics 2.91. More extensive study of functions; composition of functions, inverse functions. Logarithmic and exponential functions. Trigonometric and inverse trigonometric functions. Conic sections. Binomial theorem. (Not open to students who are enrolled in or have completed Mathematics 2.9 or any mathematics course numbered 3 or higher.)

*Prerequisite:* A grade of C- or higher in Mathematics 2.91 or permission of the chairperson.

### **\*2.99 Introduction to Mathematics for the Social Sciences and Business**

3 hours; 2 credits

Graphs; functions; polynomial and rational functions; exponential and logarithmic functions; the parabola; systems of linear equations and inequalities; geometric series; the binomial theorem. (Not open to students who are enrolled in or have completed any mathematics course numbered 2.9 or higher. Not open to entering freshmen.)

*Prerequisite:* two years of sequential mathematics or mathematics A in high school.

**\*3.3 Calculus I**

3 hours; 3 credits

Mathematics 3.3 and 4.3 and 5.3 constitute a three-term sequence. Mathematics 3.3 is an introduction to calculus: derivatives and integrals of algebraic, exponential, logarithmic, and trigonometric functions of one variable, and applications. (Not open to students who have completed Mathematics 3.20 or 4.10.)

*Prerequisite:* three years of high school mathematics including geometry and intermediate algebra and trigonometry or Course 3 of the New York State Sequential Mathematics Curriculum, and assignment on the basis of a placement test; or a grade of C or higher in Mathematics 2.9 or 2.92.

**\*4.3 Calculus II**

4 hours; 4 credits

Continuation of Mathematics 3.3. Trigonometric and inverse trigonometric functions, techniques (closed form and numerical) and applications of integration for functions of one variable, improper integrals, l'Hopital's rule, sequences, series, and polar coordinates. (Not open to students who have completed Mathematics 4.20 or 5.10.)

*Prerequisite:* a grade of C- or higher in Mathematics 3.20 or 3.3.

**\*4.31 Infinite Series**

1 hour; 1 credit

Intended for students who completed Calculus II, without infinite series. Taylor series; tests for convergence. (Not open to students who are enrolled in or have completed Mathematics 4.3 or 5.10 or 5.20.)

*Prerequisite:* Mathematics 4.20 with a grade of C- or higher; or permission of the chairperson.

**\*4.35 Symbolic Manipulation in Calculus II**

1 hour; 1 credit

Use of symbolic manipulation computer software to present in greater depth certain topics in second semester calculus. Topics include applications of integration, numerical integration, Taylor series, graphing in polar coordinates.

*Prerequisite or corequisite:* Mathematics 4.3 or 4.31.

**\*5.3 Multivariable Calculus**

4 hours; 4 credits

Continuation of Mathematics 4.3. Vectors and parametric equations, partial differentiation, multiple integration, line integrals, and Green's theorem. (Not open to students who have completed Mathematics 5.10 or 5.20.)

*Prerequisite:* a grade of C- or higher in Mathematics 4.3; or prerequisite or corequisite: Mathematics 4.31.

**\*5.35 Symbolic Manipulation in Multivariate Calculus**

1 hour; 1 credit

Use of symbolic manipulation computer software to present in greater depth certain topics in multivariable calculus. Topics

include functions of two and three variables, vectors, partial derivatives, and multiple integrals.

*Prerequisite or corequisite:* Mathematics 5.3.

**\*7.1 Actuarial Mathematics I**

70 minutes a week for 11 weeks; 1 credit

Calculus and linear algebra. Emphasis on those aspects not covered in previous courses and on problem types similar to those appearing on Examination 100 of the Society of Actuaries. Spring term.

*Prerequisite:* Mathematics 5.10 or 5.20 or 5.3; and 10.1.

**\*8.1 Elementary Probability and Statistics**

3 hours; 3 credits

Sample spaces; combinatorial theory; elementary probability; random variables; discrete and continuous probability distributions; confidence intervals; hypothesis testing. (Not open to students who are enrolled in or have completed Mathematics 51.1.)

*Prerequisite:* Mathematics 4.3 or 4.31 or 5.10 or 5.20.

**\*8.5 Mathematical Fundamentals of Computer Graphics I**

4 hours; 4 credits

Mathematical principles of computer graphics. Euclidean and affine geometry. Coordinate systems and transformations. Matrix representations of transformations. Rotations, translations, and projections in 2 dimensions. Representations of 2 dimensional objects using polygons, quadratic curves and splines. Determination of distances between, or intersections of objects in 2 dimensions. (Students who have completed both Mathematics 8.5 and Mathematics 10.1 will receive only 3 credits for Mathematics 8.5 and only 2 credits for Mathematics 10.1.)

*Prerequisites:* Computer and Information Science 15 and Mathematics 3.3.

**\*8.6 Mathematical Fundamentals of Computer Graphics II**

4 hours; 4 credits

Orthogonal transformations, translations, and projections in 3 dimensions. Representations of 3 dimensional objects using polygons, quadratic surfaces and splines. Determination of distances between, or intersections of objects in 3 dimensions.

*Prerequisite:* Mathematics 8.5.

**10.1 Linear Algebra I**

3 hours; 3 credits

Introduction to the concepts of linear algebra. Vector geometry of three dimensions. (Not open to students who are enrolled in or have completed Mathematics 14.5. Students who have completed both Mathematics 8.5 and Mathematics 10.1 will receive only 3 credits for Mathematics 8.5 and only 2 credits for Mathematics 10.1.)

*Prerequisite:* Mathematics 4.10 or 4.20 or 4.3.

**11.1 Advanced Calculus I**

3 hours; 3 credits

Advanced calculus of functions of one variable. Relevant properties of the real number system. Properties of continuous functions and uniform continuity. Differentiable functions, mean-value theorems. L'Hôpital's rule, Taylor's theorem. Sequences, series, and improper integrals.

*Prerequisite:* Mathematics 5.10 or 5.20 or 5.3; and at least 6 credits in advanced Mathematics Department courses or permission of the chairperson.

**13 Elementary Differential Equations**

3 hours; 3 credits

Standard methods of solving ordinary differential equations; geometric interpretations; problems in physics leading to differential equations.

*Prerequisite or corequisite:* Mathematics 5.3.

**13.5 Partial Differential Equations**

4 hours; 4 credits

Solution of partial differential equations; theory of Fourier series and their applications to boundary value problems; applications to mathematical physics; transform methods; numerical methods; systems of orthogonal functions.

*Prerequisite:* Mathematics 13.

**14.1 Abstract Algebra I**

3 hours; 3 credits

Elementary theory of groups, rings, and fields; integers, rationals, real and complex numbers; elements of number theory, polynomials.

*Prerequisite:* Mathematics 5.10 or 5.20 or 5.3; and Mathematics 10.1.

**14.5 Linear Algebra II**

4 hours; 4 credits

Determinants, matrices, and systems of linear equations; linear dependence; vector spaces; eigenvalues, and eigenvectors; matrix equations; linear transformations; convex sets.

*Prerequisite:* Mathematics 10.1 and 14.1.

**15 Introduction to Functions of a Complex Variable**

4 hours; 4 credits

Calculus of complex functions; Cauchy's integral theorem; Laurent series, singularities; residues; properties of analytic functions; conformal mapping; analytic continuation.

*Prerequisite:* Mathematics 11.1 and permission of the chairperson.

**17 Theory of Numbers**

3 hours; 3 credits

Congruences; quadratic residues; diophantine equations; factorization.

*Prerequisite:* Mathematics 14.1.

**18.1 Abstract Algebra II**

4 hours; 4 credits

Groups, rings, integral domains, fields; homomorphisms and isomorphisms; polynomials over a field; factorization; vector spaces over a field; field extensions and applications; introduction to Galois theory.

*Prerequisite:* Mathematics 14.1.

**25 Foundations of Geometry**

4 hours; 4 credits

Critical analysis of foundations of geometry; postulational development of Euclidean and hyperbolic geometries; theories of incidence, order, congruence, parallelism, and measure; ordered linear geometries of arbitrary dimension as join systems (multigroups).

*Prerequisite:* a minimum of six credits in advanced Mathematics Department courses.

**27 Introduction to Topology**

4 hours; 4 credits

Intuitive concepts of topology: topology as a geometry of continuity, topological equivalence; one- and two-dimensional manifolds, Jordan curve theorem. Introduction to general topology; topology of Euclidean, metric, and abstract spaces with emphasis on continuous mappings, compactness, connectedness, completeness, separation axioms. Applications to analysis and geometry.

*Prerequisite or corequisite:* Mathematics 11.1 and permission of the chairperson.

**30 Special Topics in Mathematics**

3 hours; 3 credits

A topic in mathematics not covered in the regular curriculum. The topics will, in general, vary from one offering to another. Course descriptions will be available in the department office before registration in semesters in which the course is to be offered. Students may take this course for credit three times, but may not repeat topics.

*Prerequisite:* Mathematics 4.3 or higher; permission of the chairperson.

**37.1 Numerical Analysis**

4 hours; 4 credits

Introduction to numerical analysis using high-speed computers. Fixed-point and floating-point arithmetic; analysis of errors; numerical solution of algebraic and transcendental equations and systems of linear equations. Interpolation and approximation. Numerical differentiation and integration. Solution of ordinary differential equations. (Not open to students who are enrolled in or have completed Mathematics 37.)

*Prerequisite:* Mathematics 10.1; and Mathematics 5.10 or 5.20 or 4.3 or 4.31; and one of the following: Computer and Information Science 1.10, 1.20, 1.5, the ability to use a scientific programming language.

**39 Chaos and Structural Stability in One-Dimensional Dynamics**

3 hours lecture, 2 hours laboratory; 4 credits

Computer and thought experiments will be used to illustrate concepts from one-dimensional dynamical systems. Lectures will focus on theoretical concepts explaining the phenomena illustrated in the laboratory assignments. Topics include structural stability, chaos, symbolic dynamics, kneading sequences for folding maps, bifurcation in parameter spaces, periodic points and the Sarkovskii ordering. Cantor sets, and fractional dimension. (Not open to students who completed Mathematics 30 in fall 1990.)

*Prerequisite:* Mathematics 4.3.

**41W History of Mathematics**

3 hours; 3 credits

Development of mathematics from antiquity to recent times. Interrelationship of subject matter and the rise of modern concepts. Term paper required. Writing-intensive course.

*Prerequisite:* Mathematics 4.3 or 4.31; and English 2.

**46 Secondary School Mathematics from an Advanced Viewpoint**

4 hours; 4 credits

An advanced overview of mathematical topics in the secondary school curriculum: logic, space geometry, transformation geometry, coordinate geometries, polynomials, and computer applications. (Not open to students who have completed Mathematics 8 and 9.) Spring term, 1993.

*Prerequisite:* Mathematics 10.1 and 14.1 and Computer and Information Science 1.1 or 1.2 or 1.3 or 1.10 or 1.20.

**51.1 Introduction to Probability and Statistics**

3 hours; 3 credits

Sample spaces; combinatorial theory; elementary probability; random variables; discrete and continuous probability distributions; moments and moment-generating functions; applications. (Not open to students who are enrolled in or have completed Mathematics 8.1.)

*Prerequisite:* Mathematics 5.10 or 5.20 or 5.3.

**52 Statistics**

4 hours; 4 credits

Theory of estimators; distributions of functions of random variables, including chi-square, t and F distributions; confidence intervals; tests of hypotheses.

*Prerequisite:* Mathematics 51.1.

**53 Time Series**

4 hours; 4 credits

The basics of time series analysis. Graphical displays, autocorrelation and cross-correlation functions, correlograms. Auto-regressive models, moving average models, integrated models, ARIMA models. Exponential smoothing, Box-Jenkins method. Fourier analysis, periodogram analysis.

*Prerequisite:* Mathematics 52.

**71 Seminar in Problem Solving and Selected Topics**

1 hour; 1 credit

Reading, discussions, problem-solving sessions on selected topics in graph theory, topology, game theory, number theory, and recreational mathematics. Fall term.

*Prerequisite:* at least eight credits in advanced Mathematics Department courses; and senior standing or permission of the chairperson.

**73.2 Mathematics of Operations Research**

3 hours; 3 credits

Linear programming; network analysis; queueing theory; simulation; decision analysis.

*Prerequisite:* Mathematics 51.1.

**74.1 Mathematics of Compound Interest and Finance**

3 hours; 3 credits

Measurement of interest; annuities-certain; yield rates; amortization schedules and sinking funds; bonds and related securities.

*Prerequisite:* Mathematics 4.3 or 4.31.

**74.2 Investment Science**

4 hours; 4 credits

Net present value, internal rate of return; yield, duration, immunization, and convexity of fixed-income securities; mean-variance portfolio theory, Markowitz model, CAPM, factor models, arbitrage pricing theory; models of asset dynamics, Ito's lemma, options theory, Black-Scholes equation; interest-rate derivatives. (This course is the same as Business 70.7 and Economics 70.7.)

*Prerequisite:* Economics 30.2 or Business 30.2 or Mathematics 8.1 or Mathematics 51.1; Mathematics 5.3.

*Prerequisite or corequisite:* Economics 10.1 or 20.1 or Business 10.1 or 20.1.

**88.1, 88.2, 88.3, 88.4 Independent Study I, II, III, IV**

Minimum of 9 hours independent work and conference;  
3 credits

Independent study of a selected list of readings approved by a faculty adviser. Thesis or final examination.

*Prerequisite:* a minimum of 12 credits in advanced Mathematics Department courses and permission of the chairperson.

The following courses are inactive and will be offered only if there is sufficient demand:

- 1.2 Basic Concepts of Geometry**
- 1.45 Problem Solving and Mathematical Reasoning**
- 1.92 Geometry for Elementary School Teachers**
- 2.3 Applied Mathematics for Teachers**
- 7.2 Actuarial Mathematics II**
- 12.1 Advanced Calculus II**
- 13.1 Applications of Mathematics (Multivariable)**
- 24 Projective Geometry**
- 43 Foundations of Modern Mathematics**
- 56 Probability**

**Modern Languages and Literatures**

Department office: 4239 Boylan Hall

Telephone: (718) 951-5451, (718) 951-5452

*Chairperson:* William Childers

*Deputy Chairperson, CLAS:* Malva E. Filer

*Professors:* Barran, Blasi, Bonaffini, Fernández Olmos, Filer,

Girelli-Carasi, Huffman, Mbom, Sherzer;

*Associate Professors:* Childers, Renner;

*Assistant Professor:* Alonso.

The Brooklyn College Department of Modern Languages and Literatures is dedicated to educating students with respect to language, literature, culture, and cross-cultural diversity. The department presents students with options from satisfactorily fulfilling the College language requirement to preparing for entry in a doctoral program. We offer bachelor of arts degrees in French, Italian, Russian, or Spanish as well as minors in Italian American studies, Italian international studies, Chinese, French, German, Italian, Russian, or Spanish. In addition, we offer a bachelor of arts degree in adolescence education for French, Spanish, or Italian teachers, as well as a concentration in Chinese, French, Italian, Russian, or Spanish for education majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6).

We provide expert instruction at all levels to impart language proficiency. Students in basic courses are equipped with linguistic and cultural competency as well as adequate preparation for pursuit of an advanced degree in foreign language, literature, and culture. The department also places a great deal of emphasis on transitional courses that allow students to take higher level courses, whether their goal be to major, minor, or simply heighten their expertise in language, literature, and culture. Students, at whatever level, receive the amount of instruction in language, literature, and culture to continue on to the next step if they so wish.

Linguistic and cultural competence is essential for students preparing to be high school foreign language teachers. The department ensures that these students also have a command of the methodology of teaching language. Neither does it ignore the importance of literature, because these students will teach it at the high school level, and also because students frequently change their career goals and enroll in a doctoral program in literature.

Our graduates frequently apply their language and literature skills, not only in secondary education, but in careers in the nonprofit, business, and governmental worlds. Students who wish to pursue graduate studies may apply to the master's and doctoral degree programs offered by or in conjunction with this department. Please see the Division of Graduate Studies section below.

The department also offers courses in Arabic, Chinese, German, Greek (modern), Haitian Creole, Hindi, Japanese, and Portuguese.

Courses in Hebrew are offered in the Department of Judaic Studies.

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### Core curriculum

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The Department of Modern Languages and Literatures participates in the college's core curriculum through the foreign language requirement.

The department shares responsibility for Core Studies 6 and 10 with other departments.

All baccalaureate students are required to complete one course in a foreign language at course-level 3 (the third semester of study at the college level) or to demonstrate an equivalent proficiency by examination, except as modified below.

1. This requirement presupposes two years of secondary school language study. If only one year of language study (or none at all) is offered, one or two semesters of college study (course-levels 1 and/or 2) are required before course-level 3 can be taken. A student who has studied language in high school for at least two years but wants to study a different language at the college level may do so, but this student must complete a minimum of two terms of the new language at the college level to fulfill the core requirement.
2. Students who have completed three years of one language in high school and passed the level 3 Regents examination are exempted from the core language requirement.
3. Students whose native language is not English may be exempted from this requirement by passing one of the competency examinations administered by the Department of Modern Languages and Literatures.
4. Neither blanket nor equivalent credit will be given for introductory courses in a foreign language from which a student has been exempted by examination.

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### Placement in foreign language courses

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Students may begin study of a language at Brooklyn College or may continue foreign language study begun in high school. Students who are fluent in a given language usually register for advanced courses in that language. These students may register for courses 1, 2, 3, and 4.5 only with permission of a department counselor.

**Students who want to begin study of a foreign language at Brooklyn College should follow these guidelines for registration.**

- (a) Basic courses in all languages are listed with numbers beginning with 1(.), 2(.), 3(.), and 4(.). Each course is the prerequisite of the next. Courses numbered 4(.) are the prerequisite of all courses numbered 10 and higher. Some advanced courses have additional prerequisites.
- (b) For specific information on course content and prerequisites, students should consult individual course listings on the following pages.

**Students who want to continue foreign language study begun in high school should follow these guidelines for registration.**

- (a) Students who have completed four years or more of foreign language study and have passed the Regents level 3 examination in the language should consult a department counselor to determine proper placement.
- (b) Students who have completed fewer than four years of foreign language study but have passed the Regents level 3 examination in the language should register for course 4 or 4.1. If there has been a lapse of time since completing high school work, the student should consult a department counselor.
- (c) Students who have completed three years or less of foreign language study but have not passed the Regents level 3 examination in the language are advised to consult a department counselor about placement before registration.

Students who have completed one year of language study or less in high school normally enroll in course 1 at Brooklyn College. Students with two years of high school language experience usually enroll in course 2, and students with three years of high school language experience usually enroll in course 3. Any questions regarding placement should be directed to the department office.

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**B.A. degree program in French; HEGIS code 1102; SED program code 02025**

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**B.A. degree program in Italian; HEGIS code 1104; SED program code 02033**

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**B.A. degree program in Russian; HEGIS code 1106; SED program code 02039**

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**B.A. degree program in Spanish; HEGIS code 1105; SED program code 02034**

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**Department requirements** (24–36 credits)

There are two options for the major:

**Option I:** (24 credits) is in French or Spanish or Russian or Italian

*For majors in French, and Spanish the following are required (24 credits in advanced courses):*

French or Spanish 11.12W and 17.50.

At least one of the following culture courses: French or Spanish 18.50, 18.75, 19.50, or 19.75.

The remaining courses are to be selected from French or Spanish 11.1, 11.32, 15.50, 18.50, 18.75, 19.50, or 19.75, Tier II, Tier III, Tier IV, and/or Modern Languages 13 or higher.

A knowledge of Latin and/or another Language Other Than English is also helpful.

*For majors in Russian, the following are required (24 credits in advanced courses):*

Russian 11.12 and 17.50.

Russian 15.50W.

At least one of the following culture courses: Russian 18.50 or 19.50.

The remaining courses are to be selected from Russian 11.1, 11.32, 15.50, 18.50, 18.75, 19.50, or 19.75. Tier II, Tier III,

Tier IV, and/or Modern Languages 13 or higher.

A knowledge of Latin and/or another Language Other Than English is also helpful.

*For majors in Italian, the following are required (24 credits in advanced courses):*

All of the following: Italian 11.12W and 17.50.

At least one of the following culture courses: Italian 18.50, 19.50, or 19.75.

The remaining courses are to be selected from Italian 11.1, 11.32, 15.50, 18.50, 18.75, 19.50, or 19.75. Tier II, Tier III, Tier IV, and/or Modern Languages 13 or higher.

Six credits may be taken in courses outside the department related in content and purpose, which may be any of the following:

Interdisciplinary Studies 25 Italian-American Relations  
English 59 Special Topics (departmental approval required)

English 63.2 Introduction to Italian American Literature  
History 25.11 Modern Italy

Interdisciplinary Studies 70 Seminar (departmental approval required)

Art 19.5\* Early Renaissance Art in Italy

Art 19.7\* Sixteenth-Century Renaissance Art in Italy

Judaic Studies 43.5 Italian Jewry

Interdisciplinary Studies 12 Italians in America

\*Only one art course can be taken.

Any other course requires departmental permission.

While courses taken toward completion of the major may be taught in English or Italian, majors in Italian Language and Literature are required, in the event of the former, to do the work in Italian.

A knowledge of Latin and/or another Language Other Than English is also helpful.

**Option II:** Language and Business (36 credits)

For students studying French, Spanish, or Italian: All of the following: French, Spanish, and Italian: 11.1 or 11.12W; 11.32; 17.50; 18.50 or 18.75.

For students studying Russian: All of the following: Russian 11.1 or 11.12; 11.32, 17.50, 18.50 or 18.75.

For all languages (French, Spanish, Italian, and Russian): Four additional courses are to be selected from the appropriate language: 11.1, 11.12W, 15.50 or 15.50W, 18.50, 18.75, 19.50, or 19.75, Tier II, Tier III, Tier IV, and/or Modern Languages 13 or higher.

Both of the following: Business 50.2, 76.4.

Two of the following: Business 40.3, 50.1, 50.4, 50.5, 50.7, 50.9.

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### Requirements for a minor in Italian American studies

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A grade of C or higher in each of the four courses taken to satisfy the minor:

Both of the following: Interdisciplinary Studies 12, English 63.2

Two of the following: Italian 15, Italian 18.50, Italian 18.75, Italian 19.50, Italian 20.07, Italian 59.1, Italian 70, Interdisciplinary Studies 25, Interdisciplinary Studies 70, English 40.2, English 59, History 25.11. The approval of the program director is required for Italian 59.1, Italian 70, Interdisciplinary Studies 70, English 40.2, and English 59.

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### Requirements for a minor in Italian international studies

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A grade of C or higher in each of the five courses offered for the minor:

All of the following: Italian 15, Modern Languages and Literatures 20.07, Interdisciplinary Studies 12 or 25.

Two of the following: Art 14.71 or 14.72, English 59 with the approval of the Modern Languages chairperson when the topic is relevant to this minor; History 25.11, Interdisciplinary Studies 12, Interdisciplinary Studies 70 with the approval of the Modern Languages chairperson when the topic is relevant to this minor; Italian 19.50 or 59.1, Political Science 47.1.

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### Requirements for an optional minor in Chinese, French, German, Italian, Russian, or Spanish

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A minimum of 12 credits in advanced courses in the chosen language (11.1 and above).

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### Department recommendations

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Modern languages and literatures majors are advised to take one or more courses in literatures other than the major:

Appropriate courses in anthropology, art history, classics, comparative literature, English, history, Judaic studies, philosophy, and theater are recommended.

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### B.A. degree programs in adolescence education: French teacher, Italian teacher, Spanish teacher HEGIS code 1102.01, 1104.01, 1105.01; SED program code 26796, 26804, 26801

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The School of Education and the Department of Modern Languages and Literatures jointly offer a program for students who plan to teach French, Italian, or Spanish in grades 7 through 12. Additional information may be obtained from the School of Education or the Department of Modern Languages and Literatures. Students should consult a counselor as early as possible to plan their program.

#### Program requirements (51 credits):

Thirty credits in the content area are required for New York State certification to teach a Language Other Than English at the secondary level. Twenty-four of those credits must be taken in the Department of Modern Languages and Literatures as follows (Language = French, Italian, or Spanish): All of the following: Language 11.12W, 17.50, and Modern Languages 58.

Two of the following culture courses: Language 18.50, 18.75, 19.50, or 19.75.

Nine credits to be selected from Language 11.1, 11.32, 15.50, 18.50, 18.75, 19.50, 19.75, Tier II, Tier III, Tier IV; and/or Modern Languages 13 or higher.

The remaining six credits may be selected from the following options:

- 1) Up to two courses in the major language and/or from Modern Languages 13 or higher.
- 2) Two courses in a second language, level 4 or above.
- 3) Up to two courses in related areas, subject to department approval.

An average of B or higher in the major is required for student teaching.

In addition, students must complete the following pedagogical courses: Education 16, 34, 64.1, 69, 71.11, and 72.11. These courses are described in the "Education" section of this *Bulletin*. Also consult the "Education" section for specific grade requirements for the degree programs for French teacher; Italian teacher; and Spanish teacher.

These program requirements meet the revised teacher certification regulations adopted by the New York State Board of Regents in 2000 and replace the requirements that appeared in the 2000–2003 *Bulletin* for undergraduate programs.

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**Concentrations in modern languages and literatures for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6)**

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The requirements for the teacher education programs indicated above are described in the "Education" section in this *Bulletin*. Students who major in either of these programs may elect one of the following concentrations in modern languages and literatures. A minimum of 30 credits is required for a concentration in Chinese, French, Italian, Russian, or Spanish. All courses offered by the department apply towards the concentration. Students may take all 30 credits in one language or create a combined concentration by taking courses in a maximum of two other languages.

Up to two courses in related topics from other departments (such as Art, History, Puerto Rican and Latino Studies, or Africana Studies) may be applied to the concentration. A list of pre-approved courses is available in the Department office. Other courses require Department approval.

A minimum of 18 credits must be taken in the primary language.

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**Division of Graduate Studies**

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The Department of Modern Languages and Literatures offers master of arts degree programs in French, French teacher; Spanish, and Spanish teacher (grades 7 through 12). Some courses may be creditable toward the CUNY doctoral degree. For information, students should consult the chairperson. A *Graduate Bulletin* may be obtained in the Office of Admissions.

## Courses

All courses, unless otherwise indicated, are taught in the target language.

\*Courses marked with an asterisk (\*) are not counted toward the requirement of no fewer than 24–27 credits in advanced courses in the major language.

§Independent work means not less than three additional hours each week of conference, research, independent reading, and writing as assigned by the instructor. The student's grade is determined in part by the successful completion of this independent work.

**Tier I Introductory Courses** include basic culture and civilization courses and two core courses that provide a basis for future electives: *15.50 Understanding Texts* teaches students how to read, analyze, and write about texts from a diversity of genres; *17.50 Landmarks of Literature* presents an established core of representative texts in chronological order.

**Tier II Genre Courses** include courses titled *Thematic Readings* in five major literary genres (poetry, the novel, short fiction, theater; and the essay). The content of these courses varies from semester to semester and it is always presented in chronological order to help students develop a sense of literary history.

**Tier III Multidisciplinary Courses** expand the study of literature beyond the traditional fields, focusing on special areas of interest in the contemporary world; women; autobiography; moral and religious concerns; historical and social concerns; and the arts.

**Tier IV Pivotal and Monographic Courses** offer the intensive study of a major author or body of literary works at an advanced level. Their in-depth nature makes them suitable for students toward the end of their course of study. The *Schedule of Classes* published each term lists courses offered. Not all courses are offered every term.

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**Modern languages**

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**\*1.5 Approaches to Learning a Modern Language**  
3 hours; 3 credits

Analysis of the process of second-language acquisition for the adult language learner and of the relationship between language learning and cultural awareness. Development of practical self-monitoring and self-evaluating strategies to promote successful language acquisition and cultural competence. For students studying or planning to study a modern language, including English at the college level. This course is the same as English \*1.5.

*Prerequisite:* permission of the chairperson of the Department of Modern Languages and Literatures.

**13.01–13.11 Peer Tutoring I**

2 hours tutoring, 1 hour conference; 1 credit

Two hours of peer tutoring in the Learning Center and one

conference hour per week with a faculty supervisor. Final report in journal form.

13.01	Arabic
13.02	Chinese
13.03	French
13.04	German
13.05	Greek (modern)
13.06	Haitian Creole
13.07	Italian
13.08	Japanese
13.09	Portuguese
13.10	Russian
13.11	Spanish

*Prerequisite:* permission of the chairperson.

#### **14.01–14.11 Peer Tutoring II**

2 hours tutoring, 1 hour conference; 1 credit

Two hours of peer tutoring in the Learning Center and one conference hour per week with a faculty supervisor. Final report in journal form.

14.01	Arabic
14.02	Chinese
14.03	French
14.04	German
14.05	Greek (modern)
14.06	Haitian Creole
14.07	Italian
14.08	Japanese
14.09	Portuguese
14.10	Russian
14.11	Spanish

*Prerequisite:* one course from Language 13.01–13.11 and permission of the chairperson.

#### **20.02–20.11 Translation for the Professions**

3 hours; 3 credits

Practical and theoretical approaches to translating materials drawn from a variety of texts and to integrating translation resources available in the multimedia laboratory. (French 20.03 not open to students who have completed French 54. Italian 20.07 not open to students who have completed Italian 12.1. Spanish 20.11 not open to students who have completed Spanish 54.)

20.02	Chinese
20.03	French
20.04	German
20.07	Italian
20.10	Russian
20.11	Spanish

*Prerequisite:* Language 11.12 or permission of the chairperson.

#### **21.02–21.11 Literary Translation**

3 hours; 3 credits

Practical and theoretical approaches to translating literary texts including poetry, plays, and narrative fiction. Analysis

of selected published translations and of the cultural factors bearing upon the process of translation. Integration of resources available in the multimedia laboratory. (French 21.03 not open to students who have completed French 54. Spanish 21.11 not open to students who have completed Spanish 54.)

21.02	Chinese
21.03	French
21.04	German
21.07	Italian
21.10	Russian
21.11	Spanish

*Prerequisite:* Language 11.12 or permission of the chairperson.

#### **29.02–29.11 Translation Practicum**

One hour conference, minimum 9 hours independent work; 3 credits

Individual translation project designed in consultation with a faculty supervisor and leading to a portfolio containing successive and final drafts. May be taken twice provided the project is different.

29.02	Chinese
29.03	French
29.04	German
29.07	Italian
29.10	Russian
29.11	Spanish

*Prerequisite:* Language 20.02–20.11 or 21.02–21.11 or permission of the chairperson.

#### **50.02–50.11 Writing, Research, and Resources**

3 hours; 3 credits

A practical approach to the writing of research papers using resources available in print and nonprint sources. Emphasis on scholarship as a process, including the selection of a topic, documentation, organization of materials, expository writing, and the preparation of a list of works cited. Students will submit a series of preliminary drafts for comment and approval prior to the final paper; which, in the case of majors and minors, will form part of the final Best Work Portfolio. To be taught in English. Written work to be done in a Language Other Than English.

50.02	Chinese
50.03	French
50.04	German
50.07	Italian
50.10	Russian
50.11	Spanish

*Prerequisite:* Language 11.1 or 11.12 or 17.50, or permission of the chairperson.

#### **52.03–52.11 Regional Variations in Language**

3 hours; 3 credits

Recent developments in linguistic expression, both oral and written, in a diversity of nations and societies. The foundations

of language in its country of origin and its subsequent expansion throughout the world. Emphasis on regional similarities and differences in pronunciation, lexicon, syntax, and usage through the analysis of contemporary texts, films, television, and musical lyrics, as well as materials available on the Internet.

52.03 French  
52.11 Spanish

*Prerequisite:* Language 11.1 or 11.12 or 17.50 or permission of the chairperson.

### **53.02–53.11 Language and Technology**

3 hours, 2 hours multimedia laboratory; 3 credits

A systematic approach to multimedia resources for students and teachers of Languages Other Than English. Audiovisual materials (audio documents, films, and videos), software programs, electronic dictionaries. Audio, video, CD-ROM format, and the Web. Informational materials, news, and other original texts in foreign languages in formats other than printed media. Use of e-mail as a teaching tool. Use of the Web as an environment for learning and teaching foreign languages. Development of classroom activities using multimedia technologies. To be taught in English.

53.02 Chinese  
53.03 French  
53.04 German  
53.07 Italian  
53.10 Russian  
53.11 Spanish

*Prerequisite:* Language 4 or permission of the chairperson.

### **55.03–55.11 Introduction to Romance Linguistics**

3 hours; 3 credits

Study of major areas of Romance linguistics, with an emphasis on French, Italian, and Spanish. Historical development, philology, morphology, syntax, and semantics. Students will acquire metalinguistic knowledge of the target language and will learn the basics of grammatical analysis: constituent structures; inflectional, derivational, and constituent morphemes; agreement system; syntactic categories and grammatical relations within a sentence; phrase structure rules; cases and complements; tense sequence. The course will also address the most salient phenomena of the evolution from classical and vulgar Latin. Attention will be given to the most recent evolutions (Francophonie, influence of English, regionalization of Latin American Spanish). Students will be encouraged to pursue research in a particular language and area of interest. Taught in English. Final project in the target language.

55.03 French  
55.07 Italian  
55.11 Spanish

*Prerequisite:* Language 11.1 or 11.12 or 17.50 or permission of the chairperson.

### **57.02–57.11 Special Topics Minicourse**

1 hour; 1 credit

A minicourse of five sessions dedicated to a special topic in one or all of the divisions of the department.

*Prerequisite:* Language 4 or 4.8.

### **58.02–58.11 Teaching and Learning Language for Communication**

3 hours, 1 hour multimedia laboratory; 3 credits

Approaches to second language instruction and acquisition from a practical perspective. Current methodologies and applications. Student-centered learning, setting realistic goals, outcomes assessment for the four skills, the Oral Proficiency Interview (OPI), and balancing the needs of both heritage and nonheritage speakers. Identifying and using resources available in the media and on the Internet. To be taught in English.

58.02 Chinese  
58.03 French  
58.04 German  
58.07 Italian  
58.10 Russian  
58.11 Spanish

*Prerequisite:* Language 11.1 or 11.12 or 17.50 or permission of the chairperson.

### **59.02–59.11 Special Topics**

3 hours; 3 credits

Special topic or theme not otherwise covered in the regular curriculum. Topics vary and reflect special interests of students and faculty. Course description available in department office prior to registration. Students may take the course more than one time, but may not repeat the topic or theme.

59.02 Chinese  
59.03 French  
59.04 German  
59.07 Italian  
59.10 Russian  
59.11 Spanish

*Prerequisite:* Language 11.1 or 11.12 or 17.50 or permission of the chairperson.

### **60.02–60.11 Fieldwork in Communities and Professional Environments I**

9 hours fieldwork, 1 hour conference; 3 credits

A minimum of nine hours per week of supervised fieldwork in an approved place of employment, professional environment, or community program, where students will use one of the target languages designated below.

60.02 Chinese  
60.03 French  
60.04 German  
60.07 Italian  
60.10 Russian  
60.11 Spanish

*Prerequisite:* 15 credits of advanced courses in the target language and permission of the chairperson.

### **61.02–61.11 Fieldwork in Communities and Professional Environments II**

9 hours fieldwork, 1 hour conference; 3 credits

A minimum of nine hours per week of supervised fieldwork in an approved place of employment, professional environment, or community program, where students will use one of the target languages designated below.

61.02	Chinese
61.03	French
61.04	German
61.07	Italian
61.10	Russian
61.11	Spanish

*Prerequisite:* 15 credits of advanced courses and one course from Language 60.02–60.11 in the target language; permission of the chairperson.

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## **Arabic**

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### **\*1.1 Intensive Elementary Arabic I**

5 hours, 1 hour multimedia laboratory; 4 credits

First in a two-semester intensive sequence for beginners and those who have had one year or less of high school study. Introduction to phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. (Not open to heritage speakers or to students who have completed Arabic I or more than one year of high school Arabic.)

*Prerequisite:* none.

### **\*2.1 Intensive Elementary Arabic II**

5 hours, 1 hour multimedia laboratory; 4 credits

Second in a two-semester intensive sequence. Expanded acquisition of phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. Designed to prepare students for Arabic 3.1. (Not open to heritage speakers or to students who have enrolled in or have completed Arabic I or 2.)

*Prerequisite:* Arabic 1.1 or permission of the chairperson.

### **\*3.1 Intensive Intermediate Arabic I**

4 hours, 1 hour multimedia laboratory; 4 credits

First in a two-semester intensive sequence for students who have completed Arabic 1.1 and 2.1 or the equivalent, or have had four years of high-school study. Continued development of oral fluency and writing in social interaction and in systematic vocabulary building. Increased awareness of cultural diversity in areas where language is spoken. (Not open to heritage speakers or to students who are enrolled in or have completed Arabic 3.)

*Prerequisite:* Arabic 2.1 or permission of the chairperson.

### **\*3.8 Basic Writing and Reading Skills for Heritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

Fundamentals of writing and reading for students whose knowledge of Arabic is limited to spoken communication. Emphasis on spelling, word order, and verb tenses, based on authentic literary and nonliterary texts. Practice in written self-expression.

*Prerequisite:* permission of the chairperson.

### **\*4.1 Intensive Intermediate Arabic II**

4 hours, 1 hour multimedia laboratory; 4 credits

Second in a two-semester intensive sequence for students who have completed Arabic 3.1 or its equivalent. Further refinement of oral fluency and writing in social interaction and in systematic vocabulary building. Expanded awareness of cultural diversity through study of literary and nonliterary texts and other media of communication. (Not open to heritage speakers or students who have completed Arabic 4.)

*Prerequisite:* Arabic 3.1 or permission of the chairperson.

### **\*4.8 Intermediate Writing and Reading Skills for Heritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

Further development of writing and reading skills for students with basic knowledge of the structure of Arabic. Continued practice in reading and understanding authentic literary and nonliterary texts on a variety of levels.

*Prerequisite:* Arabic 3.8 or permission of the chairperson.

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## **Chinese**

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### **\*1.1 Intensive Elementary Chinese I**

5 hours, 1 hour multimedia laboratory; 4 credits

First in a two-semester intensive sequence for beginners and those who have had one year or less of high school study. Introduction to phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. (Not open to heritage speakers or to students who have completed Chinese I or more than one year of high school Chinese.)

*Prerequisite:* none.

### **\*2.1 Intensive Elementary Chinese II**

5 hours, 1 hour multimedia laboratory; 4 credits

Second in a two-semester intensive sequence. Expanded acquisition of phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. Designed to prepare students for Chinese 3.1. (Not open to heritage speakers or to students who have enrolled in or have completed Chinese I or 2.)

*Prerequisite:* Chinese 1.1 or permission of the chairperson.

**\*3.1 Intensive Intermediate Chinese I**

4 hours, 1 hour multimedia laboratory; 4 credits

First in a two-semester intensive sequence for students who have completed Chinese 1.1 and 2.1 or the equivalent, or have had four years of high school study. Continued development of oral fluency and writing in social interaction and in systematic vocabulary building. Increased awareness of cultural diversity in areas where language is spoken. (Not open to heritage speakers or to students who are enrolled in or have completed Chinese 3.)

*Prerequisite:* Chinese 2.1 or permission of the chairperson.

**\*3.8 Basic Writing and Reading Skills for Heritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

Fundamentals of writing and reading for students whose knowledge of Chinese is limited to spoken communication. Emphasis on writing and the distinctions among various levels of dialect and language.

*Prerequisite:* permission of the chairperson.

**\*4.1 Intensive Intermediate Chinese II**

4 hours, 1 hour multimedia laboratory; 4 credits

Second in a two-semester intensive sequence for students who have completed Chinese 3.1 or its equivalent. Further refinement of oral fluency and writing in social interaction and in systematic vocabulary building. Expanded awareness of cultural diversity through study of literary and nonliterary texts and other media of communication. (Not open to heritage speakers or students who have completed Chinese 4.)

*Prerequisite:* Chinese 3.1 or permission of the chairperson.

**\*4.8 Intermediate Writing and Reading Skills for Heritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

Further development of writing and reading skills for students with basic knowledge of the structure of Chinese. Continued practice in reading and understanding authentic literary and nonliterary texts on a variety of levels.

*Prerequisite:* Chinese 3.8 or permission of the chairperson.

**\*6 Calligraphy**

2 hours; 1 credit

Esthetics and practice of Chinese calligraphy for students with or without Chinese language background.

**\*7 T'ai-chi Ch'üan: Theory and Practice**

2 hours laboratory; 1 credit

The short Yang form for health, meditation, and self-defense with push-hands practice and readings from the *T'ai-chi* classics, the *Lao tzu*, *Chuang tzu*, *Confucian Analects*, and *I Ching*. (Not open to students who have taken or are enrolled in Physical Education 17.20.) To be taught in English.

*Prerequisite:* none.

**10 Studies in Chinese Media**

3 hours; 3 credits

Introduction to Chinese media, including newspapers, journals, speeches, essays, radio and television broadcasts, video documentaries, the Internet, and pop music lyrics.

*Prerequisite:* Chinese 4.1 or 4.8 or permission of the chairperson.

**11.1 Advanced Language Skills I**

3 hours; 3 credits

Development of advanced language skills for nonheritage speakers; analytical practice and self-expression in the written and spoken language; use of authentic literary and nonliterary texts. (Not open to heritage speakers.)

*Prerequisite:* Chinese 4.1 or 4.8 or permission of the chairperson.

**11.12 Advanced Language Skills II**

3 hours; 3 credits

Continued practice in advanced written expression and in textual analysis for heritage and nonheritage speakers; composition modeled on selected literary texts.

*Prerequisite:* Chinese 4.8 or permission of the chairperson.

**11.31–11.37 Chinese for Specific Purposes**

3 hours; 3 credits

Acquisition of the language skills, terminology, and procedures necessary to function in one or more specialized areas where Chinese is routinely used. Designed to familiarize students with common interactions within the professional environment and with problems arising from cross-cultural misunderstandings. Intensive practice in speaking and writing. Reading and discussion of authentic materials related to the topic. May be taken before or concurrently with Chinese 60.02.

- 11.31 Chinese for the Arts
- 11.32 Chinese for Business
- 11.33 Chinese for Criminal Justice
- 11.35 Chinese for the Media
- 11.36 Chinese for Social Sciences
- 11.37 Chinese for Social Work

*Prerequisite:* Chinese 11.12 or permission of the chairperson.

**17.50 Landmarks of Chinese Literature**

3 hours; 3 credits

An introductory course designed to familiarize students with major literary works in Chinese within a chronological and cultural framework. Representative texts from the Chinese-speaking world, providing an overview of writings that have shaped the lives of generations of readers. Frequent writing assignments in Chinese to strengthen students' individual competencies. This core of texts, reviewed periodically by the department, serves as a foundation for advanced literature courses.

*Prerequisite:* Chinese 4.1 or 4.8 or permission of the chairperson.

**20.1 Modern Chinese Literature from 1919 to 1949**

3 hours; 3 credits

Readings from vernacular literature from the May 4th Movement to the founding of the People's Republic.

*Prerequisite:* Chinese 10 or permission of the chairperson.

**20.2 Modern Chinese Literature from 1949 to the Present**

3 hours; 3 credits

Readings from postwar literature of the People's Republic, Taiwan, and overseas Chinese communities.

*Prerequisite:* Chinese 10 or permission of the chairperson.

**26 Survey of Classical Chinese Poetry**

3 hours; 3 credits

Introduction to the development of various poetic forms in the classical style.

*Prerequisite:* Chinese 4.1 or 4.8 or permission of the chairperson.

**27 T'ang Poetry**

3 hours; 3 credits

Reading of the works of well-known T'ang dynasty poets.

*Prerequisite:* Chinese 4.1 or 4.8 or permission of the chairperson.

**28 Philosophical Texts from the I Ching to Mao Tse-tung**

3 hours; 3 credits

Intellectual history of China. Documents in the original language and translation. Emphasis on contrasts and continuity.

*Prerequisite:* Chinese 4.1 or 4.8 or permission of the chairperson.

**30.50 Chinese Literature and Film**

3 hours; 3 credits

The relationship between Chinese literary works and the films they inspired. Course description available in department office prior to registration.

*Prerequisite:* Chinese 4.1 or 4.8 or permission of the chairperson.

**31 Classical Novel**

3 hours; 3 credits

Readings from five major Chinese novels from the fourteenth to the eighteenth centuries: *San-kuo yen-i*, *Shui-hu-chuan*, *Hsi-yu chi*, *Ju-lin wai-shih*, *Hung-lou Meng*.

*Prerequisite:* Chinese 10 or permission of the chairperson.

**40.50 Writings of a Major Chinese Author**

3 hours; 3 credits

An in-depth, monographic study concentrating either on the

opus of a major Chinese writer or on one of the masterpieces of Chinese literature.

*Prerequisite:* Chinese 17.50 or permission of the chairperson.

**70 Tutorial in Literature and Culture**

1 hour conference, minimum 8 hours independent work§; 3 credits

Study of a special topic at an advanced level. Periodic reports and a final paper or examination.

*Prerequisite:* junior or senior standing and 12 credits in advanced Chinese courses with an average of 3.0 or higher. Approval of topic by the chairperson.

**Honors courses**

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for the courses described below. Students may not register for more than six credits in honors courses in the department in one term and may not receive credit for more than four honors courses.

**84.1 Seminar**

1 hour conference, minimum 8 hours independent work§; 3 credits

Study of a literary topic, including but not limited to periods, genres, or major writers. Substantial paper in Chinese. May not be taken concurrently with Chinese 85.

*Prerequisite:* junior or senior standing and 15 credits in advanced Chinese courses approved by the chairperson with an average of 3.5 or higher. Students may take this course for credit twice, but may not repeat topics.

**85 Seminar and Senior Thesis**

1 hour conference, minimum 8 hours independent work§; 3 credits

Research thesis, written in Chinese, on a literary, linguistic, or cultural topic. May not be taken concurrently with Chinese 84.1.

*Prerequisite:* senior standing and 18 credits in advanced Chinese courses with an average of 3.5 or higher. Approval of the research topic by the instructor and the chairperson.

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**French**

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**\*I Basic Language Skills I**

3 hours, 1 hour multimedia laboratory; 3 credits

The first in a three-semester introductory sequence for beginners and those who have had one year or less of high school study. Emphasis on basic social functions, simple conversation, readings, and writing. Introduction to the cultures where French is spoken. (Not open to heritage speakers or to students who have completed French 1.5 or more than one year of high school French.)

**\*1.2 Intensive Elementary French I**

5 hours, 1 hour multimedia laboratory; 4 credits

The first course in an intensive two-semester sequence for beginners and those who have one year or less of high school study. Development of reading, writing, speaking, listening, and cultural awareness through classroom interaction and practice, utilizing a variety of multimedia materials. Designed for students wishing to proceed at an accelerated pace. Credit given only upon completion of French 3.2. (Not open to heritage speakers or to students who are enrolled in or have completed French 1, French 1.5, or more than one year of high school French.)

*Prerequisite:* None.

**\*2 Basic Language Skills II**

3 hours, 1 hour multimedia laboratory; 3 credits

Second in a three-semester introductory sequence. Continued emphasis on basic social functions, simple conversations, readings, and writing. Narration and description of past and future events. Increased understanding of the cultures where French is spoken. (Not open to heritage speakers or to students who have completed French 1.5.)

*Prerequisite:* French 1, or two years of high school French, or permission of the chairperson.

**\*3 Basic Language Skills III**

3 hours, 1 hour multimedia laboratory; 3 credits

Third in a three-semester introductory sequence. Further emphasis on basic social functions and practice in longer, more complex conversations, readings, and writing on a broader range of familiar topics. Communication of needs, ideas, and emotions. Continued study of cultures where French is spoken. (Not open to heritage speakers or to students who have completed French 3.7.)

*Prerequisite:* French 2, or three years of high school French without passing the level 3 Regents examination, or permission of the chairperson.

**\*3.2 Intensive Elementary French II**

5 hours, 1 hour multimedia laboratory; 4 credits

Second in the two-semester intensive sequence. Continued development of reading, writing, speaking, listening, and cultural awareness through extensive classroom interaction, practice, and a variety of multimedia materials. Designed to prepare students for French 4. (Not open to heritage speakers or to students who are enrolled in or have completed French 1, 2, or 3.)

*Prerequisite:* French 1.2 or permission of the chairperson.

**\*3.4 Fundamentals of Reading and Writing for Nonheritage Speakers**

2 hours, 1 hour multimedia laboratory; 2 credits

Review and further development of intermediate-level reading and writing skills with special attention to grammar and style. An optional transitional course designed to

prepare students for French 4. May be taken concurrently with French 3.6. (Not open to heritage speakers or to students who have recently completed four years of high school French or are enrolled in or have completed French 3.2.)

*Prerequisite:* French 3, or a passing grade on the level 3 Regents examination, or a significant time lag in language study at this level, or permission of the chairperson.

**\*3.6 Basic Conversation Workshop**

1 hour; 2 hours multimedia laboratory; 1 credit

A supplementary course providing additional practice speaking French on everyday topics using authentic materials from a variety of contemporary media such as newspapers, magazines, radio, television, and film. For nonheritage speakers who have completed French 3, 3.2, or their equivalent. May be taken concurrently with or independently of French 3.4. (Not open to heritage speakers.)

*Prerequisite:* French 3 or 3.2, or a passing grade on the level 3 Regents examination, or four years of high school study, or permission of the chairperson.

**3.61 Exploring French Cultures Through Film**

2 hours lecture, 1 hour multimedia laboratory; 2 credits

The development of written and conversational skills using recent French and Francophone films that offer the student a broad introduction to contemporary French and Francophone cultures. Designed for initial and intermediate students who want to achieve fluency in listening, speaking, and writing. Also open to other students who are willing to deepen their knowledge of Francophone World and France and of their current social contradictions and political debates. This course does not satisfy the Brooklyn College foreign language requirement.

*Prerequisite:* French 1, 2, or 3.

**\*3.8 Basic Writing and Reading Skills for Heritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

Fundamentals of writing and reading for students whose knowledge of French is limited to spoken communication. Emphasis on writing and the distinctions among various levels of dialect and language.

*Prerequisite:* permission of the chairperson.

**\*4 Intermediate Language Skills for Nonheritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

Continued development of language skills and cultural understanding using a variety of authentic materials including film, video, and short literary texts. Class discussions, group activities, and team projects. Individual writing assignments with emphasis on accuracy and style. (Not open to heritage speakers.)

*Prerequisite:* Recent completion of French 3, or the level 3

Regents examination with a passing grade, or four years of high school French, or French 3.2 or 3.4, or permission of the chairperson.

#### **\*4.5 Intermediate Conversation for the Professions for Nonheritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

A supplementary course providing conversational practice in career-oriented situations such as interviews, telephone conversations, taking and leaving messages, providing and obtaining information. May be taken concurrently with or independently of French 4. (Not open to heritage speakers.)

*Prerequisite:* French 3.2, 3.4, or 3.6, or permission of the chairperson.

#### **4.6 Exploring French and Francophone Cultures Through the Press**

2 hours lecture, 1 hour language laboratory; 2 credits

Improvement of oral skills while learning about current issues in France and Francophone World. Readings of current news articles dealing with political issues, using Blackboard, oral presentations, and a weekly group discussion. Assignments match student's specialization or interests, in order to provide a vocabulary and the oral and writing skills that will be useful for professional careers.

*Prerequisite:* French 3

#### **\*4.8 Intermediate Writing and Reading Skills for Heritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

Further development of writing and reading skills for students with basic knowledge of the structure of French. Continued practice in reading and understanding authentic literary and nonliterary texts on a variety of levels.

*Prerequisite:* French 3.8 or permission of the chairperson.

#### **11.1 Advanced Language Skills I**

3 hours, 3 credits

Development of advanced language skills for nonheritage speakers; analytical practice and self-expression in the written and spoken language; use of authentic literary and nonliterary texts. (Not open to heritage speakers or students who have completed French 4.3.)

*Prerequisite:* French 4 or 4.8 or permission of the chairperson.

#### **11.12W Advanced Language Skills II**

3 hours; 3 credits

Continued practice in advanced written expression and in textual and linguistic analysis for heritage and nonheritage speakers; composition modeled on selected literary texts. Writing-intensive course.

*Prerequisite:* English 2, French 4 or 4.8 or permission of the chairperson.

#### **11.31–11.37 French for Specific Purposes**

3 hours; 3 credits

Acquisition of the language skills, terminology, and procedures necessary to function in one or more specialized areas where French is routinely used. Designed to familiarize students with common interactions within the professional environment and with problems arising from cross-cultural misunderstandings. Intensive practice in speaking and writing. Reading and discussion of authentic materials related to the topic. May be taken before or concurrently with French 60.02.

11.31 French for the Arts

11.32 French for Business

11.33 French for Criminal Justice

11.35 French for the Media

11.36 French for Social Sciences

11.37 French for Social Work

*Prerequisite:* French 11.12W or permission of the chairperson.

#### **15.50 Understanding Texts in French**

3 hours; 3 credits

Development of reading and analytical skills in French. Short, authentic texts, both literary and nonliterary, representing diverse contemporary styles and genres. Discussions and frequent writing assignments using a variety of approaches and supplementary materials available in the multimedia laboratory. May be taken concurrently with or after French 4.8 or 11.1.

*Prerequisite:* French 4 or 4.8 or permission of the chairperson.

#### **17.50 Landmarks of French and Francophone Literatures**

3 hours; 3 credits

An introductory course designed to familiarize students with major literary works in French within a chronological and cultural framework. Representative texts from the French-speaking world, providing an overview of French and Francophone writings that have shaped the lives of generations of readers. Frequent writing assignments in French to strengthen students' individual competencies. This core of texts, reviewed periodically by the department, serves as a foundation for advanced literature courses. (Not open to students who have completed French 18.)

*Prerequisite:* French 4 or 4.8 or permission of the chairperson.

#### **18.50 Contemporary France**

3 hours; 3 credits

An exploration of the major features of contemporary French society and other French-speaking European cultures from 1945 to the present with particular attention to developing an understanding of the concepts of cultural identity and difference within the changing European context. Discussions and frequent writing assignments using a variety

of approaches and supplementary materials from the French print, broadcast, and electronic media. Field trips to museums and cultural events. May be taken concurrently with or after French 4.8 or 11.1. (Not open to students who have completed French 51.)

*Prerequisite:* French 4 or 4.8 or permission of the chairperson.

### **18.75 The Contemporary Francophone World**

3 hours; 3 credits

An exploration of the contemporary French-speaking world outside of Europe from 1945 to the present with particular attention to developing an understanding of the concepts of cultural identity and difference, nationalism, and la francophonie. Discussions and frequent writing assignments using a variety of approaches and supplementary materials from the print, broadcast, and electronic media. Field trips to museums and cultural events. May be taken concurrently with or after French 4.8 or 11.1.

*Prerequisite:* French 4 or 4.8 or permission of the chairperson.

### **19.50 History of French Civilization**

3 hours; 3 credits

A historical overview of the values, institutions, and cultural heritage of France and other French-speaking European cultures from their origins to the mid-twentieth century. Discussions and frequent writing assignments using a variety of approaches and supplementary materials from the French print, broadcast, and electronic media. Field trips to museums and cultural events. May be taken concurrently with or after French 4.8 or 11.1. (Not open to students who have completed French 51.)

*Prerequisite:* French 4 or 4.8 or permission of the chairperson.

### **19.75 History of Francophone Cultures**

3 hours; 3 credits

A historical overview of the cultural heritage of the major French-speaking cultures of the world outside of Europe from the foundations of French colonialism to 1945. Particular attention to developing an understanding of the concepts of colonialism; nationalism; and racial, regional, and national identities. Discussions and frequent writing assignments using a variety of approaches and supplementary materials from the print, broadcast, and electronic media. Field trips to museums and cultural events. May be taken concurrently with or after French 4.8 or 11.1.

*Prerequisite:* French 4 or 4.8 or permission of the chairperson.

### **20.50: Thematic Readings in French Poetry**

3 hours; 3 credits

Representative selections from medieval times to the present within a specific thematic and cultural context. Course description available in department office prior to registration.

Students may take the course twice provided the theme and content are different.

*Prerequisite:* French 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **20.75 Thematic Readings in Francophone Poetry**

3 hours; 3 credits

Representative selections from medieval times to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* French 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **21.50 Thematic Readings in the French Novel**

3 hours; 3 credits

Representative works from the origins to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* French 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **21.75 Thematic Readings in the Francophone Novel**

3 hours; 3 credits

Representative works from the origins to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* French 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **22.50 Thematic Readings in French Short Fiction**

3 hours; 3 credits

Representative stories and short novels from medieval times to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* French 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **22.75 Thematic Readings in Francophone Short Fiction**

3 hours; 3 credits

Representative stories and short novels from the origins to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* French 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **23.50 Thematic Readings in French Theater**

3 hours; 3 credits

Representative works from the origins to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* French 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **23.75 Thematic Readings in Francophone Theater**

3 hours; 3 credits

Representative works from the Francophone theater within a specific thematic and cultural context. This course will study the tensions of an age torn between traditions and modernity in this important period of the Francophone world. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* French 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **24.50 Thematic Readings in the French Essay**

3 hours; 3 credits

Representative works of French expository prose from the Middle Ages to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* French 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **24.75 Thematic Readings in the Francophone Essay**

3 hours; 3 credits

Representative works from Francophone thought. Political, social, and cultural milieu of the twentieth-century Francophone world within a specific thematic and cultural context. Emphasis on the historical, ideological, and cultural forces that have transformed the Francophone world from a dominated space into a free one. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* French 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **30.50 French Literature and Film**

3 hours; 3 credits

The relationship between French literary works and the films they inspired. Course description available in department office prior to registration.

*Prerequisite:* French 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **31.50 Women in French Literature**

3 hours; 3 credits

The image of women as expressed in selected French literary works. Course description available in department office prior to registration.

*Prerequisite:* French 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **32.50 Autobiographical Literature in French**

3 hours; 3 credits

Autobiographical fiction and nonfiction in French literature. Memoirs, letters, diaries, journals, confessions. Course description available in department office prior to registration.

*Prerequisite:* French 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **33.50 Moral and Religious Themes in French and Francophone Literatures**

3 hours; 3 credits

Religious beliefs and practices as expressed in selected literary works in French. Course description available in department office prior to registration.

*Prerequisite:* French 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **34.50 Historical and Social Visions in French and Francophone Literatures**

3 hours; 3 credits

French and Francophone history and/or society, past and present, as reflected in selected literary works. Course description available in department office prior to registration.

*Prerequisite:* French 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **35.50 French and Francophone Literatures and the Arts**

3 hours; 3 credits

The relationship between French and Francophone literary works and the visual and/or performing arts. Outside lectures, visits to exhibitions and/or museums, attendance at musical and/or theatrical performances. Course description available in department office prior to registration.

*Prerequisite:* French 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **40.50 Writings of a Major French Author**

3 hours; 3 credits

An in-depth, monographic study concentrating either on the opus of a major French writer or on one of the masterpieces of French literature.

*Prerequisite:* French 11.1 or 11.12W or 17.50 and two courses from Tiers II and/or III, or permission of the chairperson.

**40.75 Writings of a Major Francophone Author**

3 hours; 3 credits

An in-depth, monographic study concentrating either on the opus of a major Francophone writer or on one of the masterpieces of Francophone literature.

*Prerequisite:* French 11.1 or 11.12W or 17.50 and two courses from Tiers II and/or III, or permission of the chairperson.

**70 Tutorial in Literature and Culture**

1 hour conference, minimum 8 hours independent work; 3 credits

Study of a special topic at an advanced level. Periodic reports and a final paper or examination.

*Prerequisite:* junior or senior standing and 12 credits in advanced French courses with an average of 3.0 or higher. Approval of topic by the chairperson.

**Honors courses**

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for the courses described below. Students may not register for more than six credits in honors courses in the department in one term and may not receive credit for more than four honors courses.

**84.1 Seminar**

1 hour conference, minimum 8 hours independent work; 3 credits

Study of a literary topic, including but not limited to periods, genres, or major writers. Substantial paper in French. May not be taken concurrently with French 85.

*Prerequisite:* junior or senior standing and 15 credits in advanced French courses approved by the chairperson with an average of 3.5 or higher. Students may take this course for credit twice, but may not repeat topics.

**85 Seminar and Senior Thesis**

1 hour conference, minimum 8 hours independent work; 3 credits

Research thesis, written in French, on a literary, linguistic, or cultural topic. May not be taken concurrently with French 84.1.

*Prerequisite:* senior standing and 18 credits in advanced French courses with an average of 3.5 or higher. Approval of the research topic by the instructor and the chairperson.

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**German**

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**\*1.2 Intensive Elementary German I**

5 hours, 1 hour multimedia laboratory; 4 credits

First in a two-semester intensive sequence for beginners and those who have had one year or less of high school study. Introduction to phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia

materials. (Not open to heritage speakers or to students who have completed German I or more than one year of high school German.)

**\*3.2 Intensive Elementary German II**

5 hours, 1 hour multimedia laboratory; 4 credits

Second in the two-semester intensive sequence. Continued development of reading, writing, speaking, listening, and cultural awareness through extensive classroom interaction, practice, and a variety of multimedia materials. Designed to prepare students for German 4. (Not open to heritage speakers or to students who are enrolled in or have completed German 1, 2, or 3.)

*Prerequisite:* German 1.2 or permission of the chairperson.

**\*4 Intermediate Language Skills for Nonheritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

Continued development of language skills and cultural understanding using a variety of authentic materials including film, video, and short literary texts. Class discussions, group activities, and team projects. Individual writing assignments with emphasis on accuracy and style. (Not open to heritage speakers.)

*Prerequisite:* German 3 or 3.2, or the level 3 Regents examination with a passing grade, or four years of high school German, or permission of the chairperson.

**\*4.5 Intermediate Conversation for the Professions for Nonheritage Speakers**

2 hours, 2 hours multimedia laboratory; 2 credits

A supplementary course providing conversational practice in career-oriented situations such as interviews, telephone conversations, taking and leaving messages, providing and obtaining information. May be taken concurrently with or independently of German 4. (Not open to heritage speakers.)

*Prerequisite:* German 3.2 or permission of the chairperson.

**\*9 German Literature in Translation**

3 hours; 3 credits

Development of German literature from the eighteenth through the twentieth century. Lectures, readings, and discussions in English.

*Prerequisite:* English 2 or permission of the chairperson.

**11.1 Advanced Language Skills I**

3 hours; 3 credits

Development of advanced language skills for nonheritage speakers; analytical practice and self-expression in the written and spoken language; use of authentic literary and nonliterary texts. (Not open to heritage speakers or students who have completed German 4.3.)

*Prerequisite:* German 4 or permission of the chairperson.

**11.12W Advanced Language Skills II**

3 hours; 3 credits

Continued practice in advanced written expression and in textual analysis for heritage and nonheritage speakers; composition modeled on selected literary texts.

*Prerequisite:* German 11.1 or permission of the chairperson.

**11.31–11.37 German for Specific Purposes**

3 hours; 3 credits

Acquisition of the language skills, terminology, and procedures necessary to function in one or more specialized areas where German is routinely used. Designed to familiarize students with common interactions within the professional environment and with problems arising from cross-cultural misunderstandings. Intensive practice in speaking and writing. Reading and discussion of authentic materials related to the topic. May be taken before or concurrently with German 60.02.

- 11.31 German for the Arts
- 11.32 German for Business
- 11.33 German for Criminal Justice
- 11.35 German for the Media
- 11.36 German for Social Sciences
- 11.37 German for Social Work

*Prerequisite:* German 11.12 or permission of the chairperson.

**70 Tutorial in Literature and Culture**

1 hour conference, minimum 8 hours independent work§; 3 credits

Study of a special topic at an advanced level. Periodic reports and a final paper or examination.

*Prerequisite:* junior or senior standing and 12 credits in advanced German courses with an average of 3.0 or higher. Approval of topic by chairperson.

**Honors courses**

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for the courses described below. Students may not register for more than six credits in honors courses in the department in one term and may not receive credit for more than four honors courses.

**84.1 Seminar**

1 hour conference, minimum 8 hours independent work§; 3 credits

Study of a literary topic, including but not limited to periods, genres, or major writers. Substantial paper in German. May not be taken concurrently with German 85.

*Prerequisite:* junior or senior standing and 15 credits in advanced German courses approved by the chairperson with an average of 3.5 or higher. Students may take this course for credit twice, but may not repeat topics.

**85 Seminar and Senior Thesis**

1 hour conference, minimum 8 hours independent work§; 3 credits

Research thesis, written in German, on a literary, linguistic, or cultural topic. May not be taken concurrently with German 84.1.

*Prerequisite:* senior standing and 18 credits in advanced German courses with an average of 3.5 or higher. Approval of the research topic by the instructor and the chairperson.

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**Greek (modern)**

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**\*3.8 Basic Writing and Reading Skills for Heritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

Fundamentals of writing and reading for students whose knowledge of modern Greek is limited to spoken communication. Emphasis on writing and the distinctions among various levels of dialect and language.

*Prerequisite:* permission of the chairperson.

**\*4.8 Intermediate Writing and Reading Skills for Heritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

Further development of writing and reading skills for students with basic knowledge of the structure of modern Greek. Continued practice in reading and understanding authentic literary and nonliterary texts on a variety of levels.

*Prerequisite:* Modern Greek 3.8 or permission of the chairperson.

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**Haitian Creole**

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**\*3.8 Basic Writing and Reading Skills for Heritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

Fundamentals of writing and reading for students whose knowledge of Haitian Creole is limited to spoken communication. Emphasis on writing and the distinctions among various levels of dialect and language.

*Prerequisite:* permission of the chairperson.

**\*4.8 Intermediate Writing and Reading Skills for Heritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

Further development of writing and reading skills for students with basic knowledge of the structure of Haitian Creole. Continued practice in reading and understanding authentic literary and nonliterary texts on a variety of levels.

*Prerequisite:* Haitian Creole 3.8 or permission of the chairperson.

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**Hindi**

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**3.8 Hindi**

3 hours; 3 credits

Development of skills in reading, writing, and communication for heritage speakers.

*Prerequisite:* permission of the chairperson.

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**Italian**


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**\*1 Basic Language Skills I**

3 hours, 1 hour multimedia laboratory; 3 credits

The first in a three-semester introductory sequence for beginners and those who have had one year or less of high school study. Emphasis on basic social functions, simple conversation, readings, and writing. Introduction to the cultures where Italian is spoken. (Not open to heritage speakers or to students who have completed Italian 1.5 or more than one year of high school Italian.)

**\*1.1 Italian Diction for Singers**

3 hours; 3 credits

Fundamental course in Italian diction as sung in Italian musical repertoire. Reading comprehension, vocabulary, and grammar. (Not open to students who have completed Italian 1, 1.5, 2, or 3 at Brooklyn College.)

*Prerequisite:* permission of the director of the Conservatory of Music.

**\*1.2 Intensive Elementary Italian I**

5 hours, 1 hour multimedia laboratory; 4 credits

The first course in an intensive two-semester sequence for beginners and those who have one year or less of high school study. Development of reading, writing, speaking, listening, and cultural awareness through classroom interaction and practice, utilizing a variety of multimedia materials. Designed for students wishing to proceed at an accelerated pace. Credit given only upon completion of Italian 3.2. (Not open to heritage speakers or to students who are enrolled in or have completed Italian 1, Italian 1.5, or more than one year of high school Italian.)

*Prerequisite:* none.

**\*2 Basic Language Skills II**

3 hours, 1 hour multimedia laboratory; 3 credits

Second in a three-semester introductory sequence. Continued emphasis on basic social functions, simple conversations, readings, and writing. Narration and description of past and future events. Increased understanding of the cultures where Italian is spoken. (Not open to heritage speakers or to students who have completed Italian 1.5.)

*Prerequisite:* Italian 1, or two years of high school Italian, or permission of the chairperson.

**\*3 Basic Language Skills III**

3 hours, 1 hour multimedia laboratory; 3 credits

Third in a three-semester introductory sequence. Further emphasis on basic social functions and practice in longer, more complex conversations, readings, and writing on a broader range of familiar topics. Communication of needs, ideas, and emotions. Continued study of cultures where Italian is spoken. (Not open to heritage speakers or to students who have completed Italian 3.7.)

*Prerequisite:* Italian 2, or three years of high school Italian without passing the level 3 Regents examination, or permission of the chairperson.

**\*3.2 Intensive Elementary Italian II**

5 hours, 1 hour multimedia laboratory; 4 credits

Second in the two-semester intensive sequence. Continued development of reading, writing, speaking, listening, and cultural awareness through extensive classroom interaction, practice, and a variety of multimedia materials. Designed to prepare students for Italian 4. (Not open to heritage speakers or to students who are enrolled in or have completed Italian 1, 2, or 3.)

*Prerequisite:* Italian 1.2 or permission of the chairperson.

**\*3.4 Fundamentals of Reading and Writing for Nonheritage Speakers**

2 hours, 1 hour multimedia laboratory; 2 credits

Review and further development of intermediate-level reading and writing skills with special attention to grammar and style. An optional transitional course designed to prepare students for Italian 4. May be taken concurrently with Italian 3.6. (Not open to heritage speakers or to students who have recently completed four years of high school Italian or are enrolled in or have completed Italian 3.2.)

*Prerequisite:* Italian 3, or a passing grade on the level 3 Regents examination, or a significant time lag in language study at this level, or permission of the chairperson.

**\*3.6 Basic Conversation Workshop**

3 hours, 1 hour multimedia laboratory; 3 credits

A supplementary course providing additional practice speaking Italian on everyday topics using authentic materials from a variety of contemporary media such as newspapers, magazines, radio, television, and film. For nonheritage speakers who have completed Italian 2, 3, 3.2, or their equivalent. May be taken concurrently with or independently of Italian 3.4. (Not open to heritage speakers.)

*Prerequisite:* Italian 2, 3, or 3.2, or a passing grade on the level 3 Regents examination, or four years of high school study, or permission of the chairperson.

**\*3.8 Basic Writing and Reading Skills for Heritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

Fundamentals of writing and reading for students whose knowledge of Italian is limited to spoken communication. Emphasis on writing and the distinctions among various levels of dialect and language.

*Prerequisite:* Permission of the chairperson.

**\*4 Intermediate Language Skills for Nonheritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

Continued development of language skills and cultural

understanding using a variety of authentic materials including film, video, and short literary texts. Class discussions, group activities, and team projects. Individual writing assignments with emphasis on accuracy and style. (Not open to heritage speakers.)

*Prerequisite:* Recent completion of Italian 3, or the level 3 Regents examination with a passing grade, or four years of high school Italian, or Italian 3.2 or 3.4, or permission of the chairperson.

#### **\*4.5 Intermediate Conversation for the Professions for Nonheritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

A supplementary course providing conversational practice in career-oriented situations such as interviews, telephone conversations, taking and leaving messages, providing and obtaining information. May be taken concurrently with or independently of Italian 4. (Not open to heritage speakers.)

*Prerequisite:* Italian 3.2, 3.4, or 3.6, or permission of the chairperson.

#### **\*4.8 Intermediate Writing and Reading Skills for Heritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

Further development of writing and reading skills for students with basic knowledge of the structure of Italian. Continued practice in reading and understanding authentic literary and nonliterary texts on a variety of levels.

*Prerequisite:* Italian 3.8 or permission of the chairperson.

#### **\*7 The Italian Cultural Heritage**

3 hours; 3 credits

The cultural and ethnic experience of Italy and the Italian people. Conducted in English. Readings in English. (Not open to students who are enrolled in or have completed Italian 50.)

#### **\*9 Italian Literature in Translation**

3 hours; 3 credits

Survey of Italian literature from its origins to the present. Background lectures. Reading and discussion in English of representative masterpieces.

#### **11.1 Advanced Language Skills I**

3 hours; 3 credits

Development of advanced language skills for nonheritage speakers; analytical practice and self-expression in the written and spoken language; use of authentic literary and nonliterary texts. (Not open to heritage speakers or students who have completed Italian 4.3.)

*Prerequisite:* Italian 4 or permission of the chairperson.

#### **11.12W Advanced Language Skills II**

3 hours; 3 credits

Continued practice in advanced written expression and in textual and linguistic analysis for heritage and nonheritage

speakers; composition modeled on selected literary texts. Writing-intensive course.

*Prerequisite:* English 2, Italian 4 or 4.8 or permission of the chairperson.

#### **11.31–11.37 Italian for Specific Purposes**

3 hours; 3 credits

Acquisition of the language skills, terminology, and procedures necessary to function in one or more specialized areas where Italian is routinely used. Designed to familiarize students with common interactions within the professional environment and with problems arising from cross-cultural misunderstandings. Intensive practice in speaking and writing. Reading and discussion of authentic materials related to the topic. May be taken before or concurrently with Italian 60.02.

- 11.31 Italian for the Arts
- 11.32 Italian for Business
- 11.33 Italian for Criminal Justice
- 11.35 Italian for the Media
- 11.36 Italian for Social Sciences
- 11.37 Italian for Social Work

*Prerequisite:* Italian 11.12W or permission of the chairperson.

#### **14 Advanced Conversation**

3 hours; 3 credits

This is an intensive course intended for students wishing to achieve fluency in conversational Italian. The course includes active use of the language, class discussions, oral reports on selected cultural topics, oral summaries of short stories and other Italian texts as well as viewing of videos on contemporary Italy. Course conducted in Italian.

*Prerequisite:* Italian 4 or departmental permission.

#### **15 Internship in Italian International Studies**

9 hours fieldwork; 3 credits

A minimum of nine hours per week of supervised fieldwork in an approved professional international institution that is concerned with Italian cultural activities, diplomacy, trade, or banking. Scheduled conferences. Critical report written in Italian on the semester's experience. (Not open to students who have taken Italian 8.)

*Prerequisite:* Italian 4 or permission of the chairperson.

#### **15.50 Understanding Texts in Italian**

3 hours; 3 credits

Development of reading and analytical skills in Italian. Short, authentic texts, both literary and nonliterary, representing diverse contemporary styles and genres. Discussions and frequent writing assignments using a variety of approaches and supplementary materials available in the multimedia laboratory. (Students who have completed Italian 17.50 or more advanced literature courses may take Italian 15.50 with the permission of the chairperson.)

*Prerequisite:* Italian 4 or permission of the chairperson.

*Corequisite:* Italian 4.8, 11.1, 11.12W, or permission of the chairperson.

**17.50 Landmarks of Italian Literature**

3 hours; 3 credits

An introductory course designed to familiarize students with major literary works in Italian within a chronological and cultural framework. Representative texts from the Italian-speaking world, providing an overview of Italian writings that have shaped the lives of generations of readers. Frequent writing assignments in Italian to strengthen students' individual competencies. This core of texts, reviewed periodically by the department, serves as a foundation for advanced literature courses. (Not open to students who have completed Italian 18.)

*Prerequisite or corequisite:* Italian 15.50 or permission of the chairperson.

**18.50 Contemporary Italy**

3 hours; 3 credits

An exploration of the major features of contemporary Italy from 1939 to the present with particular attention to developing an understanding of the concepts of cultural identity and difference within the changing European context. Discussions and frequent writing assignments using a variety of approaches and supplementary materials from the Italian print, broadcast, and electronic media. Field trips to museums and cultural events. May be taken concurrently with or after Italian 4.8, 11.1, or 11.12W. (Not open to students who have completed Italian 50.)

*Prerequisite:* Italian 4 or 4.8 or permission of the chairperson.

**18.75 Contemporary Italian Culture in America**

3 hours; 3 credits

An exploration of the contemporary Italian-speaking community in the United States from 1945 to the present with particular attention to developing an understanding of the concepts of cultural identity. Discussions and frequent writing assignments using a variety of approaches and supplementary materials from the print, broadcast, and electronic media. Field trips to museums and cultural events. May be taken concurrently with or after Italian 4.8, 11.1, or 11.12W. (Not open to students who have completed Italian 50.)

*Prerequisite:* Italian 4 or 4.8 or permission of the chairperson.

**19.50 History of Italian Civilization**

3 hours; 3 credits

A historical overview of the values, institutions, and cultural heritage of Italy from the origins to the mid-twentieth century. Discussions and frequent writing assignments using a variety of approaches and supplementary materials from the Italian print, broadcast, and electronic media. Field trips to museums and cultural events. May be taken concurrently with or after Italian 4.8, 11.1, or 11.12W. (Not open to students who have completed Italian 50.)

*Prerequisite:* Italian 4 or 4.8 or permission of the chairperson.

**19.75 Italy's Cities-A Multimedia Journey**

3 hours; 3 credits

An in-depth look at some of Italy's most important cities through a study of their culture, traditions, literature, and representation in films and documentaries.

*Prerequisite:* Italian 4

**20.50 Thematic Readings in Italian Poetry**

3 hours; 3 credits

Representative selections from medieval times to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* Italian 11.1 or 11.12W or 17.50 or permission of the chairperson.

**21.50 Thematic Readings in the Italian Novel**

3 hours; 3 credits

Representative works from the age of Enlightenment to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* Italian 11.1 or 11.12W or 17.50 or permission of the chairperson.

**22.50 Thematic Readings in Italian Short Fiction**

3 hours; 3 credits

Representative stories and short novels from medieval times to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* Italian 11.1 or 11.12W or 17.50 or permission of the chairperson.

**23.50 Thematic Readings in Italian Theater**

3 hours; 3 credits

Representative works from the Renaissance to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* Italian 11.1 or 11.12W or 17.50 or permission of the chairperson.

**24.50 Thematic Readings in the Italian Essay**

3 hours; 3 credits

Representative works of Italian expository prose from the Renaissance to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* Italian 11.1 or 11.12W or 17.50 or permission of the chairperson.

**30.50 Italian Literature and Film**

3 hours; 3 credits

The relationship between Italian literary works and the films they inspired. Course description available in department office prior to registration. (Not open to students who have completed Italian 21.) This course is the same as Film 21.2.

*Prerequisite:* Italian 11.1 or 11.12W or 17.50 or permission of the chairperson.

**31.50 Women in Italian Literature**

3 hours; 3 credits

The image of women as expressed in selected Italian literary works. Course description available in department office prior to registration.

*Prerequisite:* Italian 11.1 or 11.12W or 17.50 or permission of the chairperson.

**32.50 Autobiographical Literature in Italian**

3 hours; 3 credits

Autobiographical fiction and nonfiction in Italian literature. Memoirs, letters, diaries, journals, confessions. Course description available in department office prior to registration.

*Prerequisite:* Italian 11.1 or 11.12W or 17.50 or permission of the chairperson.

**33.50 Moral and Religious Themes in Italian Literature**

3 hours; 3 credits

Religious beliefs and practices as expressed in selected Italian literary works. Course description available in department office prior to registration.

*Prerequisite:* Italian 11.1 or 11.12W or 17.50 or permission of the chairperson.

**34.50 Historical and Social Visions in Italian Literature**

3 hours; 3 credits

Italian history and/or society, past and present, as reflected in selected literary works. Course description available in department office prior to registration.

*Prerequisite:* Italian 11.1 or 11.12W or 17.50 or permission of the chairperson.

**35.50 Italian Literature and the Arts**

3 hours; 3 credits

The relationship between Italian literary works and the visual and/or performing arts. Outside lectures, visits to exhibitions and/or museums, attendance at musical and/or theatrical performances. Course description available in department office prior to registration.

*Prerequisite:* Italian 11.1 or 11.12W or 17.50 or permission of the chairperson.

**40.50 Writings of a Major Italian Author**

3 hours; 3 credits

An in-depth, monographic study concentrating either on the opus of a major Italian writer or on one of the masterpieces of Italian literature.

*Prerequisite:* Italian 11.1 or 11.12W or 17.50 and two courses from Tiers II and/or III, or permission of the chairperson.

**41.50 Dante's *Divina Commedia***

3 hours; 3 credits

An in-depth study of selections from Dante's *Divina Commedia*. (Not open to students who have completed Italian 53.1 or 53.2.)

*Prerequisite:* Italian 17.50 and two courses from Tiers II and/or III, or permission of the chairperson.

**70 Tutorial in Literature and Culture**

1 hour conference, minimum 8 hours independent work§; 3 credits

Study of a special topic at an advanced level. Periodic reports or a final paper or examination.

*Prerequisite:* junior or senior standing and 12 credits in advanced Italian courses with an average of 3.0 or higher. Approval of topic by chairperson.

**Honors courses**

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for the courses described below. Students may not register for more than six credits in honors courses in the department in one term and may not receive credit for more than four honors courses.

**84.1 Seminar**

1 hour conference, minimum 8 hours independent work§; 3 credits

Study of a literary topic, including but not limited to periods, genres, or major writers. Substantial paper in Italian. May not be taken concurrently with Italian 85.

*Prerequisite:* junior or senior standing and 15 credits in advanced Italian courses approved by the chairperson with an average of 3.5 or higher. Students may take this course for credit twice, but may not repeat topics.

**85 Seminar and Senior Thesis**

1 hour conference, minimum 8 hours independent work§; 3 credits

Research thesis, written in Italian, on a literary, linguistic, or cultural topic. May not be taken concurrently with Italian 84.1.

*Prerequisite:* senior standing and 18 credits in advanced Italian courses with an average of 3.5 or higher. Approval of the research topic by the instructor and the chairperson.

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**Japanese**


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**\*1.1 Intensive Elementary Japanese I**

5 hours, 1 hour multimedia laboratory; 4 credits

First in a two-semester intensive sequence for beginners and those who have had one year or less of high school study. Introduction to phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. (Not open to heritage speakers or to students who have completed Japanese I or more than one year of high school Japanese.)

*Prerequisite:* none.**\*2.1 Intensive Elementary Japanese II**

5 hours, 1 hour multimedia laboratory; 4 credits

Second in a two-semester intensive sequence. Expanded acquisition of phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. Designed to prepare students for Japanese 3.1. (Not open to heritage speakers or to students who have completed Japanese I or 2.)

*Prerequisite:* Japanese 1.1 or permission of the chairperson.**\*3.1 Intensive Intermediate Japanese I**

4 hours, 1 hour multimedia laboratory; 4 credits

First in a two-semester intensive sequence for students who have completed Japanese 1.1 and 2.1 or the equivalent, or have had four years of high school study. Continued development of oral fluency and writing in social interaction and in systematic vocabulary building. Increased awareness of cultural diversity in areas where language is spoken. (Not open to heritage speakers or to students who have completed Japanese 3.)

*Prerequisite:* Japanese 2.1 or permission of the chairperson.**\*4.1 Intensive Intermediate Japanese II**

4 hours, 1 hour multimedia laboratory; 4 credits

Second in a two-semester intensive sequence for students who have completed Japanese 3.1 or its equivalent. Further refinement of oral fluency and writing in social interaction and in systematic vocabulary building. Expanded awareness of cultural diversity through study of literary and nonliterary texts and other media of communication. (Not open to heritage speakers or students who have completed Japanese 4.)

*Prerequisite:* Japanese 3.1 or permission of the chairperson.

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**Portuguese**


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**\*1.2 Intensive Elementary Portuguese I**

5 hours, 1 hour multimedia laboratory; 4 credits

The first course in an intensive two-semester sequence for beginners and those who have one year or less of high school study. Development of reading, writing, speaking, listening, and cultural awareness through classroom interaction

and practice, utilizing a variety of multimedia materials.

Designed for students wishing to proceed at an accelerated pace. Credit given only upon completion of Portuguese 3.2. (Not open to heritage speakers or to students who have completed Portuguese I, Portuguese 1.5, or more than one year of high school Portuguese.)

*Prerequisite:* none.**\*3.2 Intensive Elementary Portuguese II**

5 hours, 1 hour multimedia laboratory; 4 credits

Second in the two-semester intensive sequence. Continued development of reading, writing, speaking, listening, and cultural awareness through extensive classroom interaction, practice, and a variety of multimedia materials. Designed to prepare students for Portuguese 4. (Not open to heritage speakers or to students who have completed Portuguese 1, 2, or 3.)

*Prerequisite:* Portuguese 1.2 or permission of the chairperson.**\*4 Intermediate Language Skills for Nonheritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

Continued development of language skills and cultural understanding using a variety of authentic materials including film, video, and short literary texts. Class discussions, group activities, and team projects. Individual writing assignments with emphasis on accuracy and style. (Not open to heritage speakers.)

*Prerequisite:* Portuguese 3.2, or the level 3 Regents examination with a passing grade, or four years of high school Portuguese, or permission of the chairperson.**\*4.5 Intermediate Conversation for the Professions for Nonheritage Speakers**

2 hours, 2 hours multimedia laboratory; 2 credits

A supplementary course providing conversational practice in career-oriented situations such as interviews, telephone conversations, taking and leaving messages, providing and obtaining information. May be taken concurrently with or independently of Portuguese 4. (Not open to heritage speakers.)

*Prerequisite:* Portuguese 3.2 or permission of the chairperson.

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**Russian**


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**\*1.1 Intensive Elementary Russian I**

5 hours, 1 hour multimedia laboratory; 4 credits

First in a two-semester intensive sequence for beginners and those who have had one year or less of high school study. Introduction to phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. (Not open to heritage speakers or to students who have completed Russian I or more than one year of high school Russian.)

*Prerequisite:* none.

**\*2.1 Intensive Elementary Russian II**

5 hours, 1 hour multimedia laboratory; 4 credits

Second in a two-semester intensive sequence. Expanded acquisition of phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. Designed to prepare students for Russian 3.1. (Not open to heritage speakers or to students who have completed Russian 1 or 2.)

*Prerequisite:* Russian 1.1 or permission of the chairperson.

**\*3.1 Intensive Intermediate Russian I**

4 hours, 1 hour multimedia laboratory; 4 credits

First in a two-semester intensive sequence for students who have completed Russian 1.1 and 2.1 or the equivalent, or have had four years of high school study. Continued development of oral fluency and writing in social interaction and in systematic vocabulary building. Increased awareness of cultural diversity in areas where language is spoken. (Not open to heritage speakers or to students who have completed Russian 3.)

*Prerequisite:* Russian 2.1 or permission of the chairperson.

**\*3.8 Basic Writing and Reading Skills for Heritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

Fundamentals of writing and reading for students whose knowledge of Russian is limited to spoken communication. Emphasis on spelling, word order, and verb tenses, based on authentic literary and nonliterary texts. Practice in written self-expression.

*Prerequisite:* permission of the chairperson.

**\*4.1 Intensive Intermediate Russian II**

4 hours, 1 hour multimedia laboratory; 4 credits

Second in a two-semester intensive sequence for students who have completed Russian 3.1 or its equivalent. Further refinement of oral fluency and writing in social interaction and in systematic vocabulary building. Expanded awareness of cultural diversity through study of literary and nonliterary texts and other media of communication. (Not open to heritage speakers or students who have completed Russian 4.)

*Prerequisite:* Russian 3.1 or permission of the chairperson.

**\*4.8 Intermediate Writing and Reading Skills for Heritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

Further development of writing and reading skills for students with basic knowledge of the structure of Russian. Continued practice in reading and understanding authentic literary and nonliterary texts on a variety of levels.

*Prerequisite:* Russian 3.8 or permission of the chairperson.

**\*7 Russian Civilization, with Emphasis on the Soviet Period**

3 hours; 3 credits

Religion, education, and literature and the other creative arts in the Soviet Union in relation to their development in prerevolutionary Russia. Conducted in English.

**\*9 Russian Literature in Translation**

3 hours; 3 credits

Selected masterpieces of Russian literature. Background lectures. Readings and discussions in English.

*Prerequisite:* English 2 or permission of the chairperson.

**11.1 Advanced Language Skills I**

3 hours; 3 credits

Development of advanced language skills for nonheritage speakers; analytical practice and self-expression in the written and spoken language; use of authentic literary and nonliterary texts. (Not open to heritage speakers.)

*Prerequisite:* Russian 4.1 or permission of the chairperson.

**11.12W Advanced Language Skills II**

3 hours; 3 credits

Continued practice in advanced written expression and in textual analysis for heritage and nonheritage speakers; composition modeled on selected literary texts.

*Prerequisite:* Russian 4.1 or 4.8 or permission of the chairperson.

**11.31–11.37 Russian for Specific Purposes**

3 hours; 3 credits

Acquisition of the language skills, terminology, and procedures necessary to function in one or more specialized areas where Russian is routinely used. Designed to familiarize students with common interactions within the professional environment and with problems arising from cross-cultural misunderstandings. Intensive practice in speaking and writing. Reading and discussion of authentic materials related to the topic. May be taken before or concurrently with Russian 60.02.

11.31 Russian for the Arts

11.32 Russian for Business

11.33 Russian for Criminal Justice

11.35 Russian for the Media

11.36 Russian for Social Sciences

11.37 Russian for Social Work

*Prerequisite:* Russian 11.12 or permission of the chairperson.

**15.50W Understanding Texts in Russian**

3 hours; 3 credits

Development of reading and analytical skills in Russian. Short, authentic texts, both literary and nonliterary, representing diverse contemporary styles and genres. Discussions and frequent writing assignments using a variety of approaches

and supplementary materials available in the multimedia laboratory. Rewrites obligatory. A paper of a minimum of ten pages will be produced by the end of the semester. (Not open to students who have completed Russian 17.50 or more advanced literature courses.) Writing-intensive course.

*Prerequisite:* English 2, Russian 4.1 or permission of the chairperson.

*Corequisite:* Russian 4.8 or 11.1 or permission of the chairperson.

### **17.50 Landmarks of Russian Literature**

3 hours; 3 credits

An introductory course designed to familiarize students with major literary works in Russian within a chronological and cultural framework. Representative texts from the Russian-speaking world, providing an overview of writings that have shaped the lives of generations of readers. Frequent writing assignments in Russian to strengthen students' individual competencies. This core of texts, reviewed periodically by the department, serves as a foundation for advanced literature courses.

*Prerequisite:* Russian 4.1 or 4.8 or permission of the chairperson.

### **18.50 Contemporary Russia**

3 hours; 3 credits

An exploration of the major features of contemporary Russian society and the Russian-speaking parts of the world, which arose due to the expansion of the Soviet state, from 1917 to the present, with particular attention to developing an understanding of the concepts of cultural identity and difference within the changing European and Central Asian context. Discussions and frequent writing assignments using a variety of approaches and supplementary materials from the Russian print, broadcast, and electronic media. Field trips to museums and cultural events. May be taken concurrently with Russian 4.8 or 11.1.

*Prerequisite:* Russian 4.1 or permission of the chairperson.

### **19.50 History of Russian Civilization**

3 hours; 3 credits

A historical overview of the values, institutions, and cultural heritage of Russia and East-Slavic cultures from their origins to the mid-twentieth century. Discussions and frequent writing assignments using a variety of approaches and supplementary materials from Russian broadcast and electronic media. Field trips to museums and cultural events. May be taken concurrently with or after Russian 4.8 or 11.1.

*Prerequisite:* Russian 4.1 or permission of the chairperson.

### **20.50 Thematic Readings in Russian Poetry**

3 hours; 3 credits

Representative selections from medieval times to the present within a specific thematic and cultural context. Course description available in department office prior to registration.

Students may take the course twice provided the theme and content are different.

*Prerequisite:* Russian 11.1 or 11.12 or 17.50 or permission of the chairperson.

### **21.50 Thematic Readings in the Russian Novel**

3 hours; 3 credits

Representative works from the great age of the Russian novel to the present, within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* Russian 11.1 or 11.12 or 17.50 or permission of the chairperson.

### **22.50 Thematic Readings in Russian Short Fiction**

3 hours; 3 credits

Representative stories and short novels from early times to the present within a specific thematic and cultural context. Course description available in the department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* Russian 11.1 or 11.12 or 17.50 or permission of the chairperson.

### **23.50 Thematic Readings in Russian Theater**

3 hours; 3 credits

Representative drama and theater from early times to the present within a specific thematic and cultural context. Course description available in the department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* Russian 11.1 or 11.12 or 17.50 or permission of the chairperson.

### **24.50 Thematic Readings in the Russian Essay**

3 hours; 3 credits

Representative works of Russian expository prose from the Middle Ages to the present within a specific thematic and cultural context. Course description available in department prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* Russian 11.1 or 11.12 or 17.50 or permission of the chairperson.

### **30.50 Russian Literature and Film**

3 hours; 3 credits

The relationship between Russian literary works and the films they inspired. Course description available in department office prior to registration.

*Prerequisite:* Russian 11.1 or 11.12 or 17.50 or permission of the chairperson.

### **31.50 Women in Russian Literature**

3 hours; 3 credits

The image of women as expressed in selected Russian literary works. Course description available in department office prior to registration.

*Prerequisite:* Russian 11.1 or 11.12 or 17.50 or permission of the chairperson.

### **32.50 Autobiographical Literature in Russian**

3 hours; 3 credits

Autobiographical fiction and nonfiction in Russian literature. Memoirs, letters, diaries, journals, confessions. Course description available in department office prior to registration.

*Prerequisite:* Russian 11.1 or 11.12 or 17.50 or permission of the chairperson.

### **33.50 Moral and Religious Themes in Russian Literature**

3 hours; 3 credits

Religious beliefs and practices as expressed in selected Russian literary works. Course description available in department office prior to registration.

*Prerequisite:* Russian 11.1 or 11.12 or 17.50 or permission of the chairperson.

### **34.50 Historical and Social Visions in Russian Literature**

3 hours; 3 credits

Russian history and/or society, past and present, as reflected in selected literary works. Course description available in department office prior to registration.

*Prerequisite:* Russian 11.1 or 11.12 or 17.50 or permission of the chairperson.

### **35.50 Russian Literature and the Arts**

3 hours; 3 credits

The relationship between Russian literary works and the visual and/or performing arts. Outside lectures, visits to exhibitions and/or museums, attendance at musical and/or theatrical performances. Course description available in department office prior to registration.

*Prerequisite:* Russian 11.1 or 11.12 or 17.50 or permission of the chairperson.

### **40.50 Writings of a Major Russian Author**

3 hours; 3 credits

An in-depth, monographic study concentrating either on the opus of a major Russian writer or on one of the masterpieces of Russian literature.

*Prerequisite:* Russian 11.1 or 11.12 or 17.50 and two courses from Tiers II and/or III, or permission of the chairperson.

### **41.50 Tolstoy's *War and Peace***

3 hours; 3 credits

An in-depth study of Tolstoy's *War and Peace*.

*Prerequisite:* Russian 17.50 and two courses from Tiers II and/or III, or permission of the chairperson.

### **70 Tutorial in Literature and Culture**

1 hour conference, minimum 8 hours independent work§; 3 credits

Study of a special topic at an advanced level. Periodic reports and a final paper or examination.

*Prerequisite:* junior or senior standing and 12 credits in advanced Russian courses with an average of 3.0 or higher. Approval of topic by chairperson.

## **Honors courses**

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for the courses described below. Students may not register for more than six credits in honors courses in the department in one term and may not receive credit for more than four honors courses.

### **84.1 Seminar**

1 hour conference, minimum 8 hours independent work§; 3 credits

Study of a literary topic, including but not limited to periods, genres, or major writers. Substantial paper in Russian. May not be taken concurrently with Russian 85.

*Prerequisite:* junior or senior standing and 15 credits in advanced Russian courses approved by the chairperson with an average of 3.5 or higher. Students may take this course for credit twice, but may not repeat topics.

### **85 Seminar and Senior Thesis**

1 hour conference, minimum 8 hours independent work§; 3 credits

Research thesis, written in Russian, on a literary, linguistic, or cultural topic. May not be taken concurrently with Russian 84.1.

*Prerequisite:* senior standing and 18 credits in advanced Russian courses with an average of 3.5 or higher. Approval of the research topic by the instructor and the chairperson.

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## **Spanish**

### **\*I Basic Language Skills I**

3 hours, 1 hour multimedia laboratory; 3 credits

The first in a three-semester introductory sequence for beginners and those who have had one year or less of high school study. Emphasis on basic social functions, simple conversation, readings, and writing. Introduction to the cultures where Spanish is spoken. (Not open to heritage speakers or to students who have completed Spanish 1.5 or more than one year of high school Spanish.)

**1.11 Basic Language Skills I**

3 hours, 1 hour multimedia laboratory; 3 credits

The first in a six-semester introductory sequence for high school students who have had no prior instruction in Spanish. Emphasis on basic social functions, simple conversation, readings, and writing. Introduction to the cultures where Spanish is spoken.

**1.12 Basic Language Skills I**

3 hours, 1 hour multimedia laboratory; 3 credits

The second in a six-semester introductory sequence for high school students who have had no prior instruction in Spanish. Emphasis on basic social functions, simple conversation, readings, and writing. Introduction to the cultures where Spanish is spoken.

**\*1.2 Intensive Elementary Spanish I**

5 hours, 1 hour multimedia laboratory; 4 credits

First in a two-semester intensive sequence for beginners and those who have had one year or less of high school study. Development of reading, writing, speaking, listening, and cultural awareness through extensive classroom interaction, practice, and a variety of multimedia materials. Designed for students wishing to proceed at an accelerated pace. Credit given only upon completion of Spanish 3.2. (Not open to heritage speakers or to students who are enrolled in or have completed Spanish I or 1.5 or more than one year of high school Spanish.)

**1.3 Spanish Language and Cultural Competency for Health Personnel I**

3 hours; 3 credits

Knowledge of the basic structures of the Spanish language and the specialized medical vocabulary needed to communicate effectively with Spanish-speaking patients in a variety of health care situations. Cultural readings in Spanish and English and interview techniques emphasize the health beliefs of Spanish-speaking countries and Spanish-speaking communities within the United States. Appropriate for all health-related disciplines. Course is taught in Spanish and English. Not the equivalent of Spanish I.

**\*2 Basic Language Skills II**

3 hours, 1 hour multimedia laboratory; 3 credits

Second in a three-semester introductory sequence. Continued emphasis on basic social functions, simple conversations, readings, and writing. Narration and description of past and future events. Increased understanding of the cultures where Spanish is spoken. (Not open to heritage speakers or to students who have completed Spanish 1.5.)

*Prerequisite:* Spanish I, or two years of high school Spanish, or permission of the chairperson.

**2.11 Basic Language Skills II**

3 hours, 1 hour multimedia laboratory; 3 credits

The third in a six-semester introductory sequence. Continued emphasis on basic social functions, simple conversations, readings, and writing. Narration and description of past and future events. Increased understanding of the cultures where Spanish is spoken.

*Prerequisite:* Spanish 1.12 or permission of the chairperson.

**2.12 Basic Language Skills II**

3 hours, 1 hour multimedia laboratory; 3 credits

The fourth in a six-semester introductory sequence. Continued emphasis on basic social functions, simple conversations, readings, and writing. Narration and description of past and future events. Increased understanding of the cultures where Spanish is spoken.

*Prerequisite:* Spanish 2.11 or permission of the chairperson.

**2.3 Spanish Language and Cultural Competency for Health Personnel II**

3 hours; 3 credits

Knowledge of the intermediate level structures of the Spanish language and the specialized medical vocabulary needed to communicate effectively with Spanish-speaking patients in a variety of health care situations. Cultural readings in Spanish and English and interview techniques emphasize the health beliefs of Spanish-speaking countries and Spanish-speaking communities within the United States. Appropriate for all health-related disciplines. Course is taught in Spanish and English. Not the equivalent of Spanish 2.

*Prerequisite:* Spanish 1.3 or department permission

**\*3 Basic Language Skills III**

3 hours, 1 hour multimedia laboratory; 3 credits

Third in a three-semester introductory sequence. Further emphasis on basic social functions and practice in longer, more complex conversations, readings, and writing on a broader range of familiar topics. Communication of needs, ideas, and emotions. Continued study of cultures where Spanish is spoken. (Not open to heritage speakers or to students who have completed Spanish 3.7.)

*Prerequisite:* Spanish 2, or three years of high school Spanish without passing the level 3 Regents examination, or permission of the chairperson.

**3.11 Basic Language Skills III**

3 hours, 1 hour multimedia laboratory; 3 credits

The fifth in a six-semester introductory sequence. Further emphasis on basic social functions and practice in longer, more complex conversations, readings, and writing on a broader range of familiar topics. Communication of needs, ideas, and emotions. Continued study of cultures where Spanish is spoken.

*Prerequisite:* Spanish 2.12 or permission of the chairperson.

**3.12 Basic Language Skills III**

3 hours, 1 hour multimedia laboratory; 3 credits

The sixth in a six-semester introductory sequence. Further emphasis on basic social functions and practice in longer, more complex conversations, readings, and writing on a broader range of familiar topics. Communication of needs, ideas, and emotions. Continued study of cultures where Spanish is spoken.

*Prerequisite:* Spanish 3.11 or permission of the chairperson.

**\*3.2 Intensive Elementary Spanish II**

5 hours, 1 hour multimedia laboratory; 4 credits

Second in a two-semester intensive sequence. Continued development of reading, writing, speaking, listening, and cultural awareness through extensive classroom interaction, practice, and a variety of multimedia materials. Designed to prepare students for Spanish 4. (Not open to heritage speakers or to students who are enrolled in or have completed Spanish 1, 1.5, 2, 3, or 3.7.)

*Prerequisite:* Spanish 1.2 or permission of the chairperson.

**\*3.4 Fundamentals of Reading and Writing for Nonheritage Speakers**

2 hours recitation, 1 hour multimedia laboratory; 2 credits

Review and further development of intermediate-level reading and writing skills with special attention to grammar and style. An optional transitional course designed to prepare students for Spanish 4. May be taken concurrently with Spanish 3.6. (Not open to heritage speakers or to students who have recently completed four years of high school Spanish or are enrolled in or have completed Spanish 3.2.)

*Prerequisite:* Spanish 3, or a passing grade on the level 3 Regents examination, or a significant time lag in language study at this level, or permission of the chairperson.

**\*3.6 Basic Conversation Workshop**

1 hour recitation, 2 hours multimedia laboratory; 1 credit

A supplementary course providing additional practice speaking Spanish on everyday topics using authentic materials from a variety of contemporary media such as newspapers, magazines, radio, television, and film. For nonheritage speakers who have completed Spanish 3, 3.2, or their equivalent. May be taken concurrently with or independently of Spanish 3.4. (Not open to heritage speakers.)

*Prerequisite:* Spanish 3 or 3.2, or a passing grade on the level 3 Regents examination, or four years of high school study, or permission of the chairperson.

**3.61 Exploring Hispanic Cultures Through Film**

1 hour lecture, 2 hours multimedia laboratory; 2 credits

The development of written and conversational skills using recent Spanish and Latin American films that offer the student a broad introduction to contemporary Hispanic cultures. Designed for initial and intermediate students who want to achieve fluency in listening, speaking, and writing. Also open

to other students who are willing to deepen their knowledge of Latin America and Spain and of their current social contradictions and political debates. This course does not satisfy the language requirement.

*Prerequisite:* Spanish 1, 2, or 3.

**\*3.8 Basic Writing and Reading Skills for Heritage Speakers**

3 hours recitation, 1 hour multimedia laboratory; 3 credits

Fundamentals of writing and reading for students whose knowledge of Spanish is limited to spoken communication. Emphasis on writing and the distinctions among various levels of dialect and language.

*Prerequisite:* permission of the chairperson.

**\*4 Intermediate Language Skills for Nonheritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

Continued development of language skills and cultural understanding using a variety of authentic materials including film, video, and short literary texts. Class discussions, group activities, and team projects. Individual writing assignments with emphasis on accuracy and style. (Not open to heritage speakers.)

*Prerequisite:* Recent completion of Spanish 3, or the level 3 Regents examination with a passing grade, or four years of high school Spanish, or Spanish 3.2 or 3.4, or permission of the chairperson.

**\*4.5 Intermediate Conversation for the Professions for Nonheritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

A supplementary course providing conversational practice in career-oriented situations such as interviews, telephone conversations, taking and leaving messages, providing and obtaining information. May be taken concurrently with or independently of Spanish 4. (Not open to heritage speakers.)

*Prerequisite:* Spanish 3.2, 3.4, or 3.6, or permission of the chairperson.

**4.6 Exploring Hispanic Cultures Through the Press**

1 hour lecture, 2 hours language laboratory; 2 credits

Improvement of oral skills while learning about current issues in Spain and Latin America. Readings of current news articles dealing with political issues, using Blackboard, oral presentations, and a weekly group discussion. Assignments match student's specialization or interests, in order to provide a vocabulary and the oral and writing skills that will be useful for professional careers.

*Prerequisite:* Spanish 3.

**\*4.8 Intermediate Writing and Reading Skills for Heritage Speakers**

3 hours, 1 hour multimedia laboratory; 3 credits

Further development of writing and reading skills for students

with basic knowledge of the structure of Spanish. Continued practice in reading and understanding authentic literary and nonliterary texts on a variety of levels.

*Prerequisite:* Spanish 3.8 or permission of the chairperson.

### **\*9.1 Spanish-American Literature in Translation**

3 hours; 3 credits

Selected masterpieces of Spanish-American literature. Background lectures. Reading and discussion in English.

*Prerequisite:* English 2 or permission of the chairperson.

### **11.1 Advanced Language Skills I**

3 hours; 3 credits

Development of advanced language skills for nonheritage speakers; analytical practice and self-expression in the written and spoken language; use of authentic literary and nonliterary texts. (Not open to heritage speakers.)

*Prerequisite:* Spanish 4 or permission of the chairperson.

### **11.12W Advanced Language Skills II**

3 hours; 3 credits

Continued practice in advanced written expression and in textual and linguistic analysis for heritage and nonheritage speakers; composition modeled on selected literary texts. Writing-intensive course.

*Prerequisite:* English 2, Spanish 4 or 4.8 or permission of the chairperson.

### **11.2 Tutorial in Writing**

1 hour; 1 credit

Development of proficiency in written expression with attention to the particular needs of the specific student.

*Prerequisite:* Spanish 11.1, 11.12W, or 12.1.

### **11.31–11.37 Spanish for Specific Purposes**

3 hours; 3 credits

Acquisition of the language skills, terminology, and procedures necessary to function in one or more specialized areas where Spanish is routinely used. Designed to familiarize students with common interactions within the professional environment and with problems arising from cross-cultural misunderstandings. Intensive practice in speaking and writing. Reading and discussion of authentic materials related to the topic. May be taken before or concurrently with Spanish 60.02.

11.31 Spanish for the Arts

11.32 Spanish for Business

11.33 Spanish for Criminal Justice

11.35 Spanish for the Media

11.36 Spanish for Social Sciences

11.37 Spanish for Social Work

*Prerequisite:* Spanish 11.12W or permission of the chairperson.

### **12.1 Spanish Composition**

3 hours; 3 credits

Practice in composition and translation. Problems in style.

*Prerequisite:* Spanish 4 or 4.1 or permission of the chairperson.

### **15.50 Understanding Texts in Spanish**

3 hours; 3 credits

Development of reading and analytical skills in Spanish. Short, authentic texts, both literary and nonliterary, representing diverse contemporary styles and genres. Discussions and frequent writing assignments using a variety of approaches and supplementary materials available in the multimedia laboratory.

*Prerequisite:* Spanish 4 or permission of the chairperson.

*Corequisite:* Spanish 4.8, 11.1, 11.12W, or permission of the chairperson.

### **17.50 Landmarks of Spanish and Latin American Literatures**

3 hours; 3 credits

An introductory course designed to familiarize students with major literary works in Spanish within a chronological and cultural framework. Representative texts from the Spanish-speaking world, providing an overview of Spanish and Latin American writings that have shaped the lives of generations of readers. Frequent writing assignments in Spanish to strengthen students' individual competencies. This core of texts, reviewed periodically by the department, serves as a foundation for advanced literature courses. (Not open to students who have completed Spanish 18 or 19.1.)

*Prerequisite:* Spanish 4 or 4.8 or permission of the chairperson.

### **18.50 Contemporary Spain**

3 hours; 3 credits

An exploration of the major features of contemporary Spain from 1939 to the present with particular attention to developing an understanding of the concepts of cultural identity and difference within the changing European context. Discussions and frequent writing assignments using a variety of approaches and supplementary materials from the Spanish print, broadcast, and electronic media. Field trips to museums and cultural events. May be taken concurrently with or after Spanish 4.8, 11.1, or 11.12W. (Not open to students who have completed Spanish 50.)

*Prerequisite:* Spanish 4 or 4.8 or permission of the chairperson.

**18.75 Contemporary Latin America Cultures**

3 hours; 3 credits

An exploration of the contemporary Latin American world from 1898 to the present with particular attention to developing an understanding of the concepts of multicultural identity in the Americas. Discussions and frequent writing assignments using a variety of approaches and supplementary materials from the print, broadcast, and electronic media. Field trips to museums and cultural events. May be taken concurrently with or after Spanish 4.8, 11.1, or 11.12W. (Not open to students who have completed Spanish 51.)

*Prerequisite:* Spanish 4 or 4.8 or permission of the chairperson.

**19.50 History of Spanish Civilization**

3 hours; 3 credits

A historical overview of the values, institutions, and cultural heritage of Spain from its origins to the mid-twentieth century. Discussions and frequent writing assignments using a variety of approaches and supplementary materials from the Spanish print, broadcast, and electronic media. Field trips to museums and cultural events. May be taken concurrently with or after Spanish 4.8, 11.1, or 11.12W. (Not open to students who have completed Spanish 50.)

*Prerequisite:* Spanish 4 or 4.8 or permission of the chairperson.

**19.75 History of Latin American Cultures**

3 hours; 3 credits

A historical overview of the cultural heritage of Latin America from the Pre-Columbian era, the conquest and colonial periods, to independence in the nineteenth century and the Spanish-American War of 1898. The creation of the multiple New World identities that emerged in the region from these historical events. Discussions and frequent writing assignments using a variety of approaches and supplementary materials from the print, broadcast, and electronic media. Field trips to museums and cultural events. May be taken concurrently with or after Spanish 4.8, or 11.1, or 11.12W. (Not open to students who have completed Spanish 51.)

*Prerequisite:* Spanish 4 or 4.8 or permission of the chairperson.

**20.50 Thematic Readings in Spanish Poetry**

3 hours; 3 credits

Representative selections from medieval times to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

**20.50W Thematic Readings in Spanish Poetry**

4 hours; 3 credits

Representative selections from medieval times to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different. Writing-intensive section.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson; English 2.

**20.75 Thematic Readings in Latin American Poetry**

3 hours; 3 credits

Representative selections from colonial times to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

**21.50 Thematic Readings in the Spanish Novel**

3 hours; 3 credits

Representative works from the Golden Age to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

**21.75 Thematic Readings in the Latin American Novel**

3 hours; 3 credits

Representative novels from colonial times to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

**22.50 Thematic Readings in Spanish Short Fiction**

3 hours; 3 credits

Representative stories and short novels from medieval times to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

**22.75 Thematic Readings in Latin American Short Fiction**

3 hours; 3 credits

Representative stories and short novels from colonial times

to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **23.50 Thematic Readings in Spanish Theater**

3 hours; 3 credits

Representative works from the Golden Age to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **23.50W Thematic Readings in Spanish Theater**

4 hours; 3 credits

Representative works from the Golden Age to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice, provided the theme and content are different. Writing-intensive section.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **23.75 Thematic Readings in Latin American Theater**

3 hours; 3 credits

Representative plays from colonial times to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **24.50 Thematic Readings in the Spanish Essay**

3 hours; 3 credits

Representative works of Spanish expository prose from the Middle Ages to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **24.75 Thematic Readings in the Latin American Essay**

3 hours; 3 credits

Representative works of Latin American expository prose from colonial times to the present within a specific thematic and cultural context. Course description available in department office prior to registration. Students may take the course twice provided the theme and content are different.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **30.50 Hispanic Literatures and Film**

3 hours; 3 credits

The relationship between Spanish and/or Latin American literary works and the films they inspired. Course description available in department office prior to registration.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **31.50 Women in Hispanic Literatures**

3 hours; 3 credits

The image of women as expressed in selected Spanish and/or Latin American literary works. Course description available in department office prior to registration.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **32.50 Autobiographical Literatures in Spanish**

3 hours; 3 credits

Autobiographical fiction and nonfiction in Spanish and/or Latin American literatures. Memoirs, letters, diaries, journals, confessions. Course description available in department office prior to registration.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **33.50 Moral and Religious Themes in Hispanic Literatures**

3 hours; 3 credits

Religious beliefs and practices as expressed in selected Spanish and/or Latin American literary works. Course description available in department office prior to registration.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **34.50 Historical and Social Visions in Hispanic Literatures**

3 hours; 3 credits

Spanish and/or Latin American history and/or society, past and present, as reflected in selected literary works. Course description available in department office prior to registration.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **35.50 Hispanic Literatures and the Arts**

3 hours; 3 credits

The relationship between Spanish and/or Latin American literary works and the visual and/or performing arts. Outside lectures, visits to exhibitions and/or museums, attendance at musical and/or theatrical performances. Course description available in department office prior to registration.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

**40.50 Writings of a Major Spanish Author**

3 hours; 3 credits

An in-depth, monographic study concentrating either on the opus of a major Spanish writer or on one of the masterpieces of Spanish literature.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 and two courses from Tiers II and/or III, or permission of the chairperson.

**40.75 Writings of a Major Latin American Author**

3 hours; 3 credits

An in-depth, monographic study concentrating either on the opus of a major Spanish-American writer or on one of the masterpieces of Spanish-American literature.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 and two courses from Tiers II and/or III, or permission of the chairperson.

**41.50 Cervantes' *Don Quijote de la Mancha***

3 hours; 3 credits

An in-depth study of *Don Quijote de la Mancha*. (Not open to students who have completed Spanish 53.)

*Prerequisite:* Spanish 17.50 and two courses from Tiers II and/or III, or permission of the chairperson.

**43.75 Contemporary Caribbean Literature in Spanish**

3 hours; 3 credits

The literary production of the Spanish-speaking Caribbean since the early twentieth century. (Not open to students who have completed Spanish 49 or 59.1 topic "Caribbean Literature in Spanish.")

*Prerequisite:* Spanish 17.50 or permission of the chairperson.

**44.50 Readings in Medieval Spanish Literature**

3 hours; 3 credits

A study of the seminal works of Spanish literature from the *Poem of the Cid* to the *Celestina*.

*Prerequisite:* Spanish 4 or 4.8.

**70 Tutorial in Literature and Culture**

Minimum of 14 hours conference meetings and independent work; 3 credits

Study of a special topic at an advanced level. Periodic reports and a final paper or examination.

*Prerequisite:* junior or senior standing and 12 credits in advanced Spanish courses with an average of 3.0 or higher. Approval of topic by chairperson.

**Honors courses**

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for the courses described below. Students may not register for more than six credits in honors courses in the department in one term and may not receive credit for more than four honors courses.

**84.1 Seminar**

1 hour conference, minimum 8 hours independent work; 3 credits

Study of a literary topic, including but not limited to periods, genres, or major writers. Substantial paper in Spanish. May not be taken concurrently with Spanish 85.

*Prerequisite:* junior or senior standing and 15 credits in advanced Spanish courses approved by the chairperson with an average of 3.5 or higher. Students may take this course for credit twice, but may not repeat topics.

**85 Seminar and Senior Thesis**

1 hour conference, minimum 8 hours independent work; 3 credits

Research thesis, written in Spanish, on a literary, linguistic, or cultural topic. May not be taken concurrently with Spanish 84.1.

*Prerequisite:* senior standing and 18 credits in advanced Spanish courses with an average of 3.5 or higher. Approval of the research topic by the instructor and the chairperson.

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**Brooklyn College in Spain**

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**\*1.5 Elementary Spanish for Teachers of Other Languages**

3 hours, 2 hours multimedia laboratory; 3 credits

Fundamentals of the Spanish language for teachers with a background and experience in second-language acquisition. Essential grammar, authentic materials, self-expression. Intensive individual practice in multimedia laboratory. Offered only at the Brooklyn College Summer Institute for Teachers in Madrid, Spain.

**\*3.5 Intermediate Spanish for Teachers of Other Languages**

3 hours, 2 hours multimedia laboratory; 3 credits

Intermediate Spanish language for teachers with a background and experience in second-language acquisition. Review of grammar, short literary texts, written and oral expression. Intensive individual practice in multimedia laboratory. Offered only at the Brooklyn College Summer Institute for Teachers in Madrid, Spain.

*Prerequisite:* Spanish 1.5 or permission of the chairperson.

### **60.50 Spain as a Cultural Crossroad in the Middle Ages and Renaissance**

3 hours, minimum of 6 hours fieldwork and excursions;  
6 credits

A consideration of the complex cultural heritage of medieval and Renaissance Spain. Turbulent relations versus peaceful coexistence between and among Christians, Moslems, and Jews. Birth of a nation and consecration of a language. Influence of Africa, European countries, and the New World. Study of history, literature, art, architecture, and music enriched by visits to museums. Excursions to cities and castles. All written work to be done in Spanish.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **61.50 The Golden Age of Spanish Literature and the Arts**

3 hours, minimum of 6 hours fieldwork and excursions;  
6 credits

An examination of the cultural heritage of the Spanish Golden Age through a comparative study of representative masterpieces of Renaissance and baroque literature, art, architecture, and music. Spanish life under the rule of the House of Austria (1515-1700). Economic prosperity and decline, Reformation and Counter-Reformation, and the exploration and colonization of the Americas as a backdrop for various works. Excursions. Visits to museums. All written work to be done in Spanish.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **62.50 From Reason to Revolution in Spanish History, Literature, and the Arts during the Lifetime of Francisco de Goya**

2 hours, minimum of 2 hours fieldwork and excursions;  
3 credits

An examination of a major period of social upheaval and cultural transition in Europe and the Americas, documented in Spain. The influence of France; the Napoleonic invasion and subsequent War of Independence. The struggle between liberalism and absolutism in Spain and between colonial dependency and freedom in the Americas. The life and works of Goya as a historical, social, and cultural backdrop for the study of neoclassicism, romanticism, and *costumbrismo* in literature and the arts. Visits to museums. Excursions. All written work to be done in Spanish.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **63.50 City and Society in the Realistic Novels of Benito Pérez Galdós and Leopoldo Alas ("Clarín")**

2 hours, minimum of 2 hours fieldwork and excursions;  
3 credits

An on-site exploration of the city and its inhabitants in the final quarter of the nineteenth century as major components

of the narrative fiction of Spain's two most important realistic novelists. Visits to important locations and museums. Excursions. All written work to be done in Spanish.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **64.50 The Emergence of Modern Spain as Conceived and Captured by Writers and Artists Prior to the Civil War**

2 hours, minimum of 2 hours fieldwork and excursions;  
3 credits

An integrated examination of the historical, ethical, and aesthetic concerns of Spanish intellectuals and creative artists in the cultural renaissance that took place during the early decades of the twentieth century as expressed in narrative fiction, poetry, painting, music, and film. Visits to museums. Excursions. All written work to be done in Spanish.

*Prerequisite:* Spanish 11.1 or 11.12W or 17.50 or permission of the chairperson.

### **65.50 The Image of Spain in Contemporary Spanish Culture and Society**

2 hours, minimum of 2 hours fieldwork and excursions;  
3 credits

An on-site examination of the image contemporary Spaniards hold of themselves as expressed in literature, the press, and the arts. Unity versus diversity in geography, society, politics, culture, and language. Visits to museums, newspaper offices, and the parliament. Excursions. All written work to be done in Spanish.

*Prerequisite:* Spanish 17.50 or permission of the chairperson.

### **66.50 Concurrent Workshop in Written and Oral Self-Expression**

3 hours, 1 hour conference; 3 credits

Further enhancement of intermediate and advanced communication skills for personal and professional development and in conjunction with materials studied in a linked content course. Individualized attention according to level of oral and written proficiency of each student. Frequent writing assignments and revisions, journals, oral reports, final portfolio. Offered only at the Brooklyn College Summer Institute in Madrid, Spain, and only in conjunction with a previously specified content course. Students may take the course twice with permission of department chairperson but may not repeat topics.

*Prerequisite:* Permission of the chairperson.

## Music

Conservatory office: 422 Whitehead Hall  
Telephone: (718) 951-5286, (718) 951-5287

*Director:* Bruce MacIntyre  
*Assistant Director, CLAS and SGS:* Jonathan Babcock  
*Assistant Director, Division of Graduate Studies:*  
Stephanie Jensen-Moulton  
*Professors:* Allen, Atlas, Barrett, Hager, Hedwig, Kawasaki, León, MacIntyre, Wolman;  
*Associate Professors:* Palmquist, Rothman, Taylor, Washington;  
*Assistant Professors:* Eckardt, Grubbs;  
*Instructor:* Jensen-Moulton.

The Conservatory of Music offers the following undergraduate degree programs: B.A. in music; B.Mus. in performance; B.Mus. in composition; and, in cooperation with the School of Education, a B.Mus. in music education (all grades). The B.A. degree program includes courses in ear training, harmonic and contrapuntal techniques, analysis, history, and performance. Students in the B.Mus. program also take these courses, with additional concentration either in composition or performance. Admission to the B.Mus. program is based solely on an audition and interview. Interested students should contact the Conservatory of Music early in their junior or senior year of high school.

Individual vocal and instrumental instruction for majors is offered by professionals widely recognized in their fields. Those working toward a B.A. or B.Mus. in composition degree receive two terms of instruction, and students in the B.Mus. in performance program may receive instruction each term they are enrolled.

The conservatory sponsors the chorus and chamber chorus, opera workshop, opera theater, orchestra, and brass, woodwind, contemporary music, jazz, percussion and various chamber ensembles. Concerts by these organizations and individual recitals by students and faculty members total more than 100 performances a year.

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### Core curriculum

The Conservatory of Music participates in the college's core curriculum through Core Curriculum I.3.

Students who have completed Music 11.1 are exempt from Core Curriculum I.3.

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### Placement in music courses

Admission to Music 6.1 through 11.4, 69.1, 79.1, and ensemble courses Music 70 through 78 is only by placement examination given before registration. Dates and times for examinations are available in the conservatory office.

Music majors should demonstrate a minimum keyboard proficiency when they enter the program. Students who do not demonstrate minimum proficiency may be assigned to Music 69.1 and 69.2 (one credit each), which are taken in the first two terms.

Music majors must pass the performance audition required in all degree programs before registering beyond 60 credits.

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### Admission to degree programs in music

An audition is required of all prospective music majors before they are admitted to a degree program in music. In addition, students in the bachelor of music degree program for music teacher (all grades) must be interviewed by the program coordinator. Students should indicate their intention to major in music on their application for admission to the College.

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### B.A. degree program in music HEGIS code 1005; SED program code 02021

Music is a writing-intensive major.

**Program requirements** (49 credits plus foreign language study or proficiency)

All of the following: Music 6.1, 7.1, 11.1.

Music 6.2, 7.2, 11.2.

Music 6.3, 7.3, 11.3.

Music 6.4, 7.4, 11.4.

Music 43 or 43.1 or 44; and 45 or 46 or 47; and 79.1, 79.2.

Two credits in ensemble performance from Music 70 through 78 as assigned by the Conservatory of Music.

One seminar in music numbered in the 90s or a suitable advanced course in another department or program, approved in advance by the director.

All music courses offered to satisfy the requirements for a major in music must be completed with a grade of C or higher.

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### Bachelor of music degree program in performance HEGIS code 1004; SED program code 02018

Music is a writing-intensive major.

**Program requirements** (62 credits plus foreign language study or proficiency)

All of the following: Music 6.1, 7.1, 11.1.

Music 6.2, 7.2, 11.2.

Music 6.3, 7.3, 11.3.

Music 6.4, 7.4, 11.4.

Music 43 or 43.1 or 44; and 45 or 46 or 47; and 79.1, 79.2, 79.3, 79.4, 79.5, 79.6.

Six credits in ensemble performance from Music 70 through 78 as assigned by the Conservatory of Music.

In addition to the course listings above, an approved recital, and approval of the faculty are required for the bachelor of music degree.

A successful jury examination in performance must be completed at the conclusion of each semester of Music 79 (Performance). Students taking Music 79.3 will present to the faculty a longer performance jury, at which time their overall progress in the program will be evaluated, and permission to continue in the program granted or denied. Music majors aiming toward professional careers as performers are strongly urged to take additional ensembles each semester, including at least two terms of Music 74.1, 74.2, 74.3, 74.5, or 78

(i.e., Contemporary Music Ensemble, Brass Ensemble, Woodwind Chamber Music, Small Jazz Ensemble, or Jazz Ensemble).

All music courses offered to satisfy the requirements for a major in music must be completed with a grade of C or higher.

### **Performance faculty**

#### *Brass*

E. Allen, Bonvissuto, Braverman, Hedwig, Oldham, Powell, Rojas.

#### *Brooklyn College Chorus*

Babcock.

#### *Chamber Chorus*

Babcock.

#### *Conducting*

Babcock, Barrett, Hedwig, León, Rothman.

#### *Contemporary Music Ensemble*

León.

#### *Guitar*

Frandsen.

#### *Harp*

Cutler.

#### *Opera Theater*

Barrett.

#### *Orchestra*

León, Rothman.

#### *Percussion Ensemble*

Cassara, Willson.

#### *Piano/Organ/Accompaniment*

Biegel, Diez, Eguchi, Kaminski, Lewis, Parodi, Rogers.

#### *Piano Technician*

Wood.

#### *Strings*

Chai, Gallagher, Hirsh, Ivanov, Kang, Kawasaki, Kopec, Morris, Panteleyev, Reichert, Tanaka, Zlotkin.

#### *Timpani and percussion*

Cassara.

#### *Voice*

Babcock, Barrett, Birnbaum, Bonazzi, Cultice, Dunn, Forderhase, Harte, Makarina, McCaffrey, Schnaible, Woodruff.

#### *Wood Ensemble*

Corn.

#### *Woodwinds*

Begelman, Botti, Christiansen, P. Cohen, Coleman, Ellis, Goldberg, Gould, Hindell, Jones, Lucarelli, Spellman, Taylor, Washington, Weber.

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### **Bachelor of music degree program in composition** **HEGIS code 1004.10; SED program code 02019**

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Music is a writing-intensive major.

**Program requirements** (67 credits plus foreign language study or proficiency)

All of the following: Music 6.1, 7.1, 11.1.

Music 6.2, 7.2, 11.2.

Music 6.3, 7.3, 11.3.

Music 6.4, 7.4, 11.4.

Music 25.1, 25.2, 25.3, 25.4, 25.5, 25.6.

Music 36; and 43 or 43.1 or 44; and 45 or 46 or 47; and 79.1, 79.2.

Two credits in ensemble performance from Music 70 through 78 as assigned by the Conservatory of Music.

In addition to the courses listed above, a faculty approved portfolio and approval of the Conservatory faculty are required for the bachelor of music degree. The portfolio will consist of representative works from required (Music 25.1 through Music 25.6), elective, and honors composition courses.

Students must submit a portfolio of work for review by a composition jury at the end of each semester of Music 25 (Composition). A special jury for students in Music 25.2 includes evaluation of overall progress in the program, on the basis of which permission to continue in the composition program is granted or denied.

All music courses offered to satisfy the requirements for a major in music must be completed with a grade of C or higher.

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### **Program prerequisite**

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Students who do not demonstrate the performing proficiency required for admission to Music 79.1 must prepare to demonstrate proficiency in an audition not later than the beginning of their junior year.

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### **Program recommendations**

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Music majors should complete Music 6.1 and 7.1 in the lower-freshman term.

Students planning to obtain New York State music teacher certification (all grades) should consult a Conservatory of Music counselor in their first term.

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### **B.Mus. degree program in adolescence education: music teacher (all grades)**

#### **HEGIS code 0832; SED program code 26815**

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Music is a writing-intensive major.

#### **Program requirements** (85 credits)

Students must complete the Conservatory of Music and School of Education requirements in sections I, II, and III below for the B.Mus. degree program in music education.

#### **I. Music core** (53 credits)

Music 6.1, 6.2, 6.3, and 6.4. (8 credits)

Music 7.1, 7.2, 7.3, and 7.4. (12 credits)

Music 43, 43.1, or 44, or a course in American or non-western cultures approved by the director of the Conservatory of Music. (3 credits)

Music 11.1, 11.2, 11.3, and 11.4. (12 credits)

Music 70–78. (6 credits chosen from these courses)

Music 79.12, 79.22, 79.32, 79.42, 79.52, and 79.62.

(12 credits)

**II. Music education courses** (24 credits)

Music 35 or 35.2. (3 credits)

Music 51. (0 credits)

Music 52. (1 credit)

Music 58.1, 58.2, and 58.3. (9 credits)

Music 59. (2 credits)

Music 60-66.1. (4 credits chosen from these courses)

Music 69.3 (1 credit)

**III. Education courses** (12 credits)

Students must complete the following pedagogical courses, which are described in the "Education" section of this *Bulletin*: Education 16, 34, and 65. (12 credits)

Students should also consult the "Education" section for specific grade requirements for the degree program in music education.

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**Music concentration for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6)**


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The requirements for the teacher education programs indicated above are described in the "Education" section in this *Bulletin*. Students who major in either of these programs and who elect a concentration in music must complete 30 credits in the Conservatory of Music with a grade of C or higher in each course.

**Concentration requirements:**

One course chosen from Music 1.4, 1.5, 7.1. Four courses chosen from Music 70 through 78. Two credits chosen from Music 6.1, 60, 66.1, 69.1, 69.2, 69.3. Five courses chosen from Music 3, 10.1, 11.1, 20.3, 20.4, 44, 50. Music 58.1 and 58.3. A placement examination is required for certain theory, performance, and history/repertoire courses.

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**Recommendations for prospective graduate students**


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Prospective graduate students in music should fulfill the foreign language requirement in French, German, or Italian.

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**Division of Graduate Studies**


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The Conservatory of Music offers the following graduate programs: master of arts degree program in music; master of arts degree program in performance practice; master of arts degree program for music teacher (all grades); master of music degree program in performance; master of music degree program in composition. Some courses may be creditable toward the CUNY doctoral degree. For information, students should consult the conservatory's assistant director for graduate studies. A *Graduate Bulletin* may be obtained in the Office of Admissions.

**Courses**

\*Courses marked with an asterisk (\*) are not counted toward the requirement of no fewer than 18 credits in advanced courses for majors in the conservatory.

§Independent work means not less than three additional hours each week of conference, research, independent

reading, and writing as assigned by the instructor. The student's grade is determined in part by the successful completion of this independent work.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

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**No reading knowledge of music is required for the following courses.**


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**\*1.4 Fundamentals of Music**

3 hours; 3 credits

Introduction to music beginning with notation, reading in treble and bass clefs, scale constructions, intervals, simple chord progressions, basic cadences, elementary ear training, and use of a musical score in following performances and recordings.

**\*3 Music in New York City**

2 hours lecture and 3 field hours per week; 3 credits

Exploration of music performance in the music institutions and diverse cultural resources of New York City. Students will attend musical performances and carry out field documentation of a local music culture or institution. This course is the same as American Studies 51.

*Prerequisite:* Core Studies 2.2 or permission of the director.

**\*10.1 African American Music**

3 hours; 3 credits

African American music from its African roots to the present. Synthesis of tradition and distinct African elements in American musical culture. This course is the same as Africana Studies 24.3.

**\*20.3 Opera**

3 hours; 3 credits

A study of opera through live performance, videotape, and film. Required listening and reading, and attendance at opera performances.

*Prerequisite:* Core Studies 2.2 or Music 11.1.

**\*20.4 History of Jazz**

3 hours; 3 credits

Origin, early development, and history of jazz to the present. Required reading and listening. This course is the same as Africana Studies 24.35.

*Prerequisite:* Core Studies 2.2 or permission of the director.

**\*50 Music of the United States**

3 hours; 3 credits

Music in the United States from a historical perspective, including folk, popular, jazz, and concert hall traditions. Interaction of European, African, and various ethnic styles in America. Relationship of music to select movements in American theater, dance, and art. This course is the same as American Studies 50.

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**Reading knowledge of music is the minimum prerequisite of the following courses. Additional prerequisites are in the course descriptions.**

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### **6.1 Introductory Studies in Musicianship: Ear Training**

2 hours recitation, 2 hours laboratory; 2 credits

Intensive training in sight-reading and dictation. Study in bass and treble clefs of diatonic melodies, rhythms through quadruple subdivisions of the beat with syncopation, chords (functions and types), and intervals.

*Prerequisite:* placement examination.

*Corequisite:* Music 7.1; and Music 69.1 or the minimum piano requirement for music majors.

### **6.2 Eighteenth-Century Studies: Ear Training**

2 hours recitation, 2 hours laboratory; 2 credits

Continuation of Music 6.1. Musical language and repertory of the pre-Classical and Classical eras. Two-part and harmonic dictation. The C-clef.

*Prerequisite:* Music 6.1 and 7.1.

*Corequisite:* Music 7.2; and Music 69.2 or the minimum piano requirement for music majors.

### **6.3 Nineteenth-Century Studies: Ear Training**

2 hours recitation, 2 hours laboratory; 2 credits

Continuation of Music 6.2. Musical language and repertory of the Romantic era.

*Prerequisite:* Music 6.2 and 7.2; and Music 69.2 or the minimum piano requirement for music majors.

*Corequisite:* Music 7.3.

### **6.4 Twentieth-Century Studies: Ear Training**

2 hours recitation, 2 hours laboratory; 2 credits

Continuation of Music 6.3. Musical language and repertory of the modern era.

*Prerequisite:* Music 6.3 and 7.3.

*Corequisite:* Music 7.4.

### **7.1 Introductory Studies in Musicianship: Theory of Music**

3 hours; 3 credits

Introduction to melodic structure, rhythmic and metric organization, harmony, and voice-leading. Development of basic writing skills.

*Prerequisite:* placement examination.

*Corequisite:* Music 6.1; and Music 69.1 or the minimum piano requirement for music majors.

### **7.2 Eighteenth-Century Studies: Theory of Music**

3 hours; 3 credits

Continuation of Music 7.1. Harmonic and contrapuntal vocabulary and techniques of the pre-Classical and Classical eras. Application to writing after appropriate models.

*Prerequisite:* Music 6.1 and 7.1.

*Corequisite:* Music 6.2; and Music 69.2 or the minimum piano requirement for music majors.

### **7.3 Nineteenth-Century Studies: Theory of Music**

3 hours; 3 credits

Continuation of Music 7.2. Harmonic and contrapuntal vocabulary and techniques of the Romantic era. Application to writing after appropriate models.

*Prerequisite:* Music 6.2 and 7.2; and Music 69.2 or the minimum piano requirement for music majors.

*Corequisite:* Music 6.3.

### **7.4 Twentieth-Century Studies: Theory of Music**

3 hours; 3 credits

Continuation of Music 7.3. Harmonic and contrapuntal vocabulary and techniques of the modern era. Application to writing after appropriate models.

*Prerequisite:* Music 6.3 and 7.3.

*Corequisite:* Music 6.4.

### **11.1 Music History and Score Analysis I: Introductory Studies**

3 hours; 3 credits

Techniques of score analysis as a tool for the perception of musical styles and forms in Western art music. Aural approach to selected non-Western traditions. Introduction to a basic music repertoire; historical eras; sources and techniques for writing about music.

*Prerequisite:* Music 6.1 and 7.1 and English 1, and two core studies courses (Core Studies 2.1 and 4 are recommended); or permission of the director.

### **11.1W Music History and Score Analysis I: Introductory Studies**

4 hours; 3 credits

Techniques of score analysis as a tool for the perception of musical styles and forms in Western art music. Aural approach to selected non-Western traditions. Introduction to a basic music repertoire; historical eras; sources and techniques for writing about music. Writing-intensive section.

*Prerequisite:* Music 6.1 and 7.1 and English 2, and two core studies courses (Core Studies 2.1 and 4 are recommended); or permission of the director.

### **11.2 Music History and Score Analysis II: Middle Ages through Late Baroque**

3 hours; 3 credits

Western music from the Middle Ages through the mid-eighteenth century. Major genres, forms, styles, composers, cultural features. Score analysis.

*Prerequisite:* Music 6.1, 7.1, and 11.1; or permission of the director.

### **11.3 Music History and Score Analysis III: Pre-Classical through Romanticism**

3 hours; 3 credits

Western music from the mid-eighteenth through mid-nineteenth centuries. Major genres, forms, styles, composers, cultural features. Score analysis.

*Prerequisite:* Music 11.2 or permission of the director.

### **11.4 Music History and Score Analysis IV: Twentieth-Century to the Present**

3 hours; 3 credits

Western music from 1900 to the present. Major genres, forms, styles, composers, cultural features. Score analysis.

*Prerequisite:* Music 11.3 or permission of the director.

### **25.1 Composition I**

2 hours lecture, 1 hour recitation, at least 6 hours independent work; 3 credits

Original writing in various forms and media. (Not open to students who are enrolled in or have completed Music 86.1.)

*Prerequisite:* Music 69.2 or the minimum piano requirement for music majors; and permission of the director.

### **25.2 Composition II**

2 hours lecture, 1 hour recitation, at least 6 hours independent work; 3 credits

Continuation of Music 25.1.

*Prerequisite:* Music 25.1 and permission of the director.

### **25.3 Composition III**

2 hours lecture, 1 hour recitation, at least 6 hours independent work; 3 credits

Continuation of Music 25.2.

*Prerequisite:* Music 25.2 and permission of the director.

### **25.4 Composition IV**

2 hours lecture, 1 hour recitation, at least 6 hours independent work; 3 credits

Continuation of Music 25.3.

*Prerequisite:* Music 25.3 and permission of the director.

### **25.5 Composition V**

2 hours lecture, 1 hour recitation, at least 6 hours independent work; 3 credits

Continuation of Music 25.4.

*Prerequisite:* Music 25.4 and permission of the director.

### **25.6 Composition VI**

2 hours lecture, 1 hour recitation, at least 6 hours independent work; 3 credits

Continuation of Music 25.5.

*Prerequisite:* Music 25.5 and permission of the director.

### **26.1 Introduction to Electro-Acoustic Music**

3 hours; 3 credits

Introduction to the tools of electro-acoustic music, including basic studio techniques, computer music, MIDI, and live electronic performance. Practical experience in composing in this medium and exposure to important works in this repertoire. (Not open to students who have completed Music 26.)

*Prerequisite:* permission of the director.

### **26.2 Electro-Acoustic Music**

3 hours; 3 credits

In-depth investigation of electronic music making, with special attention to tape composition, digital sound synthesis, MIDI software applications, live sound processing, and related performance techniques. Advanced practical experience and opportunities to compose in this medium.

*Prerequisite:* Music 26 or 26.1 or permission of the director.

### **31.5 Orchestration**

3 hours; 3 credits

Scoring for strings, winds, full orchestra, and concert band.

*Prerequisite:* Music 6.3 and 7.3; and either 8.3 and 9.3, or 11.3.

### **32.2 Techniques for Recording Music**

3 hours; 3 credits

Special problems and techniques of audio recording as they relate to the professional musician. Audio engineering with analog and digital systems. (Not open to students who completed Music 49.1 in spring, 1991, or summer, 1993.)

*Prerequisite:* permission of the director.

### **35 Conducting I**

3 hours; 3 credits

Principles of conducting based on analysis of representative orchestral and choral compositions. Instruction and training in baton technique and rehearsal techniques. Students attend rehearsals of the conservatory's performing organizations.

*Prerequisite:* Music 6.3 and 7.3; and either 8.3 and 9.3, or 11.3.

### **35.2 Conducting and Rehearsal Techniques**

3 hours; 3 credits

Intensive practical instruction in conducting, rehearsal techniques, and materials applicable to vocal and instrumental performance ensembles in the public schools. Emphasis on conducting, score study, rehearsal planning, organization and pacing, error detection and correction, student motivation, repertoire and concert programming, music performance curriculum, large and small choral and instrumental ensembles. Field observations and fieldwork in the public schools.

*Prerequisite:* Music 6.3, 7.3, and 11.2; 61.1 or 62.1; and 63, 64, and 65; or permission of the director.

*Corequisite:* Music 51.

**36 Advanced Ear Training**

3 hours; 3 credits

Development of advanced skills in sight-reading and dictation.

*Prerequisite:* Music 6.4, 7.4 and 11.4.**43 American Music**

3 hours; 3 credits

Exploration of distinctive American repertoires from a cultural perspective. Concert music, African-American traditions, experimental innovations, the role of women. Relationships to the European past, composers, and audiences; the impact of technology, the effects of pluralism.

*Prerequisite:* Music 6.4, 7.4, and 11.4; or permission of the director.**43.1 The Jazz Tradition**

3 hours; 3 credits

Jazz history from its origins to the present. Analysis of recordings, arrangements, and transcriptions. Cultural, economic, and sociological issues that have influenced the development of jazz. Connections between jazz and the aesthetic and philosophical principles of African American artistic expression.

*Prerequisite:* Music 6.4, 7.4, and 11.4; or permission of the director.**44 Music of the World's People**

3 hours; 3 credits

Cross-cultural studies of world music repertoires. Development of new perspectives on music and its role in diverse societies. Emphasis on the ways in which musicians acquire and exercise their art and on the uses and meanings of music.

*Prerequisite:* Music 6.4, 7.4, 11.4, and Core Studies 9; or permission of the director.**45 Linear Analysis of Tonal Music**

3 hours; 3 credits

Study of voice-leading and harmony in selected works from the eighteenth and nineteenth centuries. Concept of structural levels; techniques of prolongation and embellishment; sources of continuity and coherence.

*Prerequisite:* Music 6.4, 7.3, and 11.3; or permission of the director.**46 Analysis of Twentieth-Century Music**

3 hours; 3 credits

Analytic approaches to the study of twentieth-century music. The emphasis is on methods and projects that enhance hearing. Expanded tonality, circular progressions, symmetry, motives and sets, concepts of orders: rhythm, timbre, texture, form.

*Prerequisite:* Music 6.4, 7.4, and 11.4; or permission of the director.**47 Advanced Musicianship: Jazz**

3 hours; 3 credits

Work in advanced ear-training, harmonic function, chordal progression, blues patterns, and vocabulary of jazz; aural recreations and written transcriptions of improvisations; principles of major/minor; modal, pentatonic, altered, and whole-tone scale constructions; exploration of the relationship between improvisation and harmonic context.

*Prerequisite:* Music 6.4 and 7.4, or permission of the director.**49.1 Special Topics**

1 hour; 1 credit

Special topic, problem, figure, style, form, or genre not otherwise covered in the regular courses of the curriculum. Topics vary and reflect the special interests of students and faculty. May be taken more than once for credit, but topics may not be repeated.

*Prerequisite:* permission of the director.**49.2 Special Topics**

2 hours; 2 credits

Special topic, problem, figure, style, form, or genre not otherwise covered in the regular courses of the curriculum. Topics vary and reflect the special interests of students and faculty. May be taken more than once for credit, but topics may not be repeated.

*Prerequisite:* permission of the director.**49.3 Special Topics**

3 hours; 3 credits

Special topic, problem, figure, style, form, or genre not otherwise covered in the regular courses of the curriculum. Topics vary and reflect the special interests of students and faculty. May be taken more than once for credit, but topics may not be repeated.

*Prerequisite:* permission of the director.

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**Performance courses**

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**67.1 Piano Repertory Class**

2 hours; 0 credits

Study of solo piano repertoire from the 1600s to the present through critique of student performance. Piano history, literature, performance practice, and performance. Practical application in solo performance settings as assigned. May be taken more than once.

*Prerequisite:* permission to take Music 79.1–79.6, or 79.12–79.62, or 84.1, or 84.2 or permission of the director.  
*Corequisite:* Music 79.1–79.6, or 79.12–79.62, or 84.1, or 84.2, as applicable.**67.2 String Repertory Class**

2 hours; 0 credits

Performance by string majors of solo and chamber music repertory in a master-class setting. Guided discussion of

important issues and areas of technique and interpretation to enhance performance, increase self-confidence, and eliminate performance anxiety. Constructive observations and suggestions from class members, string faculty, and invited guests. Required of all string majors.

*Prerequisite:* permission of the director.

*Corequisite:* a course in the Music 79 or Music 84 sequence.

### **68.1 Accompanying at the Keyboard I**

2 hours recitation, minimum 2 hours practicum; 3 credits

Skills for instrumental and vocal accompanying at the keyboard. Repertory includes instrumental sonatas, vocal songs, and orchestra reductions of string, wind, operatic, and choral literature. Sight-reading and transposition. Practical application in performing situations, as assigned. (Not open to students who completed Music 49.3 in fall 2000.)

*Prerequisite:* Music 79.1 (in piano, organ, or harpsichord) and permission of the director.

### **68.2 Accompanying at the Keyboard II**

2 hours recitation, minimum 2 hours practicum; 3 credits

Continuation of 68.1. (Not open to students who completed Music 49.3 in fall 2000.)

*Prerequisite:* Music 68.1 and 79.2 (in piano, organ, or harpsichord) and permission of the director.

### **69.1 Keyboard Workshop I**

1 hour recitation, a minimum of 5 hours independent practice; 1 credit

Reading bass and treble clefs. Major and minor scales, simple chord progressions and their application, block chord pieces, simple dances. Sight-reading and prepared pieces. (Not open to students who satisfy the minimum piano requirement for music majors.)

*Prerequisite:* placement examination.

### **69.2 Keyboard Workshop II**

1 hour recitation, a minimum of 5 hours independent practice; 1 credit

Continuation of Music 69.1. Harmonic sequences. Sight-reading a simple block-chord piece. Playing a prepared piece at the level of Bach's Notebook for Anna Magdalena Bach or Bartok's *Mikrokosmos*, Book 2.

*Prerequisite:* Music 69.1.

**Music 70 through 78 may be taken for credit each term the student is enrolled.**

### **70 Opera Workshop**

3 hours; 1 credit

Study and performance of scenes from operas. Fundamentals of operatic techniques, coordination of singing and stage movement.

*Prerequisite:* audition.

### **71 Chorus**

3 hours; 1 credit

Study and performance of standard choral literature for mixed voices.

*Prerequisite:* audition.

### **71.1 Chamber Chorus**

3 hours; 1 credit

Study and performance of chamber chorus literature for mixed voices.

*Prerequisite:* audition.

### **72 Percussion Ensemble**

3 hours; 1 credit

Study and performance of music for percussion.

*Prerequisite:* audition.

### **73 Collegium Musicum**

3 hours; 1 credit

Singing and playing of old and new compositions scored for small groups.

*Prerequisite:* audition.

### **74 Chamber Music**

3 hours; 1 credit

Playing of trios, quartets, and various ensembles of stringed and wind instruments with and without pianoforte.

*Prerequisite:* At least two terms (in any combination) of Music 74.1, 74.2, 74.3, 74.5, or 78; and permission of the director.

### **74.1 Contemporary Music Ensemble**

3 hours; 1 credit

Study and performance of contemporary music.

*Prerequisite:* audition.

**74.2 Brass Ensemble**

3 hours; 1 credit

Experience for both small and large chamber groups in the study and performance of traditional and contemporary music for brass instruments. Emphasis on developing basic musicianship through systematic work on intonation, phrasing, balance, and interpretation. Study of brass instrument history, technique, repertoire, and pedagogy.

*Prerequisite:* audition.

**74.3 Woodwind Chamber Music**

3 hours; 1 credit

Study and performance of music for woodwind chamber ensembles.

*Prerequisite:* audition.

**75 Orchestra**

3 hours; 1 credit

Study and performance of literature for orchestra.

*Prerequisite:* audition.

**75.1 String Orchestra**

3 hours; 1 credit

Study and performance of literature for string orchestra.

*Prerequisite:* audition.

**76 Wind Ensemble**

3 hours; 1 credit

Study and performance of literature for band.

*Prerequisite:* audition.

**77 Ensemble in Non-Western Music**

3 hours; 1 credit

Performance of non-Western music scored for small groups.

**78 Jazz Big Band**

3 hours; 1 credit

Study and performance of old and new jazz literature.

*Prerequisite:* audition.

**78.1 Small Ensemble Jazz**

3 hours; 1 credit

Study and performance of music for small jazz combo, including practical experience with jazz improvisation techniques and styles.

*Prerequisite:* audition.

**79.1 Performance I**

2 hours lecture, 1 hour recitation, at least 8 hours independent work§; 3 credits

Intermediate and advanced performance in voice or on an instrument. One weekly repertoire class and one hour individual instruction.

*Prerequisite* or *corequisite:* all of the following: candidacy for the B.A. or B.Mus. degree in music, Music 6.1, 7.1, Music 69.1 or the minimum piano requirement for music majors, permission of the director.

*Corequisite:* an ensemble course (Music 70 through 78) as assigned through audition and permission of the director.

**79.2 Performance II**

2 hours lecture, 1 hour recitation, at least 8 hours independent work§; 3 credits

Continuation of Music 79.1. Students must continue in voice or on the instrument studied in Music 79.1.

*Prerequisite* or *corequisite:* all of the following: candidacy for the B.A. or B.Mus. degree in music, Music 6.2, 7.2, and 11.2; Music 69.2 or the minimum piano requirement for music majors; permission of the director.

*Corequisite:* an ensemble course (Music 70 through 78) as assigned through audition and permission of the director.

**79.3 Performance III**

2 hours lecture, 1 hour recitation, at least 8 hours independent work§; 3 credits

Continuation of Music 79.2. Students must continue in voice or on the instrument studied in Music 79.2.

*Prerequisite* or *corequisite:* all of the following: candidacy for the B.A. or B.Mus. degree in music, Music 6.3, 7.3, and 11.1; permission of the director.

*Corequisite:* an ensemble course (Music 70 through 78) as assigned through audition and permission of the director.

**79.4 Performance IV**

2 hours lecture, 1 hour recitation, at least 8 hours independent work§; 3 credits

Continuation of Music 79.3. Students must continue in voice or on the instrument studied in Music 79.3.

*Prerequisite* or *corequisite:* all of the following: candidacy for the B.A. or B.Mus. degree in music, Music 6.4, 7.4, and 11.2; permission of the director.

*Corequisite:* an ensemble course (Music 70 through 78) as assigned through audition and permission of the director.

**79.5 Performance V**

2 hours lecture, 1 hour recitation, at least 8 hours independent work§; 3 credits

Continuation of Music 79.4. Students must continue in voice or on the instrument studied in Music 79.4.

*Prerequisite:* candidacy for the B.A. or B.Mus. degree in music, Music 11.3 and Music 79.4 and permission of the director.

*Corequisite:* an ensemble course (Music 70 through 78) as assigned through audition and permission of the director.

**79.6 Performance VI**

2 hours lecture, 1 hour recitation, at least 8 hours independent work; 3 credits

Continuation of Music 79.5. Students must continue in voice or on the instrument studied in Music 79.5.

*Prerequisite:* candidacy for the B.A. or B.Mus. degree in music, Music 11.4 and Music 79.5 and permission of the director.

*Corequisite:* an ensemble course (Music 70 through 78) as assigned through audition and permission of the director.

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**Music education**

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**51 Music Education Colloquium**

1 hour; 0 credit

A colloquium for music education majors. Guest speakers, student and faculty presentations, discussions of current topics in music education. Required of music education majors for four semesters. Field observations and teaching in the public schools. Non-graded course.

**52 Introduction to Music Education**

2 hours; 1 credit

Overview of the music education profession: philosophy, history, pedagogical approaches, standards and practices of the profession, current issues, and practical applications. Field observations in the public schools.

*Corequisite:* Music 51.

**57 Teaching Music Concepts**

1 hour; 1 credit

Overview of approaches to teaching music elements and aspects common to all instrumental instruction (tone quality, pitch, rhythm, etc.) emphasizing musicianship. Course is paired with an instrumental workshop in the Music 61–66 series that entails field observations and fieldwork in the public schools.

*Prerequisite:* Music 6.1 and 7.1; or permission of the director.

*Corequisite:* Music 51; and 61.1, 62.1, 63, 64, 65, or 66.1.

**58.1 Music in the Elementary Schools**

3 hours, including fieldwork; 3 credits

Techniques, methods, and materials used in teaching music in the elementary schools including instruction for prekindergarten children. Development and application of music, teaching, and observation skills; assessment and organization in the context of the overall elementary school music program; child development. Includes observation and supervised teaching in public schools.

*Prerequisite:* Music 6.2, 7.2, and 52.

*Corequisite:* Music 51.

**58.2 Music in the Secondary Schools**

3 hours, including fieldwork; 3 credits

Techniques, methods, and materials used in teaching music in the secondary schools, including choral and instrumental ensembles and general music courses. Recruitment, curriculum, materials analysis, assessment, adolescent development, technology, special learners, and current issues. Includes observation and supervised teaching in public schools.

*Prerequisite:* Music 6.2, 7.2, and 52, or permission of the director.

*Corequisite:* Music 51.

**58.3 Music in Special Education**

3 hours, including fieldwork; 3 credits

Techniques, methods, and materials used in teaching music to special learners of different ages and developmental levels, especially in an inclusive classroom setting. Current issues. Field observation.

**59 The School Music Program: Choral, instrumental, and General**

2 hours, including fieldwork; 2 credits

Organization and structure of overall musical program (pre K–12), including curriculum, technology, inclusion, legal and governmental aspects, relationships with parents, administrators, teachers, structure of the New York City and state educational systems, budgets, funding, evaluation, assessment, etc.

*Prerequisite:* Music 58.1 or 58.2; or permission of the director.

*Corequisite:* Music 51.

**60 Voice Production**

2 hours; 1 credit

Principles of singing, breath support, tone placement, phrasing, enunciation, diction. Practice in singing simple songs. Individual and group instruction.

*Prerequisite:* Music 6.2 and 7.2 and 11.2 or permission of the director.

**61.1 String Class: Violin and Viola**

3 hours; 1 credit

Tuning, bowing, and positions for violin and viola. Practice in reading simple compositions. For beginners. No previous knowledge of a stringed instrument required.

*Prerequisite:* ability to read music and permission of the director.

**62.1 String Class: Violoncello and Bass Viol**

3 hours; 1 credit

Tuning, bowing, and positions for bass viol and violoncello. Practice in reading simple compositions. For beginners. No previous knowledge of a stringed instrument is required.

*Prerequisite:* ability to read music and permission of the director.

**63 Woodwind Class**

3 hours; 1 credit

Mechanism, embouchure, and tone production of the flute, oboe, clarinet, bassoon. Practice in reading simple compositions. For beginners. No previous knowledge of a woodwind instrument is required.

*Prerequisite:* ability to read music and permission of the director.

**64 Brass Class**

3 hours; 1 credit

Fingering, embouchure, and tone production of the trumpet, French horn, trombone, tuba. Practice in reading simple compositions. For beginners. No previous knowledge of a brass instrument is required.

*Prerequisite:* ability to read music and permission of the director.

**65 Percussion Class**

3 hours; 1 credit

Principles of percussion technique. Practice in reading simple compositions. For beginners. No previous knowledge of a percussion instrument is required.

*Prerequisite:* ability to read music and permission of the director.

**66.1 Fretted Instrument Workshop**

3 hours; 1 credit

Tuning, sound production, and positions for fretted instruments (guitars and lutes). Practice in reading simple compositions. Primarily for use in public school teaching. No previous knowledge of a fretted instrument is required.

*Prerequisite:* ability to read music and permission of the director.

**69.3 Functional Keyboard Skills**

2 hours recitation, a minimum of 5 hours independent practice; 1 credit

Functional keyboard skills applicable to music education settings in public schools. Includes accompanying, harmonizing, improvising, aural keyboard skills, and keyboard performance in different music styles and genres.

*Prerequisite:* Familiarity with electronic keyboards and MIDI applications, Music 69.1 and 69.2, or permission of the director.

*Corequisite:* Music 51.

**79.12 Performance I, Music Education Majors**

2 hours lecture, 1 hour recitation, at least 6 hours independent work§; 2 credits

Intermediate and advanced performance in voice or on an instrument. One weekly repertoire class and one hour individual instruction.

*Prerequisite* or *corequisite:* all of the following: candidacy for the B.Mus. in Music Education degree; Music 6.1 and 7.1; Music 69.1 or the minimum piano requirement for music majors; and permission of the director.

*Corequisite:* an ensemble course chosen from Music 70 through 78, as assigned through audition, and permission of the director.

**79.22 Performance II, Music Education Majors**

2 hours lecture, 1 hour recitation, at least 6 hours independent work§; 2 credits

Continuation of Music 79.12. Students must continue in voice or on the instrument studied in Music 79.12.

*Prerequisite* or *corequisite:* all of the following: candidacy for the B.Mus. in Music Education degree; Music 6.2 and 7.2; Music 69.2 or the minimum piano requirement for music majors; and permission of the director.

*Corequisite:* an ensemble course chosen from Music 70 through 78, as assigned through audition, and permission of the director.

**79.32 Performance III, Music Education Majors**

2 hours lecture, 1 hour recitation, at least 6 hours independent work§; 2 credits

Continuation of Music 79.22. Students must continue in voice or on the instrument studied in Music 79.22.

*Prerequisite* or *corequisite:* all of the following: candidacy for the B.Mus. in Music Education degree; Music 6.3, 7.3, and 11.1; Music 69.3 or the minimum piano requirement for music majors; and permission of the director.

*Corequisite:* an ensemble course chosen from Music 70 through 78, as assigned through audition, and permission of the director.

**79.42 Performance IV, Music Education Majors**

2 hours lecture, 1 hour recitation, at least 6 hours independent work§; 2 credits

Continuation of Music 79.32. Students must continue in voice or on the instrument studied in Music 79.32.

*Prerequisite* or *corequisite:* all of the following: candidacy for the B.Mus. in Music Education degree; Music 6.4, 7.4, and 11.2; and permission of the director.

*Corequisite:* an ensemble course chosen from Music 70 through 78, as assigned through audition, and permission of the director.

**79.52 Performance V, Music Education Majors**

2 hours lecture, 1 hour recitation, at least 6 hours independent work§; 2 credits

Continuation of Music 79.42. Students must continue in voice or on the instrument studied in Music 79.42.

*Prerequisite or corequisite:* all of the following: adequate progress in completing the B.Mus. in Music Education degree and successful completion of the qualifying sophomore jury; Music 11.3; and permission of the director.

*Corequisite:* an ensemble course chosen from Music 70 through 78, as assigned through audition, and permission of the director.

**79.62 Performance VI, Music Education Majors**

2 hours lecture, 1 hour recitation, at least 6 hours independent work§; 2 credits

Continuation of Music 79.52. Students must continue in voice or on the instrument studied in Music 79.52.

*Prerequisite or corequisite:* all of the following: candidacy for the B.Mus. in Music Education degree; Music 11.4; and permission of the director.

*Corequisite:* an ensemble course chosen from Music 70 through 78, as assigned through audition, and permission of the director.

**85.1, 85.2 Independent Research in Music Education I, II**

See "Honors courses" below.

**Honors courses**

Students with superior records and the recommendation of a Conservatory of Music faculty member may apply to the director to register for the courses described below. Students may not register for more than six credits in honors courses in the program in one term.

**83.1, 83.2 Independent Research in Music History I, II**

Minimum of 9 hours conference and independent work§; 3 credits

Independent research in music history supervised by a faculty member. Thesis or report.

*Prerequisite:* completion of an approved program of advanced music courses and permission of the director.

**84.1 Advanced Performance I**

Minimum of 10 hours conference and independent work§; 3 credits

Preparation and presentation of a public performance. Students must continue in voice or on the instrument studied in Music 79.6.

*Prerequisite:* Music 79.6 and permission of the director.

*Corequisite:* an ensemble course (Music 70 through 78) as assigned through audition and permission of the director.

**84.2 Advanced Performance II**

Minimum of 10 hours conference and independent work§; 3 credits

Continuation of Music 84.1. Students must continue in voice or on the instrument studied in Music 84.1.

*Prerequisite:* Music 84.1 and permission of the director.

*Corequisite:* an ensemble course (Music 70 through 78) as assigned through audition and permission of the director.

**85.1, 85.2 Independent Research in Music Education I, II**

Minimum of 9 hours conference and independent work§; 3 credits

Independent project or research in music education supervised by a faculty member. Thesis, report, or project.

*Prerequisite:* Completion of an approved program of advanced music courses and permission of the director.

**86.1 Advanced Composition I**

Minimum of 9 hours conference and independent work§; 3 credits

Individual work in advanced music composition in extended form. Required composition of an original work.

*Prerequisite:* Completion of an approved program of advanced music courses and permission of the director.

**86.2 Advanced Composition II**

Minimum of 9 hours conference and independent work§; 3 credits

Continuation of Music 86.1.

*Prerequisite:* Music 86.1 and permission of the director.

**86.5 Advanced Conducting I**

Minimum of 9 hours independent work§, class meetings, and conference; 3 credits

*Prerequisite or corequisite:* all of the following: candidacy for the B.A. or B.Mus. degree in music, Music 6.3, 7.3, and either 8.3 and 9.3, or 11.1; permission of the director.

*Corequisite:* an ensemble course (Music 70 through 78) as assigned through audition and permission of the director.

**86.6 Advanced Conducting II**

Minimum of 9 hours independent work§, class meetings, and conference; 3 credits

Continuation of Music 86.5.

*Prerequisite:* Music 86.5 and permission of the director.

**87.1 Independent Research in Non-Western Music I**

Minimum of 9 hours conference and independent work§; 3 credits

Independent research in non-Western music supervised by a faculty member. Weekly conference. Thesis or report.

*Prerequisite:* completion of an approved program of advanced music courses, including Music 77, and permission of the director.

**88.1 Music Internship**

3 hours; 1 credit

Supervised on- or off-campus work at least one day per week in an office or classroom of a business, educational facility, or other agency providing professional experience in music, music performance, or music research. Submission of a critical report on the experience. This course may be taken for credit twice, but students may not offer more than six credits from Music 88.1, 88.2, and 88.3 toward a degree.

*Prerequisite:* Music 6.3, 7.3, 11.3; junior or senior standing; permission of the director. Permission requires the submission of letters from two faculty members attesting to the student's capacity to complete successfully the proposed internship project.

**88.2 Music Internship**

6 hours; 2 credits

Supervised on- or off-campus work at least one day per week in an office or classroom of a business, educational facility, or other agency providing professional experience in music, music performance, or music research. Submission of a critical report on the experience. This course may be taken for credit twice, but students may not offer more than six credits from Music 88.1, 88.2, and 88.3 toward a degree.

*Prerequisite:* Music 6.3, 7.3, 11.3; junior or senior standing; permission of the director. Permission requires the submission of letters from two faculty members attesting to the student's capacity to complete successfully the proposed internship project.

**88.3 Music Internship**

9 hours; 3 credits

Supervised on- or off-campus work at least one day per week in an office or classroom of a business, educational facility, or other agency providing professional experience in music, music performance, or music research. Submission of a critical report on the experience. This course may be taken for credit twice, but students may not offer more than six credits from Music 88.1, 88.2, and 88.3 toward a degree.

*Prerequisite:* Music 6.3, 7.3, 11.3; junior or senior standing; permission of the director. Permission requires the submission of letters from two faculty members attesting to the student's capacity to complete successfully the proposed internship project.

**Seminars****90 Seminar in Advanced Analysis**

Minimum of 9 hours independent work§, seminar meetings, and conference; 3 credits

Investigation of selected works from varied analytic standpoints. Independent research in special areas. Assigned projects. Students may take this course for credit twice but may not repeat topics.

*Prerequisite:* Music 6.4 and 7.4 and either 11.4; or 44 or 45.

**91 Seminar in Music History**

Minimum of 9 hours independent work§, seminar meetings, and conference; 3 credits

Investigation of a period or problem in music history. Independent research in special areas. Assigned projects. Students may take this course for credit twice but may not repeat topics.

*Prerequisite:* Music 11.4 or permission of the director.

**92 Seminar in Style Criticism**

Minimum of 9 hours independent work§, seminar meetings, and conference; 3 credits

Investigation of principles of evaluation in music. Comparative studies of styles and trends. Critical study of selected compositions. Independent research in special areas. Assigned projects. Students may take this course for credit twice but may not repeat topics.

*Prerequisite:* Music 6.4 and 7.4 and 11.4.

**93 Seminar in Contemporary Music**

Minimum of 9 hours independent work§, seminar meetings, and conference; 3 credits

Examination of changing concepts during the twentieth century through detailed study of selected major works. Independent research, conferences, and seminar projects. Students may take this course for credit twice but may not repeat topics.

*Prerequisite:* Music 6.4 and 7.4 and 11.4.

**94 Seminar in American Music**

3 hours; 3 credits

Studies in the development of folk, popular, religious, and art music in North America from the time of the first European settlers. Selected topics. Independent research, conferences, and seminar projects. Students may take this course for credit twice but may not repeat topics.

*Prerequisite:* Music 11.4 or permission of the director.

**94.1 Seminar in Jazz History**

3 hours; 3 credits

Selected topics in the history of jazz, from its origins to the present. Research and analysis of recordings, transcriptions, and arrangements. Emphasis on social and cultural context. Students may take this course for credit twice but may not repeat topics.

*Prerequisite:* Music 11.4 or permission of the director.

**95 Seminar in Performance Practice**

3 hours; 3 credits

Study of documents and vocal and instrumental techniques relating to the authentic performance practice of music from the seventeenth through the twentieth century. Topic to be announced. Students may take this course for credit twice but may not repeat topics.

*Prerequisite:* Music 79.6 or permission of the director.

**96 Philosophy of Music**

3 hours; 3 credits

Critical examination of philosophical issues pertaining to music. Consideration of such issues as the definition or concept of music, the ontology of music, musical meaning and understanding, musical expressiveness and arousal, musical representation, musical performance and authenticity of performance, the power and value of music, and the aesthetics of jazz, rock, and popular music. Classical and contemporary philosophers. (This course is the same as Philosophy 22.3.)

*Prerequisite:* one course in philosophy or Core Studies 10 or one course in music, or permission of the chairperson of the offering department.

The following courses are inactive and will be offered only if there is sufficient demand:

**1.5 Basic Music Skills****30.3 Music of Beethoven****32.1 Preparing Music Manuscripts****33.2 Instrument Repair: Woodwinds****33.5 The Mechanism and Maintenance of the Piano****35.1 Conducting II****75.2 Theater Orchestra****Philosophy**

Department office: 3308 Boylan Hall

Telephone: (718) 951-5311, (718) 951-5312

*Chairperson:* Emily Michael*Deputy Chairperson, SGS:* Matthew Moore*Professors:* Adler, Funk, Michael, Nuzzo;*Associate Professors:* Kemp, Lurz, Vasiliou;*Assistant Professors:* Arlig, Campos, Menser, Moore,

Schwab, Sinclair, Trivedi, Vitrano;

*Lecturer:* Repetti.

Philosophy examines fundamental and perennial questions: What is the nature of reality? What is knowledge and how is it acquired? What is moral behavior? What is the basis for aesthetic judgments? The Department of Philosophy acquaints students with the variety of viewpoints found in historical and current philosophical literature. Philosophy also examines the concepts, theories, methodologies, and moral issues of the natural sciences, social sciences, arts, and professional areas. The sciences and social sciences developed from the study of branches of philosophy, especially logic, epistemology, metaphysics, ethics, and natural philosophy. For instance, the field of psychology grew from epistemology. As the founding discipline, philosophy clarifies the other fields. The department offers a course on the philosophy of science, for example.

While philosophy's greatest value may be in the uplifting satisfaction gained through greater understanding, philosophy is also a practical area of study. It is one of the ten most popular majors at Brooklyn College. The department offers a bachelor of arts in philosophy as well as minors in philosophy; philosophy and the arts; philosophy and the sciences; and professional and applied ethics. The department also offers a concentration for education majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6). In addition, we offer a minor in cognitive science in conjunction with the Department of Computer and Information Science and the Department of Psychology.

The training that Brooklyn College philosophy students receive is an excellent basis for many careers, and internships related to student interests may be arranged. Philosophical training improves reasoning, analytic, and judgment skills. It enhances the ability to develop and defend positions. Careful analysis of texts and arguments makes philosophy a firm foundation for law and law-related careers. (See Option II below.) Systematic examination of abstract, complex issues and rigorous training in communication skills also make an excellent grounding for business careers in management, finance, and technology. (See Option IV below.) Students majoring in philosophy have the opportunity to take an honors major in philosophy. (See Option V below.) Students who wish to pursue graduate studies may apply to the doctoral degree program offered in conjunction with this department. Please see the Division of Graduate Studies section below.

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**Core curriculum**


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The Department of Philosophy participates in the College's core curriculum through Core Curriculum 2.1.

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**B.A. degree program in philosophy**  
**HEGIS code 1509; SED program code 02057**


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Philosophy is a writing-intensive major.

**Department requirements** (25–38 credits)

**Option I: Philosophy**

Recommended for students planning graduate study in philosophy and for others for whom a broad background in philosophy is desirable.

All of the following: Philosophy 11.1, 12.1, 23, 26, 27.

Philosophy 13 or 33.

One additional Philosophy Department course other than Core Studies 10, Core Curriculum 2.1, Philosophy 1.1, and 2.

**Option II: Philosophy and Law**

Recommended for students planning careers involving public affairs, law, or planning and management.

All of the following: Philosophy 20, 21, 23, 26, 43.

Philosophy 10 or 13.

One of the following: Philosophy 6, 8, 14, 14.1, 14.2, 14.5, 15.1, 15.2, 15.3, or 16.1.

**Option III: Philosophy and other Fields**

Recommended for students planning careers in medicine, cognitive science, and the arts, and for other students interested in acquiring a knowledge of philosophy that also contributes to the understanding of another field.

Students must satisfy A, B, and C below.

A. All of the following: Philosophy 11.1 or 12.1, 26 or 27 or 28, 21 or 22 or 23, 10 or 13 or 13.2 or 33.

B. Three courses: One course from each of the following groups, (1), (2), and (3) below. The course chosen from each group may not be used to satisfy any of the above Option III-A requirements or any other Option III-B requirement.

(1) One of: Philosophy 7.2, 7.5, 9.2, 10.5, 12.4, 13.2, 16, 17, 18, 19, 20, 21, 22, 22.1, 22.3, 22.5, 23, 26, 27, 28, 28.1, 29, 34, 42, 43, 44, 45, 46, 47.

(2) One of: Philosophy 7, 11.1, 11.2, 11.3, 11.4, 12.1, 12.2, 12.3, 12.4, 12.41, 22.4, 50, 54.

(3) One of: Philosophy 5, 6, 6.5, 7.2, 8, 14, 14.1, 14.2, 14.5, 15.1, 15.2, 15.3, 16.1, 22.5.

C. One of the following, (1) or (2) or (3) or (4) below:

(1) At least 12 credits in courses taken in a single department or program outside the Philosophy Department.

(2) At least 12 credits in any selection of the following science courses: Biology 3, 4; Chemistry 1, 1.1, 1.2, 2, 5, 50, 51, 52; Health and Nutrition Sciences 20 or 21; Physics 1, 1.1, 1.2, 1.5, 2, 2.3, 2.5.

(3) A Minor in Cognitive Science. (Philosophy courses taken to complete a minor in cognitive science can also be applied toward the satisfaction of Option III-A and Option III-B requirements for a major in philosophy.)

(4) A Minor in Philosophy and the Arts, or a Minor in Philosophy and the Sciences, or a Minor in Professional and Applied Ethics. (Philosophy courses taken to complete a minor in philosophy and the arts, or to complete a minor in philosophy and the sciences, or to complete a minor in professional and applied ethics can also be applied towards the satisfaction of the above Option III-A and Option III-B requirements for a major in philosophy.)

**Option IV: Philosophy and Business**

Recommended for students planning careers in business.

Philosophy 14 and 23.

One course from each of the following groups, A), B), C), D), and E):

A) Philosophy 10 or 13.

B) Philosophy 5, 19, 26, or 27.

C) Philosophy 12.3, 12.4, 12.41, or 20.

D) Philosophy 21 or 43.

E) Philosophy 6, 6.5, 8, 14.1, 14.2, 14.5, 15.1, 15.2, 15.3, 16.1, or 50.

One of the following groups, either Marketing/Management or Finance:

*Marketing/Management:*

All of the following: Business 40.3 or Psychology 12.7; Business 50.1, 50.2, 50.7.

*Finance:*

Accounting 1 and either Business 30.2 or Economics 30.2.

Two of the following: Economics 70.1, Business 70.2 or 70.3.

**Option V: Philosophy Honors Major**

Students must satisfy A, B, C, and D below.

A. All of the following: 11.1, 12.1, 23, 26 or 27, 13 or 33.

B. Two courses chosen from the following groups, (1), (2) and (3) below, one course chosen from group (1), and one course chosen from group (2) or group (3). The course chosen from each group may not be used to satisfy any of the above Option V-A requirements or any other Option V-B requirement.

(1) One of: Philosophy 5, 10.5, 13.4, 16, 17, 19, 26, 27, 28, 34, 42; and

(2) One of: Philosophy 20, 21, 22, 22.3, 43, 44; or

(3) One of: Philosophy 11.2, 11.3, 11.4, 12.2, 12.3, 12.4, 12.41, 54.

C. A student must complete at least one of the following seminars with honors credit and with a grade of B or higher: Philosophy 70.1 or 75.1 or 84.1 or 84.2 or 84.3 or 84.4 .

D. A student must have a GPA of 3.50 or higher in philosophy courses taken to satisfy the major.

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**Department honors**

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To qualify for honors in philosophy, a student must complete at least three credits of honors work in philosophy with a grade of B- or higher and must have an academic index of 3.50 or higher in all philosophy courses completed.

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**Requirements for a minor in philosophy**

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At least 12 credits, in at least four advanced electives in philosophy, with a grade of C or higher:

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**Requirements for a minor in philosophy and the arts**

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An interdisciplinary minor in philosophy and the arts, offered by the Philosophy Department, requiring 15 credits:

Philosophy 22 or 22.4.

Two of the following: Philosophy 14.2, 22.1, 22.3, or 22.5.

At least six credits in at least two arts or literature courses, offered by other departments in the College. These may be chosen from any courses offered by: the Art Department, the Film Department, and the Conservatory of Music. Courses may also be chosen from other departments in the College, including English, Modern Languages and Literatures, and Theater; with permission of the chairperson of the Philosophy Department.

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**Requirements for a minor in philosophy and the sciences**

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This minor is open to students who have completed one of the following:

Philosophy 7 or 42.

One course chosen from the following: Philosophy 13, 13.2, 33.

One course chosen from the following: Philosophy 13.4, 16, 17, 28.1.

One course chosen from the following: Philosophy 15.1, 15.3, 16.1.

One course that is at least three credits and that is offered by any of the following departments, Biology, Chemistry, Geology, or Physics, or that is offered by another department or program and that is approved by the chairperson of the Philosophy Department.

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**Requirements for a minor in professional and applied ethics** (12–14 credits.)

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Recommended for students interested in acquiring an in depth knowledge of ethical considerations, a familiarity with the literature and issues of professional and applied ethics, and a proficiency in making ethical decisions related to one or more of the following areas: medicine, law, public policy, scientific research, counseling, social work, business, education, personal and social relations, journalism and the media, international relations, communications, computer and information sciences, library science, the life sciences, the social sciences, environmental studies.

This minor is open to students who have completed any one of the following:

Philosophy 6, 6.5, 7.1, 7.2, or 8.

Philosophy 14.1, and 23.

Two courses chosen from the following: Philosophy 14, 14.2, 14.3, 14.4W, 14.5, 15.1, 15.3, 16.1, 43, or a course that is offered by a department or program outside the Philosophy Department and that is approved by the Chairperson of the Philosophy Department.

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**Philosophy concentration for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6)**

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The requirements for the teacher education programs indicated above are described in the "Education" section of this *Bulletin*. Students who major in either of these programs and who elect a concentration in philosophy must complete one of the following 30-credit options in the Philosophy Department with a grade of C or higher in each course.

Option A:

Philosophy 6, 10, 18; 20 or 12.4; 22 or 22.1. Two of the following courses: Philosophy 8, 14, 15.1, 15.2, 45.

One course from each of the following groups.

a) Philosophy 9, 21, 23.

b) Philosophy 11.1, 11.2, 11.3, 11.4, 12.1, 12.2.

c) Philosophy 26, 42, 44, 46.

Option B:

Philosophy 6 or 18; 10, 11.1, 12.1, 20, 21, 23, 26.

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**Requirements for a minor in cognitive science**

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An interdisciplinary and interdepartmental minor, offered by the Department of Computer and Information Science, the Department of Philosophy, and the Department of Psychology, requiring 12 to 13 credits in advanced electives.

All of the following: Philosophy 5, Computer and Information Science 1.5, Psychology 1.1, Psychology 57.1.

One from each of the following groups, a) and b):

a) Philosophy 12.3, 26, 27, 28, or 42.

b) Computer and Information Science 10 or 32, or Philosophy 29, or Psychology 57.2.

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**Recommendation for prospective graduate students**

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Prospective graduate students in philosophy should develop reading comprehension in at least one of the following languages: French, German, Greek, Latin.

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**Division of Graduate Studies**

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The Philosophy Department offers graduate courses for students in other fields. For information, students should consult the department chairperson. A *Graduate Bulletin* may be obtained in the Office of Admissions.

## Courses

\*Courses marked with an asterisk (\*) are not counted toward the requirements of no fewer than 21 credits in advanced courses for majors in this department.

§Independent work means not less than three additional hours each week of conference, research, independent reading, and writing as assigned by the instructor. The student's grade is determined in part by the successful completion of this independent work.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

### \*1.1 Introduction to the Problems of Philosophy

3 hours; 3 credits

Survey of basic philosophical problems and different solutions proposed by philosophers. Such topics as the nature and scope of knowledge, meaning and verification, the existence of God, determinism and free will, the mind-body problem, and the nature of moral judgments. (Not open to students who are enrolled in or have completed Philosophy 1.2 or 2 or Core Studies 10.)

### \*2 Landmarks in Philosophy

3 hours; 3 credits

Selections from works of such major Western philosophers as Plato, Aristotle, Augustine, Aquinas, Maimonides, Descartes, Hume, Kant, Marx, Russell from at least three of the following periods: ancient, medieval, modern, contemporary. (Not open to students who are enrolled in or have completed Philosophy 1.1 or 1.2 or Humanities 10.4.)

### 5 Philosophical Issues in Cognitive Science

3 hours; 3 credits

Introduction to select foundational issues in cognitive science. Consideration of such topics as concept formation, meaning, representation, language, reasoning, consciousness, rationality, the human mind, and machine intelligence.

*Prerequisite:* Core Curriculum 2.1, or Core Studies 10, or one course in philosophy, or a course in computer and information science, or a psychology course, or permission of the chairperson.

### 6 Ethics and Society

3 hours; 3 credits

Critical consideration of issues in social ethics. Discussion of such topics as racism and sexism, economic justice, civil disobedience, capital punishment, environmental pollution, nuclear power and weaponry, abortion, euthanasia, freedom of information, the right to privacy.

### 6.5 Ethics and Personal Relations

3 hours; 3 credits

Critical examination of issues in personal ethics. Moral obligations to self, family, friends, love partners, neighbors,

schoolmates, coworkers. Autonomy and integrity; responsibility and special obligation. Discussion of such topics as suicide, substance abuse, marriage, divorce, love and sex, parent-child relations, surrogacy, gambling, lying, and cheating. Conceptions of family, work, and leisure. Classical and contemporary philosophers.

### 7 Philosophy of Nature

3 hours; 3 credits

A critical examination of the development of theories of nature, life, and cosmology. Classical and modern issues in natural philosophy. Such topics as the structure of the natural world, the nature of space and time, theories of the organism, classic debates concerning mechanism, vitalism, atomism and monism, determinism, the relation between God and nature. Views on issues in natural philosophy of such thinkers as Anaximander; Democritus, Plato, Aristotle, Epicurus, Aquinas, Descartes, Gassendi, Boyle, Locke, Leibniz, Hume.

### 7.1 Philosophy of Sport

3 hours; 3 credits

Philosophical foundations of sport. Definitions and descriptive characteristics of sport in relation to games, play, exercise, and physical movement. Ethical, aesthetic, epistemological, and metaphysical issues in the practice and appreciation of sport. Sport and society.

### 7.2 Philosophical Issues Concerning Animals

3 hours; 3 credits

Can animals think? Do animals have rights? Examination of such issues as animal consciousness, cognition, intelligence; obligations to animals; pets and pests; vegetarianism; experimentation with animal subjects; genetic engineering of animals; endangered species. Classical and contemporary philosophers.

### 7.5 Philosophy of Technology

3 hours; 3 credits

Philosophical examination of the nature and impact of technological systems and technical knowledge. Such philosophical topics as What is technology?; the effects of technology on our conceptions of nature, humanity, science, and society; ethical issues concerning the development and use of technology. Various philosophical approaches including phenomenology, pragmatism, feminism, and analytic philosophy.

*Prerequisite:* one course in philosophy or Core Studies 10, or Core Curriculum 2.1.

### 8 Race, Justice, and Equality

3 hours; 3 credits

A philosophical examination of race and racism centered around the moral values of justice and equality. Topics addressed include race as a social category, racial identity, the nature of racism, race neutrality and race consciousness, multiculturalism, and the relationships among values such

as fairness, equality, and well-being. Contrasting points of view on measures designed to counter racism, including civil disobedience, affirmative action, racial reparations, and race-based restrictions on speech.

### **9 Virtue: Ideals of Human Goodness**

3 hours; 3 credits

Comparative and critical analysis of contrasting ideals of human virtue and prescriptions for its attainment. Focus on philosophic and literary texts representing several different cultures and historical periods.

### **9.2 Jewish Philosophy**

3 hours; 3 credits

Jewish philosophers and philosophic movements. Historical roots and wider cultural context of Jewish philosophy. Existentialist, feminist, and postmodernist developments in Jewish philosophy. Classic and contemporary philosophers, such as Philo of Alexandria, Maimonides, Gersonides, Spinoza, Mendelssohn, Buber, Rosenzweig, Hermann Cohen, Leo Strauss, Emmanuel Levinas.

### **10 Reasoning**

3 hours; 3 credits

Examination and development of reasoning skills. Informal logic. Topics such as meaning, definition, the analysis of arguments, fallacies. Use of examples in reasoning to apply principles studied. Legal reasoning, support for claims about public policy, scientific and philosophical arguments.

### **10W Reasoning**

4 hours; 3 credits

Examination and development of reasoning skills. Informal logic. Topics such as meaning, definition, the analysis of arguments, fallacies. Use of examples in reasoning to apply principles studied. Legal reasoning, support for claims about public policy, scientific and philosophical arguments. Writing-intensive section.

*Prerequisite:* English 2.

### **10.5 Reasoning and Rationality**

3 hours; 3 credits

Theoretical investigation of reasoning and rationality. Advanced treatment of some topics in logic and critical thinking, including missing premises, the principle of charity, pragmatics, fallacies, contrasts between inductive and deductive logic, and scientific reasoning. Study of logics—modal, epistemic, paraconsistent—besides classical. Puzzles in social choice reasoning—Prisoner's Dilemma. Study of a relevant historical work or author such as Aristotle's writings on logic and rhetoric. Debates in cognitive science on rationality, rules in reasoning, or change of belief.

### **11.1 Ancient Philosophy**

4 hours; 4 credits

Development of metaphysics, epistemology, and ethics in ancient thought. Influence on medieval and modern thought. Emphasis on Plato and Aristotle. (Not open to students who have completed Philosophy 11.)

### **11.2 Medieval Philosophy**

3 hours; 3 credits

The development of epistemology, metaphysics, and ethics in medieval thought. Free choice of the will; the existence and properties of God; the nature of truth and human knowledge; the problem of universals. Jewish, Arabic, and Christian thought. Such medieval philosophers as Augustine, Abelard, Anselm, Maimonides, Aquinas, Scotus, Ockham. (Not open to students who have completed Philosophy 41.)

### **11.3 Hellenistic and Roman Philosophy**

3 hours; 3 credits

The development of epistemology, metaphysics, ethics, natural philosophy, and logic in Hellenistic and Roman philosophy. Critical examination of such movements as Epicureanism, Stoicism, Skepticism, and of such philosophers as Cicero, Lucretius, Seneca, Philo Judaeus, Plotinus.

### **11.4 Renaissance Philosophy**

3 hours; 3 credits

The development of epistemology, metaphysics, ethics, and logic in Renaissance philosophy. Critical examination of Renaissance Humanism, Platonism, Aristotelianism, Skepticism. Such thinkers as Ficino, Pico della Mirandola, Bruno, Bacon, Galileo, Montaigne, Machiavelli.

### **12.1 Modern Philosophy**

4 hours; 4 credits

Development of metaphysics, epistemology, and ethics since the Renaissance. Emphasis on Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume, and Kant. (Not open to students who have completed Philosophy 12.)

### **12.2 Nineteenth-Century Philosophy**

3 hours; 3 credits

Critical examination of nineteenth-century philosophical movements and of such philosophers as Hegel, Schopenhauer, Kierkegaard, Nietzsche, and Marx. The empirical tradition, including such philosophers as J.S. Mill and Brentano, may also be explored. (Not open to students who have completed Philosophy 49.)

### **12.3 Twentieth-Century Philosophy**

3 hours; 3 credits

Such major trends in analytic philosophy as logical atomism, logical positivism, and ordinary language analysis. Critical examination of the writings of such exponents of these approaches as Russell, Moore, Ayer, Ryle, Austin, and

Wittgenstein. Some continental philosophers may also be examined. (Not open to students who have completed Philosophy 55.)

*Prerequisite:* one course in philosophy or Core Studies 10, or Core Curriculum 2.1.

### **12.4 American Philosophy**

3 hours; 3 credits

Critical study of major philosophers and philosophical movements in American philosophy. Such authors as Peirce, James, Dewey, Royce, C.I. Lewis, Whitehead. (Not open to students who have completed Philosophy 48.)

*Prerequisite:* One course in philosophy or Core Studies 10 or Core Curriculum 2.1.

#### **12.41 American Pragmatism, Past and Present**

3 hours; 3 credits

The historical sources and origins of pragmatism in American philosophy. Pragmatism and logical positivism; pragmatism and analytic philosophy; pragmatism and naturalism; neo-pragmatism. The influence of American pragmatism on other philosophical traditions. Such philosophers as Peirce, James, Dewey, Mead, Davidson, Putnam, and Rorty.

*Prerequisite:* one course in philosophy or Core Curriculum 2.1.

### **13 Introductory Formal Logic**

3 hours; 3 credits

An introduction to modern sentential and predicate logic. Among the topics are validity, consistency and proof, formal analysis of sentences and arguments in natural language. (Not open to students who are enrolled in or have completed Philosophy 33.)

#### **13.2 Induction: Cause, Choice, and Chance**

3 hours, 3 credits

An introduction to inductive logic. Philosophical problems of induction. Relation of induction to probability and scientific method. Causal reasoning. Mill's methods. Views of such philosophers as David Hume, Nelson Goodman, C. S. Peirce.

#### **13.4 Philosophy of Mathematics**

3 hours, 3 credits

Introduction to philosophy of mathematics. Classical philosophers of mathematics (Pythagoreans, Plato, Aristotle, Kant, Mill). Major twentieth-century schools (logicism, intuitionism, formalism). Recent developments (realism/nominalism debate, structuralism, philosophy of set theory).

*Prerequisite:* one course in philosophy or Core Studies 10 or Core Curriculum 2.1 or permission of the chairperson.

### **14 Moral Issues in Business**

3 hours; 3 credits

Basic approaches to moral reasoning and their application to such issues as justice and economic systems; corporate responsibility to society, the environment, and developing

nations; and the duties of businesses to their employees, their customers, and their competitors.

*Prerequisite:* one course in philosophy or one course in the Economics Department, or Core Curriculum 2.1, Core Studies 10.

#### **14.1 Fundamentals of Professional Ethics**

3 hours; 3 credits

Conceptions of professions and their relationship to society. Professionals and ethics. Such topics as privacy, confidentiality, whistle-blowing, and conflicts of interest. Philosophical implications of Codes of Ethics of various professions.

*Prerequisite:* one course in philosophy or Core Curriculum 2.1.

#### **14.2 Communication Ethics**

3 hours; 3 credits

Critical examination of ethical issues related to communication, information, and the media. Freedoms and responsibilities. Consideration of such issues as privacy, confidentiality, censorship, deception, propaganda, accuracy, fairness, intellectual property rights, conflicts of interest, obscenity and pornography, civility and offensive speech. Classical and contemporary philosophers. (This course is the same as Communication 23.)

*Prerequisite:* One course in philosophy or Core Studies 10 or Core Curriculum 2.1; or one course in communication, information, or the media, or permission of the chairperson of the Philosophy Department.

#### **14.3 Internship in Applied Philosophy**

1 hour conference, minimum of 6 hours unsupervised fieldwork; 3 credits

Field experience in professional organizations that contributes to preparation for careers in such areas as law, government, medicine, business, teaching. Individual and group conferences with faculty mentor. Directed reading in applied philosophy related to field experience. Preparation and presentation of a critical report of the experience.

*Prerequisite:* nine credits in philosophy courses, and permission of the chairperson.

#### **14.4W Computers and Ethics**

3 hours lecture; 3 credits

Analysis of ethical issues pertaining to computers and the workplace, anonymity and privacy, copyright and patent law (as applied to software), computer crime, security, unauthorized use, codes of conduct for computer professionals, access and availability of computing technologies. Application of theoretical frameworks such as virtue ethics, deontological theories and utilitarianism to the ethical problems encountered in computing technologies. Writing-intensive course. (This course is the same as Computer and Information Science 12W)

*Prerequisite:* Core 5.1 or Core Curriculum 3.12 or Computer and Information 1.0 or Computer and Information Science 1.5, and English 2.

**14.5 Global Ethics**

3 hours; 3 credits

Critical examination of issues in global ethics. Human rights and global justice; justice of war; self-determination of peoples; sovereignty of states; legitimacy of external intervention; humanitarian intervention; justice of sanctions; conditionality or imperativeness of economic aid; ethical issues in international development; global citizenship. Classical and contemporary readings.

*Prerequisite:* one philosophy course or Core Studies 10 or Core Curriculum 2.1 or permission of the chairperson.

**15.1 Environmental Ethics**

3 hours; 3 credits

Ethical aspects of human treatment of the natural environment, including the moral basis for pollution control, wilderness preservation, energy and resource conservation, protection of endangered species, and sustaining the earth's ecological diversity. Major theories of environmental ethics and their valuational foundations will be examined critically.

*Prerequisite:* one course in philosophy, or Core Curriculum 2.1, or Core Studies 10, or permission of the chairperson.

**15.2 Philosophy and Feminism**

3 hours; 3 credits

Philosophical feminism. Critical examination of current issues in feminist scholarship. Issues of discrimination, equality, and difference; women in relation to science, epistemology, and political and moral philosophy. This course is the same as Women's Studies 47.

*Prerequisite:* Core Curriculum 2.1, or Core Studies 10, or one course in philosophy, or one women's studies course, or permission of the chairperson.

**15.3 Medical Ethics**

3 hours; 3 credits

Analysis and discussion of problems concerning the physician-patient relationship, life and death, medicine on a social scale. (Not open to students who have completed Philosophy 24.)

*Prerequisite:* one course in philosophy, or Core Studies 10, or Core Curriculum 2.1, or permission of the chairperson.

**15.4 Ethical Issues in the Electronic Mass Media**

3 hours; 3 credits

Analysis and discussion of ethical issues related to television and radio. Case histories and role playing provide value judgments concerning entertainment, information, and advertising functions of mass media. This course is the same as Television and Radio 23. (Not open to students who have completed Philosophy 24.1.)

*Prerequisite:* Television and Radio 6.5; Philosophy 6 or Core Studies 10 or Core Curriculum 2.1.

**16 Philosophy of Biology**

3 hours; 3 credits

Intensive study of selected areas in the philosophy of biology including the origin of life: teleological, functional, and mechanistic explanations; the theory of evolution and the neo-Darwinian synthesis; reductionism, genetics, and hierarchies; taxonomy and the species problem; and sociobiology.

*Prerequisite:* Core Studies 8.1 or its equivalent, or Core Curriculum 3.21 or its equivalent, or Core Studies 10 or Core Curriculum 2.1, or one course in philosophy or permission of the chairperson.

**17 A History of Ideas in Physics**

3 hours; 3 credits

Development of philosophical points of view in physics from ancient times to the present. Interplay of ideas from science, philosophy, and the world views of various societies. (Not open to students who have completed Physics 36.) This course is the same as Physics 0.17.

*Prerequisite:* Core Studies 7.2 or its equivalent, or Core Curriculum 3.31 or its equivalent, or Core Studies 10 or Core Curriculum 2.1, or one course in philosophy, or permission of the chairperson.

**18 Philosophy of Education**

3 hours; 3 credits

Critical analysis of concepts of education; major philosophies of education; aims of education; social issues and education. (Not open to students who have completed Education 18.)

*Prerequisite:* one course in philosophy or Core Studies 10 or Core Curriculum 2.1.

**19 Philosophy of Language**

3 hours; 3 credits

Survey of the main topics in the philosophy of language. Different approaches to the description of language. Types of grammar: Acquisition and use of language. Classification, definition, and meaning. Place of linguistic data in philosophical arguments.

*Prerequisite:* one course in philosophy or Core Studies 10 or Core Curriculum 2.1.

**20 Political Philosophy**

4 hours; 4 credits

History of theories of the underlying principles of law and social organization. Principles of just distribution; rule of men versus rule of law; natural law and social contract theories; social justice versus individual liberty. Such philosophers as Plato, Aristotle, Hobbes, Locke, Rousseau, Kant, Hegel, Marx, Mill, Thoreau, Rawls, and Nozick are discussed. (Not open to students who have completed Philosophy 39.)

*Prerequisite:* one course in philosophy or Core Studies 10 or Core Curriculum 2.1.

**21 Social Philosophy**

4 hours; 4 credits

Philosophical theories of society and human nature. Analysis of such social concepts as authority, law, rights, the state, justice, the common good, liberty, and sovereignty. Methods of justifying political principles. Social ideals and general theory of value. (Not open to students who have completed Philosophy 40.)

*Prerequisite:* one course in philosophy or Core Studies 10 or Core Curriculum 2.1.

**22 Philosophy of Art**

3 hours; 3 credits

Nature and value of art and aesthetic experience. Aesthetic theories examined abstractly and with reference to the living arts. Methods and criteria for forming aesthetic judgments.

*Prerequisite:* one course in philosophy or Core Studies 10 or Core Curriculum 2.1.

**22.1 Philosophy of Literature and Film**

3 hours; 3 credits

A critical examination of the philosophical dimensions of various theories of literature, literary criticism, and film.

Examination of logical, metaphysical, epistemological, ethical, and aesthetic issues in narrative fiction.

*Prerequisite:* Core Studies 10 or Core Curriculum 2.1, or one course in philosophy or literature, or permission of the chairperson.

**22.3 Philosophy of Music**

3 hours; 3 credits

Critical examination of philosophical issues pertaining to music. Consideration of such issues as the definition or concept of music, the ontology of music, musical meaning and understanding, musical expressiveness and arousal, musical representation, musical performance and authenticity of performance, the power and value of music, and the aesthetics of jazz, rock, and popular music. Classical and contemporary philosophers. (This course is the same as Music 96.)

*Prerequisite:* one course in Philosophy or Core Studies 10 or Core Curriculum 2.1 or one course in music, or permission of the chairperson of the offering department.

**22.4 Philosophy of Beauty**

3 hours; 3 credits

Concept of beauty in history of philosophy. Beauty in eighteenth century British aesthetic theory; Kant's theory of beauty; contemporary theories of beauty; renewal of interest in beauty in philosophy; beauty and morality; beauty and environment; beauty and cognitive science; feminist theory and beauty.

*Prerequisite:* one course in philosophy or Core Studies 10 or Core Curriculum 2.1.

**22.5 Environmental Aesthetics**

3 hours; 3 credits

Traditional and contemporary philosophical discussions of aesthetic experience of the natural environment. Beautiful, sublime, and picturesque. Natural versus artifactual appreciation. Cultural and urban environments. Environmental and public art. Theories of aesthetic appreciation of environment. Science, emotions, and imagination in aesthetic experience. Aesthetic judgments of nature. Aesthetics, ethics, and environmental conservation. Urban environmental field trip.

*Prerequisite:* one course in Philosophy or Core Studies 10 or Core Curriculum 2.1.

**23 Foundations of Ethics**

4 hours; 4 credits

Systematic study of the nature and grounds of moral judgments. Methods of justifying moral standards. Analysis of moral concepts. Ethical theories of classical and contemporary writers critically examined.

*Prerequisite:* one course in philosophy or Core Studies 10 or Core Curriculum 2.1.

**26 Epistemology: Theory of Knowledge**

4 hours; 4 credits

Classical and contemporary theories of the nature of knowledge and belief. Discussion of skepticism, rationalism, empiricism, coherentism, foundationalism. Analysis of such concepts as probability, certainty, perception, evidence, truth.

*Prerequisite:* one course in philosophy or Core Studies 10 or Core Curriculum 2.1.

**27 Metaphysics**

4 hours; 4 credits

Classical and contemporary theories of being and reality. Analysis of such concepts as particular; quality, relation, personal identity, free will and determinism, universals, substance, mind, matter, space, and time. Possibility of metaphysical knowledge. The relationship between metaphysics and other disciplines.

*Prerequisite:* one course in philosophy or Core Studies 10 or Core Curriculum 2.1.

**28 Philosophy of Mind**

3 hours; 3 credits

Philosophical analysis of such mental and psychological concepts as intention, belief, emotion, will, desire, pleasure, imagination, and thought. Such contemporary problems as the identity thesis, behaviorism, the analysis of mental acts, and the intentionality thesis.

*Prerequisite:* one course in philosophy or Core Studies 10 or Core Curriculum 2.1.

**28.1 Problems in the Philosophy of Psychology**

3 hours; 3 credits

Philosophical questions raised by psychoanalysis, behaviorism, cognitive science, and sociobiology. Philosophical problems related to theories of unconscious mental processes, repressed memories, multiple personality, mental illness, innate knowledge, the origins of concepts of truth and moral rightness, animal cognition. Theories of classical and contemporary thinkers critically examined.

*Prerequisite:* One course in philosophy or Core Studies 10 or Core Curriculum 2.1 or permission of the chairperson.

**29 Philosophy and Artificial Intelligence**

3 hours; 3 credits

Contemporary issues in philosophy and psychology such as the mind-machine analogy, the artificial intelligence model of the human mind, intentionality, representation, consciousness, concept formation, free will, behaviorism, mechanism. Discussion and evaluation of contemporary work in the field. This course is the same as Computer and Information Science 10 and Psychology 57.2. Not open to students who have completed Computer and Information Science 32.1.

*Prerequisite:* Core Studies 5 or 5.1 or Core Curriculum 3.12 or a course in computer and information science, and Core Studies 10 or Core Curriculum 2.1 or one course in philosophy; or permission of the chairperson of the offering department.

**33 Symbolic Logic**

3 hours; 3 credits

Symbolic methods of modern deductive logic and their application to language. Metalogical techniques for the study of logistic systems. Alternative logics. Probability calculus. Higher functions. Type theory. Gödelian incompleteness.

**34 Philosophy of Logic**

3 hours; 3 credits

Philosophical problems of formal logic: logical truth, entailment, meaning and reference, ontology, logical and semantical paradoxes, semantic categories, relation of formal logic to natural languages.

*Prerequisite:* Philosophy 13 or 33, or an equivalent logic course or permission of the chairperson.

**42 Philosophy of Science**

3 hours; 3 credits

Logical structure of mathematics and of the natural sciences. Explanation in the physical sciences. Cognitive status of scientific laws and theories.

*Prerequisite:* one course in philosophy or Core Studies 10 or Core Curriculum 2.1.

**43 Philosophy of Law**

3 hours; 3 credits

Basic legal concepts and philosophical problems relating to law. General legal theory; human and legal rights; legal responsibility; punishment; justice; property; judicial reasoning; the legal enforcement of morals.

*Prerequisite:* one course in philosophy or Core Studies 10 or Core Curriculum 2.1.

**44 Philosophy of Religion**

3 hours; 3 credits

Philosophical interpretations of the data of religious experience. Religion and magic, science, ethics, and world views. Religious language. Criteria of religious knowledge.

*Prerequisite:* one course in philosophy or Core Studies 10 or Core Curriculum 2.1.

**45 Asian Philosophy**

3 hours; 3 credits

Development of Indian thought in the Vedic hymns, the Upanishads, the *Bhagavadgita*, Jainism, Buddhism, and the darshana. Chinese thought through the ancient, medieval, and modern periods.

*Prerequisite:* one course in philosophy or Core Studies 10 or Core Curriculum 2.1.

**46 Philosophy of the Social Sciences**

3 hours; 3 credits

Logic of social scientific inquiry. Behaviorism, functionalism, historicism, methodological individualism, and structuralism. Analysis of such basic social scientific concepts as culture, group, norm, person, action, and ideology. Values in the social sciences.

*Prerequisite:* one course in philosophy or Core Studies 10 or Core Curriculum 2.1.

**54 Existentialism and Phenomenology**

3 hours; 3 credits

Phenomenological-existentialist critique of positivism, psychologism, and traditional humanism and the counter-claim to a deeper and more philosophical interpretation of man and his "being in the world." Readings from such philosophers as Husserl, Heidegger, Sartre, and Merleau-Ponty.

*Prerequisite:* one course in philosophy or Core Studies 10 or Core Curriculum 2.1.

**60.1 Special Topics**

3 hours; 3 credits

Special topic, problem, figure, or school of thought in philosophy not otherwise covered in the regular courses of the curriculum. Topics vary and reflect special interests of students and faculty. Course description may be obtained in the department office before registration.

*Prerequisite:* one course in philosophy or Core Studies 10 or Core Curriculum 2.1.

**79 Philosophy Research and Writing**

Minimum of 9 hours of conference and independent work§; 3 credits

Intensive study of an area of philosophy. Approved reading, research, and writing assignments, and final examination.

*Prerequisite:* two courses in philosophy and permission of the instructor and of the chairperson.

**Seminars****70.1 Seminar in the History of Philosophy**

3 hours and independent work§; 4 credits

A period in history of philosophy, a school of philosophy, or an individual philosopher. Course description may be obtained in the department office before registration.

*Prerequisite:* completion of a program, approved by the chairperson, of advanced courses in philosophy and permission of the chairperson.

**74.7 Interdepartmental Humanities Seminar**

3 hours; 3 credits

A significant recurrent theme in Western literature and philosophy. Course description may be obtained in the department office before registration. Reports and term paper. Offered jointly by the Departments of Classics, English, and Philosophy. This course is the same as Classics 74.7, Comparative Literature 74.7, English 74.7.

*Prerequisite:* a grade of B or higher in six credits in advanced courses in the major field and permission of the instructors and the chairperson.

**75.1 Seminar in the Problems of Philosophy**

3 hours and independent work§; 4 credits

A philosophical problem or set of connected problems. Course description may be obtained in the department office before registration.

*Prerequisite:* completion of a program, approved by the chairperson, of advanced courses in philosophy and permission of the chairperson.

**Honors courses**

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for courses described below. Students may not register for more than six credits in honors courses in the department in one term.

**84.1, 84.2 Seminar I, II**

Minimum of 9 hours conference and independent work§; 3 credits

An advanced problem in philosophy selected by the instructor and students. Thesis or final examination.

*Prerequisite:* completion of a program, approved by the chairperson, of advanced courses in philosophy and permission of the chairperson.

**84.3, 84.4 Seminar I, II**

3 hours; 3 credits

An outstanding philosophic thinker selected by the instructor and students. Thesis or final examination.

*Prerequisite:* completion of a program, approved by the chairperson, of advanced courses in philosophy and permission of the chairperson.

**88.1 Independent Study I**

Minimum of 9 hours conference and independent work§; 3 credits

Independent study in a major area of philosophy supervised by a faculty member. Approved reading. Final examination.

*Prerequisite:* completion of a program, approved by the chairperson, of advanced courses in philosophy and permission of the instructor and the chairperson.

**88.2 Independent Study II**

Minimum of 9 hours conference and independent work§; 3 credits

Independent study of an outstanding philosophic thinker or group of related thinkers. Approved reading. Final examination.

*Prerequisite:* completion of a program, approved by the chairperson, of advanced courses in philosophy and permission of the instructor and the chairperson.

**89 Independent Study for Comprehensive Honors Examination**

Minimum of 9 hours conference and independent work§; 3 credits

Independent study for a comprehensive examination in the student's major field supervised by a faculty member. Approved reading. Examination.

*Prerequisite:* completion of a program, approved by the chairperson, of advanced courses in philosophy and permission of the instructor or the chairperson.

The following courses are inactive and will be offered only if there is sufficient demand:

- 16.1 Ethical Issues in Biology**
- 25 Theory of Value**
- 47 Philosophy of History**
- 50 Philosophical Foundations in Marxism**

## Physical Education and Exercise Science

Department office: 107 Roosevelt Hall  
Telephone: (718) 951-5514, (718) 951-5515, (718) 951-5516

*Chairperson:* Charles Tobey

*Deputy Chairperson, Division of Graduate Studies:*

Michael Hipscher

*Professors:* Dunbar, Kleinman, Michielli, Tobey;

*Associate Professors:* Leung, Schoenberg;

*Assistant Professors:* Smith, Zeng;

*Lecturer:* Hipscher.

The Department of Physical Education and Exercise Science offers two degree programs: a bachelor of science in physical education, with two focus areas, adaptive physical education and exercise science, and a bachelor of science for physical education teacher (all grades). The department also offers a minor in physical education or in exercise science.

The adaptive physical education program prepares students to work with people who are physically, emotionally, or mentally challenged. Students learn how to adapt physical education activities for these special populations. They spend one semester participating and observing behavior in a setting outside the College community.

Students in exercise science have many opportunities for practical hands-on experience with laboratory equipment and in testing and measuring in our human physiology labs. This focus area provides a good background for individuals preparing for graduate work in exercise physiology, medicine, physical and occupational therapy, or to become a physician's assistant, or enter other health-related professions. Individuals completing the exercise science program must meet the educational eligibility requirements of the American College of Sports Medicine for certification as a health/fitness instructor, health/fitness director, and preventive and rehabilitative exercise specialist.

Our undergraduate teacher candidates are required to take a number of education courses and a wide range of sport and physical activity courses in addition to theoretical and exercise science classes. They must also serve as an assistant teacher to one of our faculty members for a semester during their junior year. In their senior year, they must complete two semesters of student teaching, one at the elementary school level and one at secondary school. In collaboration with the School of Education, we design our program in cooperation with the liberal arts and sciences faculties and in consultation with local schools so that our students may develop the knowledge and proficiencies needed to work with New York City's racially, ethnically, and linguistically diverse student population. Graduates of our physical education teacher education program are assistant principals in many of the public schools in Brooklyn and make up a large percentage of the faculty in the borough's physical education departments.

Students who wish to pursue graduate studies may apply to the master's programs offered by this department. Please see the Division of Graduate Studies section below.

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### Department core requirements

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All majors complete the following:

- a. Physical Education 3, 4.4, 13, 22.71, 22.75, 23, 30, 51, 75.
- b. One course in dance chosen from the following: Physical Education 17.11, 17.14, 17.21, 18.11, 18.14, 18.21, 47.1, Dance 9 series, Dance 16 series.
- c. Competency in aquatics.

Competency may be demonstrated by either of the following:

- (i) Completion of any aquatics course number 17.23 or higher or the equivalent.
- (ii) Successful completion of the departmental swimming test. Consult the department office for application deadlines, test components, and test administration dates. The test is administered only once per semester.

- d. Competency in gymnastics.

Competency may be demonstrated by either of the following:

- (i) Completion of Physical Education 1.4.
- (ii) Successful completion of the departmental gymnastics test. Consult the department office for application deadlines, test components, and test administration dates. The test is administered only once per semester.

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### B.S. degree program in physical education HEGIS code 0835; SED program code 02006

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**Department requirements** (50–57½ credits, including the departmental core requirements above)

All of the requirements in at least one of the following focus areas: A or B

#### A. Focus Area: Adaptive Physical Education (for students who plan to work with people who are physically or mentally challenged)

All of the following:

- a. Physical Education 22.1, 52.1, 52.2, 52.3.
- b. At least one course selected from Physical Education 24, 35, 36, 37.
- c. At least two courses selected from Physical Education 31.2, 31.3, 31.4, 32.3, 55, 56.
- d. At least one course selected from Physical Education 31.1, 32.2, 32.4, 33, 34, 47.1 (if not used to fulfill departmental core dance requirement above), 53, 57.1, 58.
- e. At least one additional course selected from the Physical Education series 18 and 19, 31.1, 31.2, 31.3, 31.4, 32.2, 32.3, 32.4, 33, 34, 35, 36, 37, 38, 47.1, 49.2, 53, 55, 56, 57.1, 58.
- f. Psychology I or 2.

**Department recommendations:** Health and Nutrition Sciences 25.1, 32; Physical Education 78; Psychology 20 or 30; Speech 12.

**B. Focus Area: Exercise Science** (for students who plan to work in areas related to exercise science or fitness)

All of the following:

- a. Physical Education 22.2 and 30.1.
- b. At least one course selected from Physical Education 31.2, 31.3, 31.4, 32.3, 55, 56.
- c. At least one course selected from Physical Education 31.1, 32.2, 32.4, 33, 34, 47.1 (if not used to fulfill departmental core dance requirement above), 53, 57.1, 58.
- d. Health and Nutrition Sciences 29.
- e. Physical Education 21 or Psychology 1 or 2.
- f. Chemistry 1 or 1.1 and 1.2, or 5.\*
- g. Biology 3 and 4.\*

\*Completion of the requirements in sections (f) and (g) serves as a substitution for Core Studies 7.1 and 8.1, thus reducing the student's college core requirements by 4 credits.

**Department recommendations:** Individuals completing this program will have met the educational eligibility requirements for certification by the American College of Sports Medicine as a Health/Fitness Instructor; Health/Fitness Director; and Preventive and Rehabilitative Exercise Specialist. Practical experience and written and practical examinations are also required for these certifications. Additionally, this focus area provides a good undergraduate background in exercise science for individuals preparing for graduate work in exercise physiology, medicine, physical and occupational therapy, physician's assistant, and other health-related professions. Students interested in these fields should consult with the college's pre-professional career counselor about courses required for particular programs.

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**B.S. degree program in adolescence education:  
physical education teacher (all grades)  
HEGIS code 0835; SED program code 26746**

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**Department requirements** (70–78½ credits)

School Physical Education (for students who plan to teach physical education, K-12, or coach in New York public schools and obtain New York State teacher certification).

Students must complete the department core requirements (above) and all of the following:

- a. Physical Education 10, 22.2, 38.
- b. At least one course selected from Physical Education 24, 35, 36, 37.
- c. At least two courses selected from Physical Education 31.2, 31.3, 31.4, 32.3, 55, 56.
- d. At least one course selected from Physical Education 31.1, 32.2, 32.4, 33, 34, 47.1 (if not used to fulfill the departmental core dance requirement above), 53, 57.1, 58.
- e. At least one course from each of the following groups:
  - (1) Physical Education 17.11, 17.14, 17.21, 18.21.
  - (2) Dance 9 or 16 series.

Students may use one of the above courses taken to fulfill the department core requirement in dance to fulfill the requirement of one group.

- f. Physical Education 52.1 or 52.3.
- g. At least two additional courses selected from the Physical Education series 18 and 19, 31.1, 31.2, 31.3, 31.4, 32.2, 32.3, 32.4, 33, 34, 35, 36, 37, 47.1, 49.2, 52.1, 52.3, 53, 55, 56, 57.1, 58, or from Dance 9, 10, or 16 series (if not used to fulfill the departmental dance requirement); 18.1, 18.2, 74.1, 74.2, 84.1, 84.2, 85.1, 85.2, 86.1, 86.2.
- h. Education 16, 34, 64.1, 69, 71.13, and 72.13. Students must have a GPA of 2.50 based on a minimum of 30 credits in liberal arts and sciences to take Education 16 and Education 34; to take Education 64.1 and 69, students must have a GPA of 2.50 in the liberal arts and sciences courses and a 2.75 GPA in Education 16 and Education 34; to take Education 71.13, students must have a 2.75 GPA in liberal arts and sciences courses, a 2.75 GPA in education courses and a 2.75 or higher in courses taken in the Department of Physical Education and Exercise Science, and/or permission of the chairperson of the Department of Physical Education and Exercise Science and the head of Adolescence Education and Special Subjects; to take Education 72.13, students must have a B or better in Education 71.13, a 2.75 GPA in their major and/or the permission of the chairperson of the Department of Physical Education and Exercise Science and the head of Adolescence Education and Special Subjects.

These program requirements meet the revised teacher certification regulations adopted by the New York

State Board of Regents in 2000 and replace the requirements that appeared in the 2000–2003 *Bulletin* for undergraduate programs.

**Department recommendations:** Physical Education 78; Health and Nutrition Sciences 6.1, 12, 29, 35, 39.

Students should begin the education sequence in the junior year. Students should complete Physical Education 22.2 before applying for admission to Education 65.13.

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### Requirements for a minor in physical education

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Physical Education 1 or 2 and a program of 12 credits of advanced courses in physical education, each completed with a grade of C or higher, including at least one course each from a) and b) and c) and d).

- a) Physical Education 11, 13, 21, 22.71.
- b) Physical Education 24, 35, 36, 37.
- c) Physical Education 52.1, 52.2, 52.3.
- d) Physical Education 31.1, 31.2, 31.3, 31.4, 32.2, 32.3, 32.4, 33, 47.1, 49.1, 49.2, 53, 55, 56, 57.1, 58.

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### Requirements for a minor in exercise science

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Physical Education 22.71 or Health and Nutrition Sciences 22.71; Physical Education 22.75; and any two of the following: Physical Education 11, 13, 21, 23, 30, 30.1. Each of these courses must be passed with a grade of C or higher.

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### Requirement for readmitted students

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Students who are readmitted to Brooklyn College after a term or more of absence must meet the requirements for degrees in effect at the time of readmission.

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### Department honors

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To qualify for honors in physical education, a major must maintain a scholastic index of at least 3.50 in all advanced work in the major; and satisfactorily complete the following: Physical Education 82 and 83; or Physical Education 82 or 83 plus honors work in an advanced elective in the department. In addition, the student must have the recommendation of the Physical Education Department.

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### Division of Graduate Studies

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The Department of Physical Education and Exercise Science offers a master of science in physical education with an area of concentration in sports management, a master of science in exercise science and rehabilitation, and a master of science in education program for physical education teacher (K–12).

For information, students should consult the department's deputy for graduate study. A *Graduate Bulletin* may be obtained in the Office of Admissions.

## Courses

\*Courses marked with an asterisk (\*) are not counted toward the requirement of no fewer than 18 credits in advanced courses for majors in this department.

†No more than eight credits in courses in physical education marked (†) may be counted toward the bachelor of arts degree by students who are not physical education majors.

§Independent work means not less than three additional hours each week of conference, research, independent reading, and writing as assigned by the instructor. The student's grade is determined in part by the successful completion of this independent work.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

### 0.1 Special Topics in Physical Education and Exercise Science

2 hours; 1 credit

A special activity in physical education or exercise science not covered in the regular curriculum. Topics vary and reflect the interests of the students and faculty. Course description may be obtained in the department office before registration. Students may repeat the course, but may not repeat topics.

### \*0.2 Special Topics in Physical Education and Exercise Science

1 hour; 1 credit

A special topic in physical education or exercise science not covered in the regular curriculum. Topics vary and reflect the interests of students and faculty. Course description may be obtained in the department office before registration. Students may take this course for credit twice, but may not repeat topics.

### \*0.6 Special Topics in Physical Education Activities

4 hours; 2 credits

A special topic in activities not covered in the regular curriculum. Topics vary and reflect the interests of students and faculty. Course description may be obtained in the department office before registration. Students may take this course for credit twice, but may not repeat topics.

### \*1 Philosophical Perspectives of Physical Education

3 hours; 3 credits

Introduction to the historical and philosophical development of physical education. (Not open to students who have completed Health and Physical Education (W) 15.)

### \*†1.4 Stunts and Gymnastics

3 hours; 1 1/2 credits

Fundamental techniques and skills in calisthenics, tumbling, and with heavy apparatus.

*Prerequisite:* candidacy for the B.S. degree with a major in physical education or permission of the chairperson.

### \*2 Behavioral Perspectives

2 hours; 2 credits

Effect of movement activity on people as individuals and as

members of society. Theoretical examination of sociological and psychological aspects of physical education, sport, and dance.

### **3 Orientation to Physical Education and Exercise Science**

3 hours; 3 credits

Designed to provide physical education and exercise science majors with a professional orientation and introduction to the breadth of the field of physical education and exercise science in schools, industry, and community agencies.

#### **\*†4.4 Fundamentals of Physical Conditioning**

1 hour lecture, 2 hours activity; 2 credits

Principles of physical conditioning of athletes and nonathletes. Practical experience in the development of fitness, including strength, flexibility, and endurance. Investigation of rationale underlying sound conditioning programs.

*Prerequisite:* Physical Education 22.75, candidacy for the B.S. degree with a major in physical education, or permission of the instructor.

#### **\*6 The Olympic Games**

2 lecture hours; 2 credits

The history, philosophy, ideals, and objectives of the Olympic movement. Training and development of the Olympic athlete. Controversies, politics, and drama surrounding the games from the time of the ancient Greeks to the present. (Not open to students who completed Physical Education 0.1, spring 1980, or fall 1980.)

#### **\*8 Theory of Exercise and Fitness**

3 hours; 3 credits

Application of principles of fitness and diet to the development of exercise programs with emphasis upon the particular needs of the individual student.

*Prerequisite:* two semesters of science (biology, chemistry, or physics) at high school or college.

#### **10 Instructional Strategies in Physical Education (K–12)**

2 hours lecture, 2 hours laboratory; 3 credits

Designed for students in the physical education teacher (K–12) program. Generic teaching strategies and techniques. Develops students' capabilities to meet the Interstate New Teacher Assessment and Support Consortium and the National Association for Sport and Physical Education (2001) standards.

*Prerequisite:* Sophomore or above, major in physical education.

#### **11 Movement Perspectives**

3 hours; 3 credits

Consideration of various theoretical aspects of physical education, sports, and dance. Theory and practice through movement.

### **13 Motor Learning and Human Performance**

3 hours; 3 credits

Factors that affect the learning and performance of motor skills. Motor-learning principles, motor ability traits, transfer of motor skills, proactive and retroactive inhibition, and motivation.

#### **\*†17 series Fundamental Skills in Movement Activity**

2 hours; 1 credit

Fundamental techniques and skills in individual and dual sports, team sports, gymnastics, aquatic sports, and rhythmic movement activities. Students may be required to provide equipment or supplies for these courses. (Not open to students who have completed an equivalent course.)

- \*†17.2 Archery.
- \*†17.3 Badminton.
- \*†17.7 Fencing.
- \*†17.8 Field Hockey.
- \*†17.11 Folk and Square Dance.
- \*†17.12 Golf.
- \*†17.13 Gymnastics (women).
- \*†17.14 Israeli Folk Dance.
- \*†17.16 The Alexander Technique.
- \*†17.19 Recreational Activities.
- \*†17.20 Self-defense.
- \*†17.21 Ballroom Dancing.
- \*†17.22 Softball.
- \*†17.23 Swimming.
- \*†17.25 Tennis.
- \*†17.26 Track and Field.
- \*†17.27 Volleyball.
- \*†17.28 Wall Sports.
- \*†17.29 Yoga.
- \*†17.33 Basketball (men).
- \*†17.35 Body Conditioning.
- \*†17.38 Soccer.
- \*†17.39 Touch Football.
- \*†17.41 Skiing.
- \*†17.44 Team Handball.
- \*†17.45 Aerobics.

#### **17.24 Fundamental Pilates**

2 hours; 1 credit

Pilates mat work exercises. Emphasis on understanding and use of the principles, fundamentals, and anatomical information relevant to each exercise. Application of conscious focus on use of the body. Modifications and variations of all exercises will be included.

#### **\*†17.46 Advanced Beginning Swimming**

2 hours; 1 credit

*Prerequisite:* Physical Education 17.23 or a current American Red Cross Beginner Swimmer Certificate or the equivalent.

**†18 series Intermediate Skills in Movement Activity**

2 hours; 1 credit

Intermediate techniques and skills in individual and dual sports, team sports, gymnastics, aquatic sports, and rhythmic movement activities. Students may be required to provide equipment or supplies for these courses.

- †18.2 Archery.
- †18.3 Badminton.
- †18.7 Fencing.
- †18.11 Folk and Square Dance.
- †18.14 Israeli Folk Dance.
- †18.20 Self-defense.
- †18.21 Social Dance.
- †18.22 Softball.
- †18.23 Swimming.
- †18.25 Tennis.
- †18.27 Volleyball.
- †18.28 Wall Sports.
- †18.29 Yoga.
- †18.33 Basketball (men).
- †18.35 Body Conditioning.
- †18.38 Soccer.
- †18.44 Team Handball.

*Prerequisite:* adequate preparation for the intermediate course. Students should consult the department about preparation required for each activity.

**18.16 Intermediate Alexander Technique**

2 hours; 1 credit

Continued exploration of the basic principles of the Alexander Technique. Recognition and inhibition of faulty habitual muscular patterns and redirecting or replacing them with new ones. Verbalization of self-observation and observation of others.

*Prerequisite:* Physical Education 17.16.

**18.24 Pilates Intermediate**

2 hours; 1 credit

Pilates intermediate mat work exercises. Emphasis on how the principles and fundamentals relate to intermediate mat work. Anatomy relevant to the exercises. Continued conscious focus on use of the body.

*Prerequisite:* Physical Education 17.24.

**†19 series Advanced Techniques in Movement Activity**

2 hours; 1 credit

Advanced techniques and skills in individual and dual sports, team sports, gymnastics, aquatic sports, and rhythmic movement activities. Students may be required to provide equipment or supplies for these courses.

- †19.3 Badminton.
- †19.7 Fencing.
- †19.23 Swimming.
- †19.25 Tennis.

†19.27 Volleyball.

†19.28 Wall Sports.

*Prerequisite:* adequate preparation for the advanced course. Students should consult the department about preparation required for each activity.

**22.1 Field Experience I**

2 hours; 1 credit

Experience in an area of the student's expressed professional objective in which the student participates and observes behavior in a setting outside the college community. A student who has had community experience in another course, such as Physical Education 70, may ask to be excused. It is recommended that this course be taken in the sophomore year.

*Prerequisite:* candidacy for a B.S. degree with a major in physical education and sophomore standing.

**22.2 Field Experience II**

2 hours; 1 credit

In-service experience in an area of the student's expressed professional objective, within the college setting. Students should consult a counselor before registration.

*Prerequisite:* all of the following; candidacy for a B.S. degree with a major in physical education, junior or senior standing, permission of the chairperson, a department average of 2.70 or higher in physical education courses, a scholastic index of 2.00 or higher.

**22.71 Human Physiology**

3 hours; 3 credits

Application of physiological concepts to health and life. The mechanisms and control systems that allow for functional harmony. Systemic approach to the physiology of bone, muscle, nerve, special senses, circulation, respiration, digestion, metabolism, the endocrine glands, and reproduction. This course is the same as Health and Nutrition Sciences 22.71. (Not open to students who are enrolled in or have completed Biology 6.1 or 6.2.)

*Prerequisite:* one of the following; Biology 1, 3, Chemistry 0.4, 1, 1.5, 5, Core Studies 7.1, 8.1.

**22.75 Human Anatomy**

3 hours lecture, 2 hours laboratory; 4 credits

Structure of systems in the human body. Macroscopic dissection of a mammalian specimen. (Not open to students who are enrolled in or have completed Biology 6.1 or 6.2 or 24.2 or Health and Physical Education 22.7 or Health Science 22.75.)

**23 First Aid and Safety**

4 hours; 3 credits

Theory and practice of cardiopulmonary resuscitation and first aid. Safety procedures in school and community. Incidence and prevention of accidental injuries. This course is

the same as Health and Nutrition Sciences 14. (Not open to students who are enrolled in or have completed Physical Education 44.1, 44.2, or 45.)

### **26 Health Aspects and Techniques for the Athletic Trainer**

3 hours; 3 credits

Comprehensive guide for medical and health supervision of school and college sports activities for the athletic trainer and physical educator. Procedures of examining with team physician training, conditioning, reconditioning, evaluating, and treating the athlete. Study of physical examination, legal implications in school athletics, common injuries in sports, health hazards associated with specific sports, and reconditioning the injured athlete.

*Prerequisite:* Physical Education 22.71 and 22.75 or the equivalent.

### **27 Advanced Athletic Training**

2 hours lecture, 2 hours laboratory; 3 credits

Advanced concepts and techniques of athletic training; recognition, evaluation, and management of athletic injuries.

*Prerequisite:* Physical Education 26.

### **30 Physiology of Exercise**

2 hours lecture, 2 hours laboratory; 3 credits

Physiological factors involved in bodily movement and performance of work. Such phenomena as responsive changes in circulation and respiration coincident with exercise, and adaptation to environmental conditions. Efficiency, physical fitness, coordination, and fatigue.

*Prerequisite:* Physical Education 22.71 and 22.75 or the equivalent.

### **30W Physiology of Exercise**

2 hours lecture, 2 hours laboratory; 3 credits

Physiological factors involved in bodily movement and performance of work. Such phenomena as responsive changes in circulation and respiration coincident with exercise, and adaptation to environmental conditions. Efficiency, physical fitness, coordination, and fatigue. Writing-intensive course.

*Prerequisite:* Physical Education 22.71 and 22.75 or the equivalent; English 2.

### **30.1 Exercise Testing and Prescription**

2 hours lecture, 2 hours laboratory; 3 credits

Maximal and sub-maximal tests for the evaluation of cardiovascular fitness. Laboratory and field procedures for the measurement of body composition, muscular strength, endurance, and power. Risk assessment and stratification. Interpreting test results and developing exercise prescriptions for healthy adults. Assessing progress.

*Prerequisite:* Physical Education 4.4, 22.71, 22.75, 30.  
*Prerequisite or corequisite:* Physical Education 75.

### **†31.2 Theory and Practice of Basketball**

1 hour lecture, 2 hours activity; 2 credits

Theory and practice of basketball and modified forms of the game. Participation in team formations. Organization and conduct of programs. Coaching techniques.

*Prerequisite:* Physical Education 17.33 or the equivalent.

### **†31.3 Theory and Practice of Football**

1 hour lecture, 2 hours activity; 2 credits

Theory and practice of football, six-player football, touch football, and other modified forms of the game. Participation in offensive and defensive formations. Organization and conduct of programs. Techniques of coaching.

*Prerequisite:* Physical Education 17.39 or the equivalent.

### **†31.4 Theory and Practice of Soccer**

1 hour lecture, 2 hours activity; 2 credits

Theory and practice of soccer and modified forms of the game. Organization and conduct of programs and games. Techniques of coaching.

*Prerequisite:* Physical Education 17.38 or the equivalent.

### **†32.2 Theory and Practice of Dual Games**

1 hour lecture, 2 hours activity; 2 credits

Theory and practice in tennis and badminton. Participation in planned contests. Organization and conduct of programs. Techniques of coaching.

*Prerequisite:* Physical Education 15.1; or Physical Education 17.3 and 17.25; or the equivalent of the courses.

### **†32.3 Theory and Practice of Baseball**

1 hour lecture, 2 hours activity; 2 credits

Theory and practice of baseball, softball, indoor baseball, and related games. Team play, organization and conduct of programs. Techniques of coaching.

*Prerequisite:* Physical Education 17.22 or the equivalent.

### **†32.4 Theory and Practice of Track and Field**

1 hour lecture, 2 hours activity; 2 credits

Theory and practice of track and field. Organization and conduct of programs and meets. Techniques of coaching.

*Prerequisite:* Physical Education 17.26 or the equivalent.

### **†35 Group Games**

1 hour recitation, 2 hours activity; 2 credits

Group games of low organization adaptable for children of elementary school age. Emphasis on development of skill, techniques, and methods of organizing and conducting such activities.

### **†38 Officiating at Team Games**

1 hour lecture, 2 hours activity; 2 credits

Principles and practice in rules and regulations of sports. Practice in officiating at intramurals.

*Prerequisite:* Physical Education 31.2 and 56; or the equivalent.

**The following courses, “Emergency Care” and “Emergency Care Practicum,” include the curricular material required by the Department of Health of the State of New York for the preparation of certified Emergency Medical Technicians. Upon successful completion of both classes, and following the attainment of a passing grade on the State Health Department practical examination and final written examination, students will be eligible for certification.**

#### **44.1 Emergency Care**

4 hours; 4 credits

Techniques of emergency medical care considered to be within the responsibility of the emergency medical technician.

*Prerequisite:* certification in cardiopulmonary resuscitation and first aid by one of the following: American Red Cross, American Heart Association, National Safety Council, New York City Regional Emergency Medical Service Council; and department permission.

*Corequisite:* Physical Education 44.2.

#### **44.2 Emergency Care Practicum**

4 hours laboratory including supervised practice, 1 hour fieldwork; 2½ credits

Development of emergency care skills. Supervised fieldwork in a hospital emergency room.

*Prerequisite:* certification in cardiopulmonary resuscitation and first aid by one of the following: American Red Cross, American Heart Association, National Safety Council, New York City Regional Emergency Medical Service Council; and department permission.

*Corequisite:* Physical Education 44.1.

#### **45 Leadership in Emergency Care**

2 hours lecture, 2 hours laboratory; 3 credits

Organization and administration of cardiopulmonary resuscitation, automatic external defibrillation (AED), and first aid programs. Analysis and testing of emergency care skills. Fulfills the minimum requirements for American Red Cross instructor certification in cardiopulmonary resuscitation, first aid, and AED courses.

*Prerequisite:* American Red Cross Certification in CPR, first aid, and AED or Emergency Medical Technician (EMT) certification or the equivalent.

#### **†47.1 Theory and Practice of Folk Dancing**

1 hour lecture, 2 hours activity; 2 credits

Theory and practice of fundamental and traditional folk dance steps and patterns. Techniques for various age groups; integration of cultural background of folk dances of different nations.

*Prerequisite:* one of the following: Physical Education 17.11, 18.11, 17.14, 18.14, the equivalent of one of these.

#### **49.1 Lifeguarding**

1 hour recitation, 2 hours activity, 2 hours supervised field experience; 3 credits

Skills and knowledge necessary to provide a safe aquatic environment at a lakefront or pool; entry level requirement for beach lifeguarding. Organizational and administrative practices. Supervised internship as lifeguard at Brooklyn College pool. Students successfully completing this course may be eligible to apply for American Red Cross Lifeguard certification.

*Prerequisite:* permission of the department chairperson; and a current American Red Cross certificate for first aid and for cardiopulmonary resuscitation; and the ability to swim continuously 500 yards.

#### **49.2 Leadership in Aquatics**

1 hour recitation, 2 hours activity; 2 credits

Organization and administration of aquatic programs in schools, community centers, and summer camps. Study of standards of safety and sanitation of swimming areas. Analysis and methods of teaching strokes, safety, skills, diving, and lifesaving techniques. Officiating. Fulfills the requirements of the Red Cross water safety instructor's certificate.

*Prerequisite:* the ability to swim the following strokes: front crawl, breast, side, and elementary back, and the ability to swim continuously 500 yards.

#### **51 Applied Anatomy and Kinesiology**

3 hours; 3 credits

Mechanical principles of human motion; macroscopic analysis of bones and muscles; joint leverage and limitations; type of muscular contraction and relations of muscular efficiency to posture; analysis of motor activities.

*Prerequisite:* Physical Education 11 and 22.75 or the equivalent of the courses.

#### **52.1 Physical Education for the Emotionally Disturbed and Physically Disabled**

3 hours; 3 credits

Physically disabling emotional and physical disorders. Special services and programs to aid disabled people in developing their full potential; role of physical education in this development. Principles and methods of adapted physical education.

*Prerequisite:* one of the following: Physical Education 1, Education 48.1, 58.1, 60.1, permission of the chairperson.

#### **52.2 Recreational Therapy**

2½ hours lecture, 1 hour fieldwork; 3 credits

Overview of recreational therapy programs and services for the disabled. Program planning for schools, institutions, and the community.

*Prerequisite:* Physical Education 7 or permission of the chairperson.

**52.3 Activities for the Mentally Retarded**

2½ hours lecture, 1 hour fieldwork; 3 credits

Characteristics and needs of people who are mentally retarded. Physical education and recreational activities programs. Methods of teaching basic motor skills and movement perception.

**†56 Theory and Practice of Volleyball and Softball**

1 hour lecture, 2 hours activity; 2 credits

Theory and practice in volleyball and softball. Techniques of coaching.

*Prerequisite:* Physical Education 17.22 and 17.27 or the equivalent of the courses.

**†58 Theory and Practice of Archery and Fencing**

1 hour lecture, 2 hours activity; 2 credits

Theory and practice in archery and fencing. Practice in organizing and conducting these activities. Techniques of coaching.

*Prerequisite:* Physical Education 15.1; or Physical Education 17.2 and 17.7; or the equivalent of the courses.

**70 Principles, Materials, and Leadership in Recreation**

2 hours; 2 credits

Principles, methods and materials, leadership techniques, areas, and facilities. Their application to recreation and contribution to evaluation of the field.

*Prerequisite:* sophomore or junior or senior standing.

**75 Evaluation in Physical Education**

3 hours; 3 credits

Elementary statistical techniques applied to tests and measurements. Historical background and evaluation of tests including those designated to measure health attitudes and knowledge, physical fitness, and neuromuscular proficiency. (Not open to students who are enrolled in or have completed Health Science 60.)

*Prerequisite:* candidacy for a B.S. degree with a major in physical education or permission of the chairperson; and junior or senior standing; and eight credits in advanced courses in the Department of Physical Education.

**Honors courses**

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for the courses described below. Students may not register for more than six credits in honors courses in the department in one term.

**82 Independent Study**

6 hours conference and independent work§; 2 credits

Independent study and readings in an area of specialization in the profession of physical education. Conferences. Report or term paper.

*Prerequisite:* senior standing and an index of 3.00 or higher in physical education courses and a scholastic index of 2.50 or higher and permission of the chairperson.

**83 Directed Research**

6 hours conference and independent work§; 2 credits

The structuring and completion of a research topic in any area in the field of physical education. Design, test, and evaluation of research data. Report or term paper.

*Prerequisite:* all of the following: Physical Education 72, senior standing, an index of 3.00 or higher in physical education courses, a scholastic index of 2.70 or higher; permission of the chairperson.

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**Dance**

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**9.1, 9.2 Introduction to Modern Dance Technique I**

4 hours; 2 credits each term

Introduction to the basic elements of modern dance technique. Dance 9.1 and 9.2 may each be taken twice for credit, but no more than 8 credits can be taken in any combination of Dance 9, 9.1, and 9.2.

**10.1, 10.2 Introduction to Modern Dance Technique II**

4 hours; 2 credits each term

Further exploration of the elements of modern dance technique. Dance 10.1 and 10.2 may be taken twice each for credit, but no more than 8 credits can be taken in any combination of Dance 10, 10.1, and 10.2.

*Prerequisite:* Dance 9.1 and 9.2 or the equivalent.

**84.1, 84.2 Independent Work in Dance**

Minimum of 3 hours conference and independent work§; 1 credit each term

Independent work and research in dance, dance production, and dance composition.

*Prerequisite:* permission of the instructor.

**85.1, 85.2 Independent Work in Dance**

Minimum of 6 hours conference and independent work§; 2 credits each term

Independent work and research in dance, dance production, and dance composition.

*Prerequisite:* permission of the instructor.

**86.1, 86.2 Independent Work in Dance**

Minimum of 9 hours conference and independent work§ in dance composition, production, or research;  
3 credits each term

*Prerequisite:* permission of the instructor.

**90 Seminar in Style Criticism**

3 hours; 3 credits

Investigation of principles and influences in dance. Comparative studies of styles and trends. Critical study of selected works. The effect of other arts and cultures on choreography. Independent research. Assigned projects.

*Prerequisite:* permission of the instructor.

**Students interested in dance should note that, in addition to the dance courses listed above, the Department of Physical Education and Exercise Science also offers:**

**17.11: Folk and Square Dance**

**18.11: Folk and Square Dance**

**17.14: Israeli Folk Dance**

**17.21: Ballroom Dancing**

**18.14: Israeli Folk Dance**

**47.1: Theory and Practice of Folk Dancing**

**Students should see the physical education course listings for descriptions.**

The following courses are inactive and will be offered only if there is sufficient demand:

**0.1 Special Topics in Physical Education and Exercise Science**

**0.4 Special Topics in Physical Education and Exercise Science**

**14 Coaching**

**21 Psychology of Sport and Physical Activity**

**24 Physical Education in the Elementary School**

**31.1 Theory and Practice of Combative Sports**

**34 Swimming and Diving**

**36 Movement Activities in Early Childhood**

**37 Skill Activity in the Upper Elementary Grades**

**55 Theory and Practice of Field Hockey**

**57.1 Theory and Practice of Wall Sports**

**72 Research Processes in Physical Education**

**78 Organization and Administration in Physical Education**

**Dance 1.3 Survey of Twentieth-Century Dance**

**Dance 16.1, 16.2 Ballet**

**Dance 18.1, 18.2 Ethnic Styles in Dance I, II**

**Physics**

Department office: 3438 Ingersoll Hall

Telephone: (718) 951-5418, (718) 951-5419, (718) 951-5420

*Chairperson:* Peter M.S. Lesser

*Deputy Chairperson, CLAS:* Peter M.S. Lesser

*Deputy Chairperson, SGS:* Ming-Kung Liou

*Deputy Chairperson, Division of Graduate Studies:*

Ming-Kung Liou

*Director, Coordinated Engineering Program:* Virahnt Sahni

*Professors:* Bond, Franco, Lesser, Liou, Sahni, Schwartz, Sobel,

Tomkiewicz, Tung;

*Associate Professor:* Miyano, Shum.

The study of physics provides a foundation in fundamental science and develops skill sets that are highly valued in virtually every profession. Physics emphasizes logical, analytical thinking applied to understanding basic natural phenomena and solving practical problems. It requires strong mathematical skills and the ability to reason quantitatively and qualitatively.

The Department of Physics at Brooklyn College offers degree programs that students may tailor to their individual needs and interests. The bachelor of science degree prepares students for admission to graduate school in physics or closely related fields, including astronomy, biophysics, medical physics, materials science, and engineering. Research opportunities for undergraduates are available both within the department and through summer programs that are run at laboratories, colleges, and universities throughout the United States. For students who do not intend to become research physicists, the bachelor of arts degree provides an attractive alternative. It does not require as many advanced courses and can be combined with other interests. The B.A. confers a competitive edge in professions such as business, finance, law, and medicine. The department also offers a bachelor of arts degree in adolescence education for physics teachers as well as a minor in physics.

The Department of Physics proudly hosts the coordinated engineering program and the engineering honors program. In these programs, students complete their first two years of study at Brooklyn College towards a degree in electrical, computer, mechanical, chemical, biomedical, civil, or environmental engineering. They then transfer to one of the cooperating engineering schools, which are Polytechnic University, City College of New York, and the College of Staten Island, or to a school of their choice to complete their engineering degrees.

Physicists with advanced degrees generally work in universities, government laboratories, or industry. They are frequently engaged in some kind of basic or applied research. Students who wish to pursue graduate studies may apply to the master's and doctoral degree programs offered by or in conjunction with this department. Please see the Division of Graduate Studies section below.

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### Core curriculum

The Department of Physics participates in the College's core curriculum through Core Curriculum 3.31.

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### Courses for reentering students

A student who has credit for courses in physics at Brooklyn College that are no longer offered and who wants to take additional courses in physics, must consult a department counselor to determine which courses in the present numbering system are equivalent to those for which credit has already been earned.

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### Recommendations for prospective physics majors

Prospective physics majors should consult a department counselor prior to registering for the lower-freshman term about the recommended program of study.

Depending on their objectives, students follow one of the sequences of study outlined below.

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### Coordinated Engineering Program

Students interested in engineering should contact Professor Virajt Sahni by calling the office of the Department of Physics. For more information, see the "Coordinated Engineering" section of this *Bulletin*.

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### B.A. degree program in physics

**HEGIS code 1902; SED program code 02071**

### B.S. degree program in physics

**HEGIS code 1902; SED program code 02070**

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### Sequence for students planning graduate work toward a Ph.D. degree in physics or astronomy.

#### Department requirements (66 credits)

To enroll in advanced physics courses, students must earn a grade of C or higher in the physics and mathematics prerequisites of the courses, unless they are excused from this requirement by the chairperson. A student who receives a grade of D in a required physics or mathematics course must consult the chairperson before registering for another physics course. The student is usually advised to repeat the course.

All of the following: Physics 1.5, 2.5, 10.5, 16, 18, 19, 29, 61.2, 61.5, 62.6, 62.7, 67.1W.

Chemistry 1 and 2.

Computer and Information Science 1.5 or 1.10 or 1.20.

Mathematics 3.3 and 4.3 and 5.3.

Mathematics 13.

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### Sequence for students not planning graduate work toward a Ph.D. degree in physics or astronomy

This sequence is intended for premedical and premedical students, for students preparing for teaching in secondary school, and for others for whom a broad background in physics is desirable.

#### Department requirements (46–47½ credits)

To enroll in advanced physics courses, students must earn a grade of C or higher in the physics and mathematics

prerequisites of the courses, unless they are excused from this requirement by the chairperson. A student who receives a grade of D in a required physics or mathematics course must consult the chairperson before registering for another physics course. The student is usually advised to repeat the course.

- Physics 1 or 1.5; and 2 or 2.5.
- All of the following: Physics 10.5, 18, 19, 38 or 39, 67.1, 76.
- One physics course numbered in the 40s.
- One physics course numbered between 50 and 65.  
With the permission of the chairperson, either Physics 11.3 or 13.3 may be substituted for one of these courses.
- Chemistry 1 and 2; or Chemistry 1.1, 1.2, and 2.
- Mathematics 3.3 and 4.3.

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### Additional requirements for a B.S. degree

Candidates for a B.S. degree with a major in physics must complete at least 60 credits in science and mathematics; 24 of these 60 credits must be completed in advanced courses in the Physics Department. These 24 credits must be completed at Brooklyn College with a grade of C or higher in each course.

The following courses may be applied toward the 60 credits in science and mathematics:

- All courses in the departments of biology, chemistry, computer and information science, geology, mathematics, physics, and psychology.
- Courses marked with a (•) symbol in the Department of Health and Nutrition Sciences.
- Anthropology and Archaeology 2.4, 16, 24.1, 24.2, 26.1, 26.2, 36, 85.3.  
Core Studies 5, 5.1, 5.2, 7.1, 7.2, 8.1, 8.2.  
Core Curriculum 3 through 3.99;  
Core Curriculum 30.01 through 30.99.  
Economics 30.2, 30.3, 31.1, 31.2.  
Philosophy 13, 33, 42.  
Physical Education 22.71, 22.75, 23, 30, 51.  
Sociology 77.1.

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### B.A. degree program in adolescence education: physics teacher

**HEGIS code 1902.01; SED program code 26808**

The School of Education and the Department of Physics jointly offer a program for students who plan to teach physics in grades 7 through 12. Additional information may be obtained from the School of Education or the Department of Physics. Students should consult a counselor as early as possible to plan their program.

#### Program requirements (73–74½ credits):

To enroll in advanced physics courses, students must earn a grade of C or higher in the physics and mathematics prerequisites of the courses, unless they are excused from this requirement by the chairperson. A student who receives a grade of D in a required physics or mathematics course

must consult the chairperson before registering for another physics course. The student is usually advised to repeat the course.

Students must complete a) through f):

a) Physics \*1 or \*1.5 and Physics \*2 or \*2.5.

*Prerequisites:* For Physics \*1: a grade of C or higher in Mathematics 2.9 or 2.92 or in any mathematics course numbered higher than 2.92; or placement in Mathematics 3.3 on the basis of the calculus placement test. Students who think they are insufficiently prepared in problem solving are advised to take Physics 1.1 and 1.2 instead of Physics 1.

For Physics \*1.5: as a prerequisite or corequisite: Mathematics 4.3.

For Physics \*2: Physics 1 or 1.5; or Physics 1.2 with a grade of C or higher.

For Physics \*2.5: a grade of C or higher in Physics 1.5 and Mathematics 4.3; as a prerequisite or corequisite: Mathematics 5.3.

b) All of the following: Physics 10.2 (prerequisite: Physics 2 or 2.5); 10.5 (prerequisite: Physics 2.5; or Physics 2 and Mathematics 4.3); Physics 18 (prerequisite: Physics 2 or 2.5); Physics 19 (prerequisite: Physics 18); Physics 38 (prerequisite: Physics 2 or 2.5; Mathematics 3.3); Physics 39 (prerequisite: Physics 2 and Mathematics 3.3, or Physics 2.5); Physics 67.1W (prerequisite: Physics 18; prerequisite or corequisite: Physics 19); Physics 76 (prerequisite: Physics 10.5, 19, and 67.1).

c) Two physics courses numbered in the 40s.

d) Two physics courses numbered between 50 and 65. With the permission of the chairperson, either Physics 11.3 or 13.3 may be substituted for one of these courses.

e) Chemistry 1 and 2; or Chemistry 1.1, 1.2, and 2.

f) Mathematics 3.3 and 4.3.

The following pedagogical courses: Education 16, 34, 64.1, 69, 71.04, and 72.04. These courses are described in the "Education" section of this *Bulletin*. Also consult the "Education" section for specific grade requirements for the degree program for physics teacher.

These program requirements meet the revised teacher certification regulations adopted by the New York State Board of Regents in 2000 and replace the requirements that appeared in the 2000–2003 *Bulletin* for undergraduate programs.

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### Requirements for a minor in physics

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Physics 1 or 1.5; Physics 2 or 2.5; Math 3.3

At least 12 credits of advanced electives in physics. All courses must be completed at Brooklyn College with a grade of C- or better.

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### Division of Graduate Studies

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The Physics Department offers master of arts degree programs in physics and physics teacher (grades 7 through 12). Some

courses may be creditable toward the CUNY doctoral degree. For information, students should consult the department's deputy for graduate studies. A *Graduate Bulletin* may be obtained in the Office of Admissions.

## Courses

\*Courses marked with an asterisk (\*) are not counted toward the requirement of no fewer than 18 credits in advanced courses for majors in this department.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

## Workshops

No credit

Voluntary sessions for students enrolled in Physics 1, 1.5, 2, and 2.5 who need additional assistance. Emphasis on the solution of problems encountered in these courses.

### \*0.11 Introduction to Astronomy

3 hours; 3 credits

Organization of the universe. Time and distance scales. Stars and stellar evolution. Galaxies. The evolutionary universe. Recommended for nonscience majors. (Not open to students who are enrolled in or who have completed Physics 0.6 or 31 or 32.)

*Prerequisite:* Core Studies 7.2 or its equivalent.

### \*0.12 The Search for Life in the Universe

3 hours; 3 credits

The solar system. Exploration of the planets. Life in the solar system. The search for extraterrestrial intelligence. Interstellar communication and space travel. Recommended for nonscience majors. Physics 0.11 is not a prerequisite for Physics 0.12. (Not open to students who are enrolled in or who have completed Physics 0.6 or 31 or 32.)

*Prerequisite:* Core Studies 7.2 or its equivalent.

### \*1 General Physics I

3 hours lecture, 1 hour recitation, 3 hours laboratory; 5 credits

Introduction to mechanics, heat, and sound. Intended for students interested in the biological sciences, medicine, or dentistry. (Not open to students who are enrolled in or have completed any of the following: Physics 1.1, 1.2, 1.5.)

*Prerequisite:* a grade of C or higher in Mathematics 2.9 or 2.92 or in any mathematics course numbered higher than 2.92; or placement in Mathematics 3.3 on the basis of the calculus placement test. Students who think they are insufficiently prepared in problem solving are advised to take Physics 1.1 and 1.2 instead of Physics 1.

### \*1.1 General Physics IA

3 hours; 2 credits

Introduction to mechanics with more introductory material than is covered in Physics 1. Physics 1.1 and 1.2 constitute

a two-term sequence intended for students who are not prepared for Physics I. (Not open to students who are enrolled in or have completed Physics 0.7 or I or I.5.)

*Prerequisite:* a grade of C or higher in Mathematics 2.9 or 2.92 or in any mathematics course numbered higher than 2.92; or placement in Mathematics 3.3 on the basis of the calculus placement test.

### **\*1.2 General Physics IB**

4 hours lecture, 3 hours laboratory; 4 credits

Continuation of Physics I.1 and an introduction to heat and sound. Students who complete this course with a grade of C or higher may register for Physics 2. (Not open to students who are enrolled in or have completed Physics I or I.5.)

*Prerequisite:* a grade of C or higher in Physics I.1.

### **\*1.5 General Physics I**

3 hours lecture, 1 hour recitation, 3 hours laboratory; 5 credits

Introduction to mechanics and heat. Intended for students majoring in the physical sciences or engineering. (Not open to students who are enrolled in or have completed any of the following: Physics I, I.1, I.2.)

*Prerequisite or corequisite:* Mathematics 4.3.

### **\*2 General Physics II**

3 hours lecture, 1 hour recitation, 3 hours laboratory; 5 credits

Introduction to light, electricity, and modern physics. Intended for students interested in the biological sciences, medicine, or dentistry. (Not open to students who are enrolled in or have completed Physics 2.5.)

*Prerequisite:* Physics I or I.5; or Physics I.2 with a grade of C or higher.

### **\*2.3 General Physics and the Computer**

3 hours lecture, 3 hours laboratory; 4 credits

Introduction to basic concepts in electricity and magnetism with application to electronics and computer technology. Intended for students majoring in computer and information science.

*Prerequisite:* a grade of C or higher in Mathematics 2.9 or 2.92 or in any mathematics course numbered higher than 2.92; or placement in Mathematics 3.3 on the basis of the calculus placement test.

### **\*2.5 General Physics II**

3 hours lecture, 1 hour recitation, 3 hours laboratory; 5 credits

Introduction to wave phenomena, electricity, and magnetism. Intended for students majoring in the physical sciences or engineering. (Not open to students who are enrolled in or have completed Physics 2.)

*Prerequisite:* a grade of C or higher in Physics I.5 and in Mathematics 4.3.

*Prerequisite or corequisite:* Mathematics 5.3.

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**To enroll in physics courses not marked (\*), students must earn a grade of C or higher in the physics and mathematics prerequisites of such courses unless excused from this requirement by the chairperson.**

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### **10.5 Introduction to Modern Physics**

3 hours; 3 credits

Introduction to modern physics. Intended for students majoring in the physical sciences. (Not open to students who have completed Physics I4.1.)

*Prerequisite:* Physics 2.5; or Physics 2 and Mathematics 4.3.

### **11.3 Mechanics**

4 hours; 4 credits

Vector treatment of static equilibrium of rigid bodies. Static analysis of trusses and other mechanical structures. Vector treatment of kinematics of particles and rigid bodies. Forces and motion. Analysis of rotational motion; moments of inertia. (Not open to students who are enrolled in or have completed Physics I1 or I1.1 or 61.2.)

*Prerequisite:* Physics 1.5 or permission of the chairperson.

*Prerequisite or corequisite:* Mathematics 5.3.

### **13.3 Electric Circuits**

4 hours; 4 credits

Passive and active circuit elements. Voltage, current, and power: Kirchhoff's laws; mesh and node analysis. Thevenin's and Norton's theorems. Source-free and forced RL, RC, and RLC circuits. (Not open to students who are enrolled in or have completed Physics I3 or I3.1 or 61.5.)

*Prerequisite:* Physics 2.5.

*Prerequisite or corequisite:* Mathematics 1.3.

### **16 Introduction to Theoretical Physics**

4 hours; 4 credits

Methods of theoretical physics applied to selected topics in mechanics, thermodynamics, electricity and magnetism, and wave phenomena.

*Prerequisite:* Physics 2.5.

*Prerequisite or corequisite:* Mathematics 1.3.

### **18 Electrical Measurements Laboratory**

4 hours; 2 credits

Experimental study of basic electrical measurements and instruments. Experiments in analog electronics and uses of electronic equipment.

*Prerequisite:* Physics 2 or 2.5.

### **19 Modern Physics Laboratory**

4 hours; 2 credits

Experiments illustrating important discoveries of twentieth century physics.

*Prerequisite:* Physics 1.8.

**38 Astrophysics and Cosmology**

3 hours; 3 credits

The nature of stars: physical properties, energy generation, and evolution. Structure, distribution, and evolution of galaxies. Cosmological models of the universe. Observational cosmology. The big bang, the early universe, and the age of the universe.

*Prerequisite:* Physics 2 or 2.5; Mathematics 3.3.

**39 Physics in Medicine**

3 hours; 3 credits

Blood flow. Sound waves and hearing, pulse echo-techniques. Electrocardiography. Optics of the eye. X-rays, CAT scanning. Nuclear radiation, emission tomography, MRI and PET scanning.

*Prerequisite:* Physics 2 and Mathematics 3.3, or Physics 2.5.

**51 Topics in Condensed Matter Physics**

3 hours; 3 credits

The nature of crystals; diffraction and periodicity; electrical properties of materials; semiconductors and semiconductor devices; interaction of light with solids; LED's and solid-state lasers; superconductivity; surfaces and interfaces.

*Prerequisite:* Physics 10.5 and 67.1.

**59 Special Topics in Physics**

3 hours; 3 credits

A topic in physics not covered in the regular curriculum. Topics vary from term to term and reflect the interests of students and faculty. Course description may be obtained in the department before registration. Topics may include optics, relativity, string theory, and nanophysics.

*Prerequisite:* permission of the chairperson.

**61.2 Analytical Mechanics**

3 hours; 3 credits

Review of Newtonian mechanics; oscillatory motion and resonance; Hamiltonian and Lagrangian mechanics; two-body motion; kinematics and the inverse square law; rigid-body motion; normal modes.

*Prerequisite:* Physics 16.

**61.5 Electromagnetic Theory**

3 hours; 3 credits

Electrostatic and magnetostatic boundary value problems; systematic derivation of Maxwell's equations in vector notation; plane electromagnetic waves; spherical electromagnetic waves; application of Maxwell's equations to reflection, diffraction, dispersion, and scattering.

*Prerequisite:* Physics 16.

**62.6 Atomic Physics and Quantum Mechanics I**

3 hours; 3 credits

Development of the Schroedinger equation and principles of quantum mechanics. Solutions of the Schroedinger equation; the one-electron atom; perturbation theory; thermal radiation.

*Prerequisite:* Physics 2.5 and 10.5 and 16.

**62.7 Atomic Physics and Quantum Mechanics II**

3 hours; 3 credits

Further development of the principles of quantum mechanics with application to atomic, molecular, solid-state, and nuclear phenomena.

*Prerequisite:* Physics 62.6.

**64.2 Statistical Physics**

3 hours; 3 credits

Thermodynamic state functions; Maxwell relations. Kinetic theory of an ideal gas; Maxwell distribution of velocities; collisions; Boltzmann H-theorem. Classical statistical mechanics; microcanonical ensemble, canonical ensemble; quantum statistical mechanics; Fermi and Bose statistics; electron gas/ Bose gas; blackbody radiation.

*Prerequisite:* Physics 62.6.

**67.1W Advanced Laboratory I**

4 hours; 2 credits

Advanced experiments in optics, electricity, electronics, and in atomic and nuclear physics. Writing-intensive course.

*Prerequisite:* Physics 18; English 2.

*Prerequisite or corequisite:* Physics 19.

**Seminar****74.1, 74.2 Seminar I, II**

3 hours; 3 credits

Group study of topics in physics or in its social, economic, moral, or ethical implications.

*Prerequisite:* permission of the chairperson.

**76 Senior Project**

6 hours conference and independent work; 2 credits

Independent project or set of related projects supervised by a faculty member. Projects may include original design and prototype of lecture demonstration equipment, physics museum display, new equipment or procedures for undergraduate instructional laboratories, or a written thesis. Emphasis on the communication of physics concepts and their application. Presentation of projects at a departmental seminar is required.

*Prerequisite:* Physics 10.5, 19, and 67.1.

## Honors courses

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for courses described below. Students may not register for more than six credits in honors courses in physics in one term. Permission to register for honors courses is usually given only to superior students in their senior year.

### 83.1, 83.2 Independent Research I, II

Minimum of 9 hours conference and independent work; 3 credits

Independent research supervised by a faculty member. Weekly conference. Thesis or report.

*Prerequisite of 83.1:* completion of an approved program of advanced Physics Department courses and permission of the instructor and the chairperson.

*Prerequisite of 83.2:* Physics 83.1 and permission of the instructor and the chairperson.

### 88.1, 88.2 Independent Study I, II

Minimum of 9 hours conference and independent work; 3 credits

Independent study supervised by a faculty member. Approved reading. Written examination.

*Prerequisite of 88.1:* completion of an approved program of advanced Physics Department courses and permission of the instructor and the chairperson.

*Prerequisite of 88.2:* Physics 88.1 and permission of the instructor and the chairperson.

The following courses are inactive and will be offered only if there is sufficient demand:

- 0.17 A History of Ideas in Physics**
- 0.3 Energy in a Technological Society**
- 0.6 Survey of the Universe**
- 10.2 Techniques of Experimental Research**
- 29 Electronics**
- 41 Historical and Biographical Studies in Physics**
- 42 Issues in Physics and Society**
- 52 Topics in Nuclear Physics**
- 64.5 Solid-state Physics**
- 67.2 Advanced Laboratory II**

## Political Science

Department office: 3413 James Hall  
Telephone: (718) 951-5306, (718) 951-5307

*Chairperson:* Sally Bermanzohn  
*Deputy Chairperson, Undergraduate:* Gastón Alonso  
*Deputy Chairperson, Division of Graduate Studies:* Mark Ungar  
*Deputy Chairperson, Worker Education Program:* Immanuel Ness  
*Professors:* Bermanzohn, Ness, Okome, Wilson;  
*Associate Professors:* Currah, London, Robin, Theoharis, Ungar;  
*Assistant Professors:* Alonso, Anderson, Arnold, Johnson, Su.

The goal of the Brooklyn College Department of Political Science is to equip our students to live and serve in a globally interdependent and rapidly changing world. To this end, we teach our students about the structure and operation of politics and power; and provide them with the knowledge and skills that will help them succeed at their chosen careers. We seek to develop our students' sense of social responsibility by encouraging their involvement in community and public service, both through our course work and through our internship program. The department offers a bachelor of arts degree and a minor in political science as well as a bachelor of arts degree for social studies teachers and an interdisciplinary minor in law and society.

Political science courses enable students to understand political organizations in the U.S. and the world in their historical, social, and economic contexts. We teach our students to develop the critical skills and practical capabilities necessary to improve the human condition and to become an active participant in political life. Drawing on the diversity of the borough of Brooklyn, we strive to foster a learning environment conducive to the discussion of an array of perspectives and views.

Students taking political science courses learn to understand and apply frameworks for comparing nation-states; address social and political problems, issues, and conflicts; and place U.S. political processes and governmental institutions in the context of a complex world. Students also study the potential limitations of national and international institutions grappling with the issues of war, violence, and inequality as well as develop an understanding of such fundamental political concepts as democracy, equality, and justice. Political science students acquire the skills necessary for a normative critique of the structures of government and politics.

Our students go on to work in law, think tanks, branches of government, businesses, nonprofits, and public and private schools and colleges. Students who wish to pursue graduate studies may apply to the master's and doctoral degree programs offered by or in conjunction with this department. Please see the Division of Graduate Studies section below.

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### Core curriculum

The Department of Political Science participates in the college's core curriculum through Core Curriculum 2.3.

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**B.A. degree program in political science**  
**HEGIS code 2207; SED program code 02109**


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Political Science is a writing-intensive major.

**Department requirements** (30 credits)

1. Political Science \*1.51 or \*1.7.
2. All of the following: Political Science 12W, Political Science 14W, and Political Science 95W. Political Science 95W is a capstone seminar to be taken in the senior year.
3. A total of five courses chosen from the following fields in political science plus any prerequisite of the courses: American and urban politics; international politics; comparative politics; and political theory and methodology. One special topics course chosen from Political Science 60.1 through 60.5, and one independent research, chosen from Political Science 83.1 or 83.2, may be included as one of the five courses.

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**Requirements for a minor in political science**


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At least 12 credits of advanced electives in political science. Each course must be completed at Brooklyn College with a grade of C or higher. Students are advised to consult with a departmental counselor to plan their minor.

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**Requirements for an interdisciplinary minor in law and society**


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Courses in political science presented for this minor may not be counted toward the political science major.

Twelve credits chosen from the courses of two or more departments as specified below. Each course must be completed with a grade of C or higher.

Africana Studies 43, 43.2; Anthropology and Archaeology 34, 35; Classics 34; Political Science 2.1, 2.2, 26.2, 45.1; Sociology 43.5, 51.4.

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**Department honors**


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Students who want to qualify for honors in political science must have an average of 3.50 or higher in all political science courses, except Political Science 1.51 or 1.7, and a grade of A- or higher in a seminar. All course work eligible for consideration for department honors must be taken at Brooklyn College.

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**B.A. degree program in adolescence education: social studies teacher**  
**HEGIS code 2201.01; SED program code 26754**


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See the "Social Studies" and "Education" sections in this *Bulletin*.

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**Political science concentration for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6)**


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The requirements for the teacher education programs indicated above are described in the "Education" section of this *Bulletin*. Students who major in either of these

programs and who elect a concentration in political science must complete at least 30 credits in the Political Science Department with a grade of C or higher in each course. Students must meet with a department adviser to declare their intention to complete this sequence.

**Concentration requirements:**

Political Science 1.51 and 1.7.

Twenty-four credits of advanced electives chosen from courses listed in the following five fields. Students must select at least one course from each field.

American and Urban Politics: Political Science 25, 28, 31, 33, 37.1, 37.2, 38, 75.7, 75.8.

International Politics: Political Science 41, 45.2, 46, 76.3, 76.5, 76.6, 76.7.

Comparative Politics: Political Science 48, 49.1, 49.2, 49.3, 49.4, 49.8.

Political Theory and Methodology: Political Science 54, 59, 78.1.

Seminars: An advanced seminar in political science.

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**Recommendation for prospective graduate students**


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Prospective graduate students in political science should develop reading comprehension in at least one foreign language given at the College.

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**Division of Graduate Studies**


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The Political Science Department offers a master of arts degree program in political science. Some courses may be creditable toward the CUNY doctoral degree.

For information, students should consult the department's deputy chairperson for graduate studies. A *Graduate Bulletin* may be obtained in the Office of Admissions.

**Courses**

\*Courses marked with an asterisk (\*) are not counted toward the requirement of no fewer than 18 credits in advanced courses for majors in this department.

§Independent work means not less than three additional hours each week of conference, research, independent reading, and writing as assigned by the instructor. The student's grade is determined in part by the successful completion of this independent work.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

**\*1.51 Introduction to American Government**

3 hours; 3 credits

Fundamental concepts, political principles, processes, and institutions of American government. Topics may include: constitutional foundations, civil liberties, the mass media, public opinion, special interest groups, political parties, elections, the presidency, Congress, and the courts.

**\*1.7 Introduction to Politics**

3 hours; 3 credits

Introduction to political science and contemporary issues. The concepts and uses of power; the nature and role of the state, the development and politics of identity, political economy, political change, the global financial order: Application to specific countries and problems.

**12W Analytic Approaches to Political Problems**

4 hours; 4 credits

Critical examination of major political issues. Crosses the boundaries of the discipline's major subfields (American, international, comparative, political theory, public policy) by analyzing issues from at least two different subfields. Subjects from term to term. Writing-intensive course.

*Prerequisite:* Political Science 1.51 or 1.7 or Core Curriculum 2.3.

**14W Research Strategies in Public Policy**

3 hours lecture, 2 hours laboratory; 4 credits

Introduces basic concepts and principles of research methodology connected to specific public policies. Research strategies will vary from term to term, including both qualitative and quantitative methods. Weekly laboratory practice on specific research methods. Writing-intensive course.

*Prerequisite:* Political Science 1.51 or 1.7 or Core Curriculum 2.3.

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**American and urban politics**

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**21 Law and the Political Process**

3 hours; 3 credits

Role of legal concepts in the American political system. Judicial behavior and administration.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**22 The Politics of Criminal Justice**

3 hours; 3 credits

Policies, procedures, and institutions in criminal law administration. Operations of the criminal justice system and the political role of the system. Problem of the existence and continued growth of criminal behavior in all segments of American society; relation between a political system and the conduct of its citizens.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**23 Urban Life and Politics**

3 hours; 3 credits

Introduction to the major approaches to the field of political science and to the controversies that surround this subject. Principal patterns of cultural, social, economic, and political life in urban settings. Interplay and impact of forces, events, behaviors, and practices that have shaped life in urban areas in the past and continue to do so in the present.

*Prerequisite:* two of the following courses : Core Studies 3, 4, and 9, or their equivalents.

**25 Urban Government and Politics**

3 hours; 3 credits

Structure, activities, and problems of contemporary urban government. Changing nature of federal, state, regional, and local relationships. Nature of decision-making process in an urban political environment. New York metropolitan area.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**26.1 Constitutional Law**

3 hours; 3 credits

Relation of current trends and conflicts in the Supreme Court to the clash of fundamental ideas and values in American society. Cases involving economic issues and policies. Such general subjects as judicial review, jurisdiction and procedure of the court, and judicial recruitment and the nature of the judicial process.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**26.2 Civil Rights and Civil Liberties**

3 hours; 3 credits

Relation of current trends and conflicts in the Supreme Court to the clash of fundamental ideas and values in American society. Cases involving civil liberties including such issues as freedom of speech, press, religion, and criminal justice and race relations.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**28 Power in the United States**

3 hours; 3 credits

Structure of power of American society and its relation to political ideas, processes, and events at home and abroad. Power in the framework of fundamental technological transformations and worldwide revolutionary tendencies. Viability of the American political system; how it changes. (Not open to students who have completed Political Science 75.3.)

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**31 Women and Politics in the United States**

3 hours; 3 credits

Women and politics in the context of the United States of America. Gaining the right to vote; the Equal Rights Amendment; women as political leaders; racial and ethnic diversity of U.S. women; the "gender gap." Policy issues including the feminization of poverty and social welfare. This course is the same as Women's Studies 39.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**32.1 The Civil Rights and Black Power Movements**

3 hours; 3 credits

Examination of the major themes and debates in the Civil Rights and Black Power movements in the United States from 1950 to 1975. Highlight the discourses among and about African Americans as they relate to the creation of political

and social movements in the quest for racial and economic justice. This course is the same as Africana Studies 12.9.

*Prerequisite:* Core Studies 3 or 4 or Core Curriculum 2.2 or 2.3.

### **33 The American Presidency**

3 hours; 3 credits

Nature and functions of the modern American presidency. Such problems as the selection process and the various roles of the president in the formulation and execution of public policy. (Not open to students who have completed Political Science 35.)

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

### **36 United States Congress and the Legislative Process**

3 hours; 3 credits

Structure and functions of the American Congress and other legislative bodies and their roles in the formulation and execution of public policy. Their internal organization, bases of power, sources of conflict, processes of operation, and patterns of decision making. (Not open to students who have completed Political Science 35.)

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

#### **37.1 American Political Parties**

3 hours; 3 credits

Structures, function, organization, and leadership of American political parties and electoral behavior. (Not open to students who have completed Political Science 37.)

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

#### **37.2 Interest Groups and Money in United States Politics**

3 hours; 3 credits

Organization and operation of public and private interest groups and their relation to government and political parties. Analysis of urban, national, and transnational groups.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

#### **37.2W Interest Groups and Money in United States Politics**

4 hours; 3 credits

Organization and operation of public and private interest groups and their relation to government and political parties. Analysis of urban, national, and transnational groups. Writing-intensive section.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7; English 2.

### **38 Racial and Ethnic Politics in the United States**

3 hours; 3 credits

Comparative analysis of the politics of racial and ethnic groups in American urban areas. Problems of assimilation and alienation. Direct action and protest movements. Political

experience of African Americans and other ethnic groups.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

### **39 Political Opinion and Behavior**

3 hours; 3 credits

Public opinion and political participation. Political socialization, attitude formation and change, political ideology, and voting behavior. Role of the mass media.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

### **75.2 Community Power and Politics**

3 hours; 3 credits

Nature and distribution of power in American communities. Power and political change. Discussion of community power literature.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

### **75.4 Politics of the U.S. Labor Movement**

3 hours; 3 credits

Examines the root causes of organized labor's decline and the consequences of this decline on working and living conditions, and prospects for labor's revitalization. Analyzes the political economy of labor; labor's influence at the workplace in the representation of workers, labor leadership and democracy, and labor's political influence in politics. Explores community-labor coalition-building efforts with other actors.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

### **75.7 Politics of New York: Global City**

3 hours; 3 credits

Current politics of globalization and its influence on the politics and economy of New York City. Examination of globalization on the political, legal, and regulatory decision-making processes of New York City.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

### **75.8 Politics and the Media**

3 hours; 3 credits

Influence of the media on politics. Topics include the organization of the media, the news function, investigative journalism, campaign advertisements, ethical doctrines, First Amendment issues, and political and editorial policy. (Not open to students who have completed Political Science 78.7.)

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

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## **International politics**

### **41 Basic Factors in International Politics**

3 hours; 3 credits

Identification and analysis of such major theories, approaches, and organizing concepts as power, sovereignty, and national interests. Patterns of action and interaction in the international system. Interstate conflict and management.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**45.1 International Law**

3 hours; 3 credits

Structure, problems, and perspectives of the existing international legal system. Attitudes of Western, communist, and developing countries. Such problems as legal and illegal uses of force, intervention in internal conflict, and nationalization of foreign property. Future of international legal order.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**45.2 International and Regional Organizations**

3 hours; 3 credits

Policies, authorities, and problems of international and regional organizations. The United Nations, regional alliances, and trade blocs. Examination of their interactions with contemporary political movements, forces, and interests. Analysis of their relationship with economic change, globalization, and the nation-state.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**46 United States in World Politics**

3 hours; 3 credits

Changing role of the United States in world politics. Objectives of national strategy. Effect of technology and social revolution on political, military, and economic components of foreign policy.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**76.3 International Politics of Developing Countries**

3 hours; 3 credits

The Third World in international politics. Relations between the states of Africa and those of Asia and Latin America. (Not open to students who have completed Political Science 43.)

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**76.5 Globalization and International Political Movements**

3 hours; 3 credits

Cross-national political and social movements. The changing roles of ideology, religion, culture, ethnicity, and identity in the contemporary world.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**76.6 Political Economy of International Relations**

3 hours; 3 credits

Interaction of economic and political factors in determining international behavior: Impact of economic and political development on the international structure of power: Foreign aid, trade, and investment as instruments of national power: Problems of resources in international politics. Economic and political integration in the international system. The multinational corporation as an international actor.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**76.7 Human Rights and World Politics**

3 hours; 3 credits

Study of human rights problems and the international community's approaches to such problems. Examination of the history of human rights, the functioning of human rights organizations and agencies, the relationship between human rights and political systems, and the patterns of rights violations against different ethnic, racial, religious, gender, and other groups.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

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**Comparative politics**

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**47.1 Comparative Political Systems: Europe**

3 hours; 3 credits

Comparative study of political institutions, processes, and behavior in selected West European political systems. (Not open to students who have completed Political Science 11.)

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**47.5 The Soviet and Post-Soviet Political System**

3 hours; 3 credits

Historical and comparative study of political institutions and processes in the former USSR and its successor states. Marxist roots of Russian revolution. Causes and consequences of revolutionary degeneration and decline. Nature and contradictions of post-Soviet society.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**48 Politics of Developing Nations**

3 hours; 3 credits

Theories of political development and modernization. Comparison of selected political systems in developing countries. Traditional structures, new social forces and elites, political institutions, and performance. African and Asian states.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**49.1 Latin American Political Systems**

3 hours; 3 credits

Political processes and government structures. Diverse capabilities for adaptive decision making and performance in Latin American political systems. (Not open to students who are enrolled in or have completed Political Science 42 or 49.)

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**49.2 Political Systems of Africa**

3 hours; 3 credits

Political developments in the African states. Patterns before and after independence. Development of nationalism. Political integration, institution building, one-party systems, role of the military, and protest movements. Problems of regional and African unity. This course is the same as Africana Studies 12.4. (Not open to students who have completed Africana Studies 2.4 or Afro-American Studies 41.)

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**49.3 Politics of the Middle East**

3 hours; 3 credits

Comparative analysis of modernization and integration in the Middle East region. Conflict between traditional and radical elements. Issues of stability, social justice, development, and nationalism. Countries studied include the Arab states, Israel, Iran, and Turkey.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**49.4 Political Systems of East Asia**

3 hours; 3 credits

Political institutions and processes in China, Japan, and Korea. Social structure, ideology, political leadership, and differing patterns of development.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**49.8 Caribbean Political Systems**

3 hours; 3 credits

Comparative approach to the government and politics of the contemporary Caribbean. Major states in the Caribbean: Cuba, Haiti, Dominican Republic, the Commonwealth Caribbean; and selected members of other territories. The political economy of these societies and the growth of mass movements. Foreign policies of various Caribbean states. This course is the same as Africana Studies 17.4.

*Prerequisite:* one of the following: Core Studies 3; Political Science 1.51, 1.7; Africana Studies 5, 17, 17.3.

**77.2 Protest and Revolution**

3 hours; 3 credits

Comparative study of protest and revolution in industrialized and Third World countries. Political, economic, and social conditions that stimulate protest and revolution. Ideological and organizational characteristics of revolutionary movements.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**77.5 Communist Political Systems**

3 hours; 3 credits

Comparative study of the political process in such selected communist countries as China and Cuba, and former communist countries of the Soviet Union and Eastern Europe. General characteristics of communist systems in comparison with noncommunist systems.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

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**Political theory and methodology**

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**50 Ancient and Medieval Political Thought**

3 hours; 3 credits

Introduction to Western political thought. Major political theorists from Plato to Machiavelli. The nature of political community, the relationship between divine and political regimes, the beginnings of the shift toward secularism in governing, and the use of ancient Greek works of politics in nineteenth- and twentieth-century U.S. debates about justice.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**52 Modern Political Thought**

3 hours; 3 credits

Methods and problems of political theory. Works of Hobbes, Locke, Rousseau, Marx, Mill, Nietzsche, and other political theorists of the modern era in the West, beginning with the Reformation in the sixteenth century and ending at the close of the nineteenth century. Freedom, justice, power, authority, and the social contract examined in relation to classical liberal, democratic, utilitarian, and Marxist schools of political thought.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**53 Contemporary Political Thought**

3 hours; 3 credits

Examination of such ideologies as socialism, communism, fascism, and nationalism. Concepts of freedom, justice, power, domination, resistance, and equality. Other contemporary political theories include: feminist, antiracist, postcolonial, pluralist, democratic, and poststructuralist political theory.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**54 American Political Theory**

3 hours; 3 credits

Recurring themes and perspectives that characterize the tradition of American political thinking. Issues for discussion and reading selections vary from term to term.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**55 Theory and Methodology in Political Science**

3 hours; 3 credits

Various approaches to the study of politics considered from a critical perspective. Relationship between theory and method. Various methodological approaches and epistemological issues. Recommended only for majors. (Not open to students who have completed Political Science 15.)

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**56 Survey Research**

3 hours; 3 credits

Fundamentals of survey methods. Consideration of research design, measurement problems, sampling, questionnaire construction, interviewing, and data collection.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**57 Statistics in Political Science**

3 hours; 3 credits

Descriptive statistics. Introduction to probability theory and inferential statistics. Problems of sampling. Application of statistics to political science. (Not open to students who are enrolled in or have completed any of the following: Business 30.2, Economics 30.2, Sociology 19.1, 20, 20.1, Political Science 12.5, Psychology 40.1, 50, Mathematics 51.1.)

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**59 Politics through Literature**

3 hours; 3 credits

Contribution of literary sources to the study of politics. Political concepts and problems include political obligation, freedom, authority, revolutionary violence, and technology. Application of political criteria rather than aesthetic criteria to works by such authors as Melville, Faulkner, Orwell, Camus, Morrison, Allende, Naipaul, and Marshall.

*Prerequisite:* Core Studies 3.

**77.3 Global Gender Politics**

3 hours; 3 credits

Study of gender politics and policy around the globe. Examination of women's citizenship and impact of gender on public policy and of public policy on gender in a range of societies. Exploration of the gendered foundations and impacts of the international processes of globalization, militarization, and democratization. Exposure to several types of political analysis such as political ethnography and feminist comparative policy. (This course is the same as Women's Studies 77.3.)

*Prerequisites:* Political Science 1.7, Women Studies 10.7, or permission of the instructor.

**78.1 Problems in Modern Democracy**

3 hours; 3 credits

Intensive examination of problems in the theory and practice of twentieth-century democracy, such as: the problems confronted by mass movements; democratic regimes and societies attempting democratization; and the effects of statist, bureaucratic, and authoritarian social formations on democratic practices.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**78.2 Radical Political Thought**

3 hours; 3 credits

Radical political thought, classical and contemporary. Critique of such dominant radical themes as anarchism, the role of violence, the authority of the state, privilege, and libertarianism. Readings from such theorists as Bakunin, Rousseau, Marx, Veblen, Mao, and Marcuse.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**78.3 Gender and Political Theory**

3 hours; 3 credits

Analysis of political concepts of identity, power, citizenship, race, nation, and class in relation to gender and sexuality. Examination of the way ideologies of gender are deployed within the political theory tradition. Sameness/difference debate, identifying the forms of gender-based domination and resistance, and antiracist approaches to feminism. This course is the same as Women's Studies 40.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**78.35 African Women and Feminism**

3 hours; 3 credits

Women's power, activism, and inequality on the basis of gender in the African continent. Explorations of gender-based inequality and the way African women exercise formal power. African women scholars' and activists' theoretical and practical analyses of feminism and the consequences of such analyses on gender relations in the continent. Theoretical readings and case studies. Course may have a national, regional, or continental focus. This course is the same as Africana Studies 44.9 and Women's Studies 49.

*Prerequisite:* Core Studies 3 or Core Studies 9, or Political Science 1.51 or 1.7, or Africana Studies 0.12, or Women's Studies 10.7 or 12, or permission of the chairperson.

**78.5 Politics and Sexuality**

3 hours; 3 credits

Examination of the theory and practice of lesbian, gay, bisexual, and transgender politics. Political analysis of the legal regulation of sexuality and gender; the emergence of modern civil rights movements of sexual minorities, and the discourses of liberation, assimilation, and destabilization deployed in those movements. (This course is the same as Women's Studies 41.)

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7 or permission of the chairperson.

**78.6 Politics of Fear**

3 hours; 3 credits

Examines the role of fear in politics with a focus on the relationships between fear and the state, civil society, the workplace, and other private spheres. Readings from political theory (e.g., Hobbes, Arendt, Foucault), literature (e.g., Brecht, Solzhenitsyn, Kafka), and history. Focus on case studies from the U.S., Latin America, the former Soviet Union, and Nazi Germany.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

**78.6W The Politics of Fear**

4 hours; 3 credits

The use of fear and political intimidation. Combines political theory, literature, and history. Writing-intensive section.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7; English 2.

**78.71 Counterrevolution**

3 hours; 3 credits

Origins and nature of counterrevolutionary thinking and politics. Focuses on counterrevolutionary hostility to progressive politics, whether liberal, democratic, or revolutionary. Examines the role of counterrevolutionary arguments in contemporary American politics.

*Prerequisite:* Core Studies 3 or Political Science 1.51 or 1.7.

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**Special topics**


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**60.1 Special Topics**

3 hours; 3 credits

Topics vary from term to term and reflect special interests of students and faculty. Course description may be obtained in the department office before registration.

*Prerequisite:* Political Science 1.51 or 1.7.

**Seminars**

**Note: Preregistration for all seminars must take place in the department office.**

**79.11, 79.12 Seminar in American Politics**

2 hours and independent work§; 3 credits

Intensive examination of aspects of the American political system. Topics are selected by the instructor and vary from term to term. Course description may be obtained in the department office before registration. Substantial research paper.

*Prerequisite:* senior standing or permission of the chairperson; and Political Science 1.51 or 1.7.

**79.21 Seminar in International Politics**

2 hours and independent work§; 3 credits

Intensive examination of aspects of international politics. Topics are selected by the instructor and vary from term to term. Course description may be obtained in the department office before registration. Substantial research paper.

*Prerequisite:* senior standing or permission of the chairperson; and Political Science 1.51 or 1.7.

**79.31 Seminar in Comparative Politics**

2 hours and independent work§; 3 credits

Intensive examination of aspects of comparative politics. Topics are selected by the instructor and vary from term to term. Course description may be obtained in the department office before registration. Substantial research paper.

*Prerequisite:* senior standing or permission of the chairperson; and Political Science 1.51 or 1.7.

**79.41 Seminar in Political Theory and Methodology**

2 hours and independent work§; 3 credits

Intensive examination of aspects of political theory and methodology. Topics are selected by the instructor and vary from term to term. Course description may be obtained in the department office before registration. Substantial research paper.

*Prerequisite:* senior standing or permission of the chairperson; and Political Science 1.51 or 1.7.

**79.51 Seminar in Urban Politics**

2 hours and independent work§; 3 credits

Intensive examination of aspects of urban politics. Topics are selected by the instructor and vary from term to term. Course description may be obtained in the department office before registration. Substantial research paper.

*Prerequisite:* senior standing or permission of the chairperson; and Political Science 1.51 or 1.7.

**95W Capstone Senior Seminar**

3 hours and independent work and conference§; 4 credits

Capstone seminar for majors in their senior year. Subjects will vary from term to term. The capstone seminar builds on the research analysis and research methods skills developed in prerequisite courses. Each student will write a research paper that incorporates library and empirical or field research. Writing-intensive course.

*Prerequisites:* Political Science 1.51 or 1.7, and 12W or 14W.

**Internship courses****20.11 New York State Legislature Internship I**

4 hours lectures and conferences; 4 credits

Theoretical approaches to public policy development through operation of the state government in a working-learning experience in the state legislature. Course conducted in Albany, New York. Intensive orientation by government officials under direction of program faculty. Forums, readings, and papers on current issues. (Not open to students who have completed Political Science 20.1, 20.2, or 20.3.)

*Prerequisite:* Political Science 1.51 or 1.7; and permission of the chairperson.

*Corequisite:* Political Science 20.12.

**20.12 New York State Legislature Internship II**

30 hours fieldwork; 8 credits

In-depth experience in the dynamics of actual public policy implementation in state government through direct involvement in legislative process. Course conducted in Albany, New York, and requires a working-learning contract between the student and the legislative sponsor. Weekly 30-hour internship in legislative office working with staff. Practice and development of interpersonal skills and career goals. On-site evaluation, written assignments, and reports. (Not open to students who have completed Political Science 20.1, 20.2, or 20.3.)

*Prerequisite:* Political Science 1.51 or 1.7; and permission of the chairperson.

**75.5 Urban Fieldwork I**

At least 9 hours fieldwork plus conference and independent work§; 3 credits

Students spend at least nine hours a week in an approved urban-related field assignment. Required paper.

*Prerequisite:* junior or senior standing or permission of the chairperson.

### 75.6 Urban Fieldwork II

At least 9 hours fieldwork plus conference and independent work§; 3 credits

Students spend at least nine hours a week in an approved urban-related field assignment. Required paper.

*Prerequisite:* junior or senior standing or permission of the chairperson; and Political Science 75.5.

## Honors courses

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for courses described below. Students may not register for more than six credits in honors courses in the department in one term.

### 83.1, 83.2 Independent Research I, II

Minimum of 9 hours of conference and independent work§; 3 credits

Independent research supervised by a faculty member. Approved topic. Fieldwork and library study. Research paper. Not intended primarily for department honors.

*Prerequisite:* completion of an approved program of advanced Political Science Department courses and permission of the instructor and the chairperson.

## Tutorial courses

### 91, 92 Tutorial I, II

2 hours; 2 credits

Course content determined jointly by tutor and student.

The following courses are inactive and will be offered only if there is sufficient demand:

**32 Public Administration in the United States**

**42 Foreign Policies of the Great Powers**

**49.5 Government and Politics of Israel**

**49.6 Government and Politics of Puerto Rico**

**75.9 Politics and the Environment**

**76.2 Security and Force in International Relations**

**78.4 Technology, Politics, and Work**

## Psychology

Department office: 5315 James Hall

Telephone: (718) 951-5947, (718) 951-5601

*Chairperson:* R. Glen Hass

*Deputy Chairperson, CLAS:* David Owen

*Deputy Chairperson, SGS:* Alvin Snadowsky

*Deputy Chairperson, Division of Graduate Studies:*

Benzion Chanowitz

*Professors:* Abramov, Erdelyi, Hainline, Hass, Kuhlman, Lee, Levine, Osman, Owen, Puchkoff, Romer, Sclafani, Snadowsky; *Associate Professors:* Brauner, Chanowitz, Delamater, Grasso, Hardin, Kozbelt, Kurylo, McDonough, Pipe, Weston; *Assistant Professors:* Rabin, Robles-Rodriguez, Walder.

The Department of Psychology is one of the largest departments of Brooklyn College. We encourage our students to understand psychology as a science, to promote human welfare and to serve society at large. The department offers a bachelor of science and a bachelor of arts degree, a minor, and a concentration for education majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6).

The department adheres to the guidelines of the American Psychological Association. Our students learn the major concepts, theories, findings, and historical trends in psychology as well as basic research methods, including research design, data analysis, and interpretation. Students learn to apply psychological principles to personal, social, and organizational issues, with an appreciation of sociocultural and economic diversity. Psychology students acquire the ability to weigh evidence, tolerate ambiguity, act ethically, and communicate effectively.

Internships may be arranged with courts, mental hospitals, legal agencies, schools, and social welfare agencies. These experiences help prepare students for employment and graduate work in the field. The department encourages students who are planning graduate studies to take honors courses, which afford them the opportunity to work closely with professors who are active in experimental and applied research. We maintain excellent laboratories in the areas of animal learning, physiological psychology, human perception, sensory physiology, behavior genetics, human learning and cognition, and social, developmental, and industrial psychology.

Graduates of the program work throughout the fields of clinical and research-oriented psychology and education. Our students frequently choose to continue their training in order to pursue professional careers. The Brooklyn College Department of Psychology ranks among the top programs nationwide for graduates earning doctorates in psychology. Students who wish to pursue graduate studies may apply to the master's and doctoral degree programs offered by or in conjunction with this department. Please see the Division of Graduate Studies section below.

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**B.A. degree program in psychology**  
**HEGIS code 2001; SED program 02096**
**B.S. degree program in psychology**  
**HEGIS code 2001; SED program code 02098**


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**Department requirements** (a minimum of 29–31 credits)  
 All of the following: a) and b) and c) and d) and e).

- A) Psychology 1.1, 40.1, and 57W.
- B) One of the following: Psychology 10 or 20 or 30 or 30.2.
- C) One of the following: Psychology 53.1 or 56.1 or 57.1 or 58.1 or 60 or 65.1.
- D) Three additional advanced electives in psychology. No more than one of the following courses may be used to satisfy this requirement: Psychology 83.1, 83.2, 83.3, 83.4, 87.1, 87.2, 87.3, 87.4.
- E) One additional course in psychology of at least three credits.

Advanced courses are any courses numbered above 10 except those marked with an asterisk (\*).

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**Additional requirements for a B.S. degree**


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Candidates for a B.S. degree with a major in psychology must complete at least 60 credits in science and mathematics; 24 of these 60 credits must be completed in advanced courses in the Psychology Department. These 24 credits must be completed at Brooklyn College with a grade of C- or higher in each course. Specific course requirements for a B.S. degree are described above.

The following courses may be applied toward the 60 credits in science and mathematics:

- A) All courses in the departments of biology, chemistry, computer and information science, geology, mathematics, physics, and psychology.
- B) Courses marked with a dot (•) in the Department of Health and Nutrition Sciences.
- C) Anthropology and Archaeology 2.4, 16, 24.1, 24.2, 26.1, 26.2, 36, 85.3.  
 Core Studies 5, 5.1, 5.2, 7.1, 7.2, 8.1, 8.2.  
 Core Curriculum 3 through 3.99;  
 Core Curriculum 30.01 through 30.99  
 Economics 30.2, 30.3, 31.1, 31.2.  
 Philosophy 13, 33, 42.  
 Physical Education 22.71, 22.75, 23, 30, 51.  
 Sociology 77.1.

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**Department recommendations**


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Prospective psychology majors should consult a department counselor as early as possible. Psychology majors are strongly advised to complete the Psychology 57W requirement no later than the lower-senior term.

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**Psychology concentration for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6)**


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The requirements for the teacher education programs indicated above are described in the “Education” section of this *Bulletin*. Students who major in either of these programs and who elect a concentration in psychology must complete at least 30 credits in the Psychology Department with a grade of C- or higher in each course.

**Concentration requirements:**

Psychology 1.1, 10, 20, 30, 22. At least 15 credits chosen from the following: Psychology 13.3, 13.41, 16, 23, 24, 24.5, 29, 30.1, 32.1 or 32.2, 34.1 or 34.2, 40.1, 50.2, 53.1, 56.1, 57.1, 65.1, 70.

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**Requirements for a minor in psychology**


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At least 12 credits of advanced electives in psychology with a grade of C- or higher in each course. A minimum of nine of these credits must be completed at Brooklyn College. Psychology minors are urged to consult with departmental counselors to plan an appropriate sequence of courses.

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**Requirements for a minor in cognitive science**


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An interdisciplinary and interdepartmental minor, offered by the Department of Computer and Information Science, the Department of Philosophy, and the Department of Psychology, requiring 12 to 13 credits in advanced electives.

All of the following: Philosophy 5, Computer and Information Science 1.5, Psychology 1.1, Psychology 57.1.

One from each of the following groups, a) and b):

- a) Philosophy 12.3, 26, 27, 28, or 42.
- b) Computer and Information Science 10 or 32 or Philosophy 29, or Psychology 57.2.

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**Division of Graduate Studies**


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The Psychology Department offers a master of arts degree program in psychology that is the same as the first 30 credits of the CUNY doctoral degree program. For information, students should consult the department’s deputy chairperson for graduate studies. A *Graduate Bulletin* may be obtained in the Office of Admissions.

**Courses**

\*Courses marked with an asterisk (\*) are not counted toward the requirement of no fewer than 15 credits in advanced courses for majors in this department.

§Independent work means not less than three additional hours each week of conference, research, independent reading, and writing as assigned by the instructor. The student’s grade is determined in part by the successful completion of this independent work.

The *Schedule of Classes* published each term lists course offerings for that term. Not all courses are offered each term.

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**Introductory-level courses**


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**\*0.1 Special Topics**

3 hours; 3 credits each term

Topics vary from term to term. Course description may be obtained in the department office before registration.

Students may take this course for credit twice but may not repeat topics. Students and faculty may suggest topics to the chairperson.

**\*1.1 Introductory Psychology**

3 hours; 3 credits

An introduction to the major facts, principles, methods, and theories of psychology. Topics include the history of psychology, sensory and perceptual processes, learning and cognition, motivation and emotion, psychological development, clinical and abnormal psychology, and biological, social, and personality determinants of behavior. (Not open to students who have taken both Psychology 1 and 2.)

**\*4 The American Urban Experience: Psychological Perspectives**

3 hours; 3 credits

The influence of gender, ethnicity, race, and social class on manifestations of behavior, cognition, and emotional expression such as language, learning styles, intelligence, personal and group identities, conflicts, and peacemaking in the national urban experience. Social policy implications of the way that psychological research is performed and psychological theories are structured.

*Prerequisite:* two of the following courses: Core Studies 3, 4, and 9, or their equivalents.

**\*9.1 Fieldwork in Psychology**

1 hour seminar; 6 hours fieldwork; 3 credits

Field-based experience in a specified broad area of psychology, complementing theory and research presented in classroom and laboratory-based courses. An initial involvement in some of the broad psychological issues in the specified area and the ways in which a wide variety of workers address these. Readings, journal keeping, and a written project summary required of students. (Students may receive credit for both Psychology 9.1 and 9.2, but only for projects in different broad areas.)

*Prerequisite:* Psychology 1 or 1.1 or 2, and permission of the instructor.

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**Social psychology**


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**\*10 Social Psychology**

3 hours; 3 credits

Basic concepts and research findings in social psychology. Areas covered include social perception, attitude organization and change, interpersonal processes, group structure and processes, intergroup relations, socialization. (Not open to students who have completed Psychology 31.)

*Prerequisite:* Psychology 1.1 or 2.

**12 Introduction to Industrial and Organizational Psychology**

3 hours; 3 credits

Major areas of industrial psychology. Topics include personnel selection and placement; work motivation, attitudes, and morale; organizational structure and change; conflict resolution; communication and decision behavior; consumer behavior. (Not open to students who are enrolled in or have completed Psychology 12.1 or 12.2 except with permission of the chairperson.)

*Prerequisite:* Psychology 10 or 31.

**12.7 Strategic Human Resource Management**

3 hours; 3 credits

Managerial labor policies. Factors affecting productive efficiency and morale of workers. Methods and policies of apprenticeship, recruitment, dismissal, criteria of employee selection, wage payment, and work standards. Problems of monotony and work schedules. Welfare policies. A critical perspective on the interaction of business strategy with human resource management (HRM). (This course is the same as Business 40.3. Not open to students who have completed Economics 40.3.)

*Prerequisite:* Economics 10.1 or Psychology 10.

**13.3 Psychology of Prejudice**

3 hours; 3 credits

Prejudice and discrimination from a social psychological perspective. Topics include normality of prejudice, phenomena of group differences, psychological and sociocultural theories of prejudice and discrimination, effects of discrimination, analyses of current manifestations of prejudice, selected strategies for change.

*Prerequisite:* Psychology 10 or 31.

**14.1 Small Groups**

3 hours; 3 credits

Detailed survey of small-group interaction. Methods of study, leadership, problem solving, other aspects of group dynamics.

*Prerequisite:* Psychology 10 or 31.

**16 Health Psychology**

3 hours; 3 credits

Contributions of psychology to the promotion and maintenance of health; prevention and treatment of illness; causes and correlates of health, illness, and related dysfunctions. Evaluations of research about psychological contributions to health. (This course is the same as Health and Nutrition Sciences 30.)

*Prerequisite:* Psychology 1.1 and at least one of the following: Psychology 10, 30.2, or 65.1. Students who have completed Health and Nutrition Sciences 6.1 may enroll with permission of the chairperson of the Department of Psychology.

**17 Cultural Psychology**

3 hours; 3 credits

An exploration of theory and research in the contemporary

cultural variations of thought, language, and other social behavior; addressing the question of how culture is "involved" in these processes. An examination of research in perception, cognition, motivation, and development and communication; and a review of interpersonal, group, and organizational "differences across cultures". Historical and theoretical alternatives for making sense of these variations will be considered, leading to the consideration of a "universal" human nature. (This course is the same as Communication 17.)

*Prerequisite:* Psychology 10 or 20 or Communication 1.

### **19 Seminar in Social Psychology**

2 hours and independent work; 3 credits

Readings and evaluation of current research in selected areas of psychology. (Not open to students who have completed Psychology 79.1.)

*Prerequisite:* Psychology 10 and permission of the chairperson.

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### **Developmental psychology**

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#### **\*20 Introductory Child Psychology**

3 hours; 3 credits

Principal features of the psychological development of children. Lectures, discussions, class period observations. (Not open to students who are enrolled in or have completed Psychology 25 or Education 27.1.)

*Prerequisite:* Psychology 1.1 or 2.

#### **\*20.1 Special Topics in Developmental Processes**

3 hours; 3 credits

Topics vary from term to term. Course description may be obtained in the department office before registration. Students may take Psychology 20.1 for credit twice, but may not repeat topics.

*Prerequisite:* Psychology 20 or 25 or Home Economics and Consumer Studies 40.

#### **20.5 Psychology of Adolescence**

3 hours; 3 credits

Principal features of the psychological development of adolescents. (Not open to students who have completed Education 27.2.)

*Prerequisite:* Psychology 20 or 25 or Home Economics and Consumer Studies 40.

#### **20.6 Psychology of Aging**

3 hours; 3 credits

Principal psychological and behavioral changes in the aging process.

*Prerequisite:* Psychology 20 or 25 or Home Economics and Consumer Studies 40.

#### **22 Cognitive Development**

3 hours; 3 credits

Theories and experimental evidence relating to development

of cognitive processes in children. Language acquisition, perceptual development, symbolic thinking, memory, classification skills, interplay between social and cognitive processes. Independent project.

*Prerequisite:* Psychology 20 or 25 or Home Economics and Consumer Studies 40.

#### **23 Social and Personality Development of Children**

3 hours; 3 credits

Origins and processes in the development of social behavior and personality in the child.

*Prerequisite:* Psychology 20 or 25 or Home Economics and Consumer Studies 40.

#### **24 Psychology of the Family**

3 hours; 3 credits

The family as a psychosocial system; the family life cycle; functional and dysfunctional family interactions and their consequences. Critical review of models of family therapy. Review of empirical evidence and research techniques appropriate to the study of the family.

*Prerequisite:* one of the following: Psychology 20 or 25 or Home Economics and Consumer Studies 40 or Health and Nutrition Sciences 31; and Psychology 30.

#### **24.5 Psychological and Developmental Disorders of Childhood**

3 hours; 3 credits

Introduction to the identification, origin, and treatment of psychological and developmental problems and disturbances of early childhood. Topics include developmental crises and neurological and emotional disorders. Focus on family interactions and understanding disability in cultural context.

*Prerequisite:* Psychology 1.1 and either Psychology 20 or 30 or Education 34; or permission of the chairperson.

#### **27.1 Field Experience in Child Psychology**

1 hour lecture, 6 hours fieldwork; 3 credits

Fieldwork and observation of children in a variety of group settings. (Not open to students who have completed Psychology 27.)

*Prerequisite:* Psychology 20 and permission of the chairperson.

#### **29 Intensive Fieldwork with a Seminar in Child Psychology**

A total of 15 hours recitation, 60 hours supervised fieldwork, and 135 hours unsupervised fieldwork; 6 credits

Intensive training in work with emotionally disturbed children in a professional residential summer camp setting. Students spend one week in training and nine weeks working over eighty hours weekly with emotionally disturbed or learning disabled children ages seven to fourteen. Close professional supervision, frequent small group discussion, and individual consultation. Seminar topics include: causes, manifestations, diagnosis, treatment alternatives, cultural influences, and career

counseling. This course requires nine weeks in residence at Ramapo-Anchorage Camp in Rhinebeck, New York.

*Prerequisite:* Psychology 1.1 or 2 and three additional credits in psychology and permission of the instructor.

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### **Personality and behavior pathology**

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#### **\*30 Abnormal Psychology I**

3 hours; 3 credits

Major forms of behavior pathology. Their sociobiological origins and development and their relationship to personality. (Not open to students who have completed Psychology 28.)

*Prerequisite:* Psychology 1.1 or 2.

#### **30.1 Abnormal Psychology II**

3 hours; 3 credits

Intensive study of topics in behavior pathology. Contemporary theory and research. Such areas as models of mental illness, the role of the family in psychopathology, current approaches to etiology and treatment.

*Prerequisite:* Psychology 28 or 30.

#### **\*30.2 Introduction to Personality**

3 hours; 3 credits

Fundamental approaches, concepts, research findings in the study of personality. Personality assessment; emotions, motivation, cognition, processes of personality change. (Not open to students who have completed Psychology 9.)

*Prerequisite:* Psychology 1.1 or 2.

#### **32.1 Fundamentals of Psychotherapy**

3 hours; 3 credits

Critical examination of various psychotherapeutic approaches and study of the basic psychological processes involved. A critique of theory and method including individual, group, and family therapy. Role of insight in behavior change. Objectives of treatment. Rationale of such specific psychotherapeutic techniques as use of interpretation, role of insight in behavior change, role playing.

*Prerequisite:* Psychology 28 or 30.

#### **32.2 The Counseling Process: Theory and Technique**

3 hours; 3 credits

Investigation of the dynamics of the cooperative relationship between counselor and client; review of the literature on the counseling process; study and demonstration of the techniques of counseling; examination of critical issues in counseling.

*Prerequisite:* Psychology 30 and 30.2 and permission of the chairperson.

#### **33.1 Field Experience in Psychopathology**

2 hours lecture, 6 hours supervised fieldwork; 4 credits

Application of behavior pathology theory in a clinic or hospital.

*Prerequisite:* Psychology 28 or 30; and Psychology 30.1 or 32.1; and permission of the chairperson.

#### **34.1 Psychological Study of Women**

3 hours; 3 credits

Survey of theory and research. Sex roles and stereotypes. Development of sex differences. Psychological consequences of socialization. Theories of female personality. Ways in which psychotherapists view women. Women's movement as a social psychological phenomenon. (Not open to students who have completed Psychology 8.)

*Prerequisite:* Psychology 1.1 or 2.

#### **34.2 Psychology of Masculinity**

3 hours; 3 credits

Socialization and acquisition of the male sex role, gender identity, and sex-role learning; norms and stereotypes of masculinity; physical and hormonal factors; effects of role on mental and physical health.

*Prerequisite:* Psychology 1.1 or 2 or Health and Nutrition Sciences 35 or Health Science 35.

#### **35 Tests and Measurements**

3 hours lecture, 4 hours laboratory; 5 credits

Introduction to principles and methods underlying construction and evaluation of psychological tests. Laboratory practice in administration and interpretation of selected tests. (Not open to students who have completed Psychology 52.5.)

*Prerequisite:* Psychology 28 or 30; and Psychology 40.1 or 50.

#### **36 Theories of Personality**

3 hours; 3 credits

Discussion and critical evaluation of major theories of personality. Related methods of assessment and research. (Not open to students who have completed Psychology 76.)

*Prerequisite:* Psychology 9 or 30 or 30.2; and Psychology 40.1.

#### **36.1 Psychoanalysis: Theory and Research**

3 hours; 3 credits

Critical examination of the theoretical and empirical foundations of Freud's psychoanalysis. The unconscious, sex and aggression, psychological structure, the mechanisms of defense, "twilight phenomena" (dreams, fantasy, psychological errors, art, wit, symptoms), psychohistory therapy.

*Prerequisite:* Psychology 9 or 30 or 30.2.

#### **37 Hypnosis and Related Phenomena**

3 hours; 3 credits

The nature and mechanism of hypnosis and associated phenomena. Altered states of consciousness and related occurrences in daily life. Critical study in context of modern scientific psychology of behavioral, cognitive, and emotive experiences produced by hypnotic procedures. This is not a training course in the practice of hypnosis.

*Prerequisite:* Psychology 1 or 1.1 or 2.

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**Statistics and mathematical psychology**


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**40.1 Statistical Methods in Psychological Research**

3 hours lecture, 2 hours laboratory; 4 credits

Basic descriptive and inferential statistics including the elements of experimental design. (Not open to students who are enrolled in or have completed any of the following: Business 30.2, Economics 30.2, Sociology 19.1, 20, 20.1, Political Science 12.5, 57, Psychology 50, Mathematics 51.1.)

*Prerequisite:* Psychology 1 or 1.1 or 2.

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**Learning, perceptual, and cognitive processes**


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**\*50 Mind, Brain, and Behavior**

3 hours; 3 credits

An introductory level course that examines properties of the nervous system that underlie psychological processes. A review will be made of neural anatomy and physiology and the impact of neural chemistry and hormones. Topics include neural systems that mediate sensory and motor systems, learning, memory, emotions, and disorders.

*Prerequisite:* Psychology 1 or 1.1 or Biology 31 or 34 or Health and Nutrition Sciences 22.71 or Physical Education 22.71.

**50.2 Behavior Therapy**

3 hours; 3 credits

A critical review of that approach to therapy that seeks to change dysfunctional behavior through the systematic application of experimentally derived principles. Topics include the nature of behavior therapy, relaxation and systematic desensitization, assertion training, modeling, contingency management, extinction procedures, aversive procedures, cognitive approaches, ethical considerations in the use of behavior therapy techniques.

*Prerequisite:* Psychology 1 or 1.1; and 32.1.

**53.1 Learning**

3 hours; 3 credits

Basic principles of animal and human learning as developed through the experimental method. Topics selected from: classical conditioning and instrumental learning; punishment and reward; avoidance and reward omission; extinction; generalization and discrimination; motivation of behavior; verbal learning and transfer; general theories of learning; short and long-term memory; and motivation. (Not open to students who have completed Psychology 72.1.)

*Prerequisite:* Psychology 1 or 1.1; and 40.1.

**55 Parapsychology: A Critical Examination**

3 hours; 3 credits

Critical overview of parapsychology including ESP, clairvoyance, telekinesis, and other claims of the paranormal. Emphasis is on the scientific status of such claims and the manner in which they fit or fail to fit within existing scientific psychology.

*Prerequisite:* Psychology 1 or 1.1; and 40.1.

**56.1 Perception**

3 hours; 3 credits

Emphasizes seeing and hearing, how these senses provide us with, and limit our information about, the world, and how sensory messages are integrated into perceptions of real objects and events. Topics include sensory psychophysics, space-perception, movement, illusions, influence of emotional and motivational states, age-related changes, and effects of past experience and perceptual expectations. (Not open to students who have completed Psychology 73.1.)

*Prerequisite:* Psychology 1 or 1.1.

**57W Experimental Psychology**

2 hours lecture, 4 hours laboratory; 4 credits

Basic principles of experimental psychology and experimental methodology. A variety of specific content areas in psychology, including those within social psychology, learning, perception, and cognitive psychology. Laboratory replication of classic experiments from these content areas. (Not open to students who have completed any of the following pairs of courses: Psychology 18.1 and 18.2; Psychology 53.1 and 53.2; or Psychology 56.1 and 56.2.) Writing-intensive course.

*Prerequisite:* Psychology 40.1, English 2.

**57.1 Cognitive Psychology**

3 hours; 3 credits

Psychology of memory, problem solving, decision making, language, imagery, and other cognitive processes. General overview of the field, including information-processing models, studies of thinking, the question of artificial intelligence, strategies for improving memory, and other similar areas.

*Prerequisite:* Psychology 1 or 1.1.

**57.2 Philosophy and Artificial Intelligence**

3 hours; 3 credits

Contemporary issues in philosophy and psychology, such as the mind-machine analogy, the artificial intelligence model of the human mind, intentionality, representation, consciousness, concept formation, free will, behaviorism, mechanism. Discussion and evaluation of contemporary work in the field. This course is the same as Computer and Information Science 10 and as Philosophy 29. (Not open to students who have completed Computer and Information Science 32.1.)

*Prerequisite:* Core Studies 5 or 5.1 or a course in computer and information science, and Core Studies 10 or a course in philosophy; or permission of the chairperson of the offering department.

**58.1 Psychology of Language**

3 hours; 3 credits

Multidisciplinary approach to the study of language. Contributions of linguists, anthropologists, clinicians, philosophers that have helped reshape how psychologists deal with language.

*Prerequisite:* Psychology 1 or 1.1.

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## Biopsychological processes

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### 60 Comparative Psychology

3 hours; 3 credits

Evolutionary study of animal and human behaviors. Emphasizes psychobiological determinants of behaviors in naturalistic settings. Topics include evolution of behavior; sociobiology, mating systems, aggression, territoriality and population control. (Not open to students who have completed Psychology 41.)

*Prerequisite:* Psychology I or I.1.

### 60.1 Special Topics in Biopsychology

3 hours; 3 credits

Focus on one of the major areas of comparative or physiological psychology. Topics vary from term to term. Course description may be obtained in the department office before registration. Students may take this course for credit twice, but may not repeat topics.

*Prerequisite:* Psychology I or I.1.

### 64 Human Neuropsychology

3 hours; 3 credits

Examines psychological deficits that result from brain damage, including head injury, stroke, and degenerative disease; includes assessment techniques and recovery mechanisms. Overview and experimental approaches to studying neuroanatomy and localization of function. Includes participation in the evaluation of a simulated neurological case.

*Prerequisite:* Psychology I or I.1 or Biology 24.1 or 31 or 34 or Health and Nutrition Sciences 22.71 or Physical Education 22.71.

### 65.1 Introduction to Physiological Psychology

3 hours; 3 credits

Neural and hormonal mechanisms underlying behavior. Sensory processes, motivation, emotion, sexual behavior, sleep, learning, and memory. (Not open to students who have completed Psychology 47 or 48.)

*Prerequisite:* Psychology I or I.1.

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## History, systems, and advanced general psychology

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### 70 History of Psychology

3 hours; 3 credits

Historical development of contemporary psychology including origin of systematic approaches, structuralism, functionalism; behaviorism, Gestalt psychology, psychoanalysis; philosophy of science as applied to psychological theory. (Not open to students who have completed Psychology 63.)

*Prerequisite:* Psychology I and 2, or I.1; and 9 credits in advanced psychology courses.

## Honors courses

Students with superior records and the recommendation of an instructor in the department may apply to the chairperson for permission to register for courses described below. Students may not register for more than six credits in honors courses in the department in one term and may not receive credit for more than four honors courses.

### 83.1, 83.2, 83.3, 83.4 Independent Research I, II, III, IV

Minimum of 9 hours conference and independent work; 3 credits

Faculty-supervised independent research that includes data collection and analysis and/or theoretical work. Weekly conference. Final report must be submitted to the department.

*Prerequisite:* All of the following: Psychology 40.1; six additional credits in advanced Psychology Department courses; Psychology 57, which may be included among the six credits or may be taken as a corequisite; permission of the chairperson. *Prerequisite or corequisite:* Psychology 57.

### 87.1, 87.2, 87.3, 87.4 Fieldwork I, II, III, IV

Minimum of 9 hours conference and independent work; 3 credits

Independent fieldwork with library research in an area of psychology, approved and supervised by a member of the faculty of the Department of Psychology. Weekly conference. Final report must be submitted to the department.

*Prerequisite:* A minimum of nine credits in advanced Psychology Department courses including 40.1; and permission of the chairperson.

The following courses are inactive and will be offered only if there is sufficient demand:

- 12.1 Psychological Issues in Organizational Theory**
- 12.2 Organizational Diagnosis and Intervention**
- 12.6 Human Factors and Technology**
- 13.2 Interpersonal Perception**
- 13.4 Environmental Psychology**
- 13.5 Interpersonal Power, Conflict, and Strategies**
- 14.2 Practicum in Group Processes**
- 15.2 Field Experience in the Social Psychology of the Courtroom**
- 20.9 Human Life Cycle**
- 31.1 Special Topics in Personality and Psychopathology**
- 34 Psychology of Individual Differences**
- 34.5 Psychology of Feelings and Emotions**
- 65.2 Drugs and Behavior**

## Puerto Rican and Latino Studies

Department office: 1205 Boylan Hall  
Telephone: (718) 951-5561  
Fax: (718) 951-4183

*Chairperson:* Mariá E. Pérez y González  
*Deputy Chairperson, CLAS and SGS:* Antonio Nadal  
*Deputy Chairperson, Division of Graduate Studies:* Antonio Nadal  
*Associate Professors:* Pérez y González, Sosa;  
*Assistant Professors:* Aja, Martinez, Pérez-Rosario;  
*Lecturer:* Nadal.

The Brooklyn College Department of Puerto Rican and Latino Studies, formerly the Department of Puerto Rican Studies, was established in 1970. Engendered by the civil rights movements and student activism, the department advocates for racial and ethnic diversity and provides students with the knowledge and critical skills to navigate a diverse and globally interdependent world. An interdisciplinary program committed to community involvement and excellence in teaching, research, and scholarship, we focus on the past experiences, present dynamics, and future projections for Puerto Rico and Latin America, and for stateside Puerto Ricans and Latin@s/Hispanics.

The department offers a bachelor of arts degree in Puerto Rican and Latino studies (PRLS) or PRLS and business as well as a minor in PRLS and a minor in Latin American studies. The department also offers a bachelor of arts degree in adolescence education for social studies teachers as well as a concentration for education majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6); bilingual education teacher (grades 1–6). We offer courses with the following college departments and programs: Africana studies, American studies, anthropology and archaeology, archival studies (library), Caribbean studies, children's studies, economics, comparative literature (English), history, human resource management and diversity studies (sociology), interdisciplinary studies (communications), studies in religion, sociology, and women's studies as well as the Conservatory of Music. Our department also participates in the graduate teaching fellows program of the Brooklyn College School of Education.

Internships are available to students who wish to explore career options. Via the Brooklyn College Center for Latino Studies and the Center for Religion in Society and Culture, and the CUNY Center for Puerto Rican Studies, students are encouraged to engage in research. Our graduates pursue varied careers in government, public and private schools and universities, and the public, private, and nonprofit sectors. Many of our students pursue advanced degrees to further their career goals.

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### Core curriculum

The Department of Puerto Rican and Latino Studies participates in the College's core curriculum through the upper-tier Core Curriculum "Exploring Global Connections" 20.03.

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### B.A. degree program in Puerto Rican and Latino studies HEGIS code 0308; SED program code 01976

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#### Department requirements

Fulfillment of the College foreign language requirement in Spanish. Knowledge of Spanish as established in an interview with a faculty member of the Puerto Rican and Latino Studies Department or successful completion of Puerto Rican and Latino Studies 42 or 45.

One of the following: a) or b).

#### a) Puerto Rican and Latino Studies (30 credits)

Puerto Rican and Latino Studies 1.1 and five of the following: Puerto Rican and Latino Studies 19, 20 (same as Anthropology 68), 30.1, 30.2, 55, 73.1, 74, 75, or 88.1.

Puerto Rican and Latino Studies 32W and one of the following: Puerto Rican and Latino Studies 23, 24, 33, 37, 37.1, 57.2, 66, 78.

Two of the following: Puerto Rican and Latino Studies 14, 14.5, 15.5, 18, 38, 77.

#### b) Puerto Rican/Latino Studies and Business

(36 credits)

All of the following: Puerto Rican and Latino Studies 1.1, 23, 24, 32W, 55, 56, 74; Business 76.4.

One of the following: Caribbean Studies 1.1; Puerto Rican and Latino Studies 19, 20 (same as Anthropology and Archaeology 68), 37.1, 66 or 73.1, 75, 78.

Three of the following: Business 50.1, 50.2, 50.7, 50.9.

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#### Department honors

To qualify for honors in Puerto Rican and Latino studies, a student must complete either Puerto Rican and Latino Studies 65 or 73 with a grade of B or higher and must have an academic index of 3.50 or higher in the major.

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#### Department recommendations

All Puerto Rican and Latino studies majors should consult the chairperson in planning the sequence of required courses.

For students selecting concentration a: 18 credits in courses in another department chosen in consultation with a department adviser.

For students selecting concentration b: 9 credits in business-oriented elective courses from any department of the college chosen in consultation with a department adviser.

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#### Requirements for a minor in Puerto Rican and Latino studies

A program of 12 credits in advanced electives in Puerto Rican and Latino studies, including one seminar in the 70s sequence, each completed with a grade of C or higher. Students should confer with a departmental adviser to plan an appropriate sequence of courses.

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**Requirements for a minor in Latin American studies**  
 15 credits
 

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An interdisciplinary and social science-based minor in Latin American studies, offered by the Department of Puerto Rican and Latino Studies in collaboration with faculty from other social science departments, requiring 15 advanced credits, each completed with a grade of C or higher.

Puerto Rican and Latino Studies 20 or Anthropology and Archaeology 68.

Two of the following: Puerto Rican and Latino Studies 19, 28 or History 51.7; Puerto Rican and Latino Studies 70 (with the approval of the Puerto Rican and Latino Studies chairperson when the topic is relevant to this minor) or 88.1.

Two of the following: History 51.1, 51.2; Political Science 49.1; Puerto Rican and Latino Studies 14.5, 15.5, 33, 55.

Courses presented for this minor may not be counted toward the major in any of the participating departments. At least nine credits must be completed at Brooklyn College. Students should confer with a departmental adviser to plan an appropriate sequence of courses.

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**B.A. degree program in adolescence education: social studies teacher**
**HEGIS code 2201.01; SED program code 26754**

See the "Social Studies" and "Education" sections in this *Bulletin*.

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**Courses in Puerto Rican and Latino studies and elementary education**

The School of Education and the Puerto Rican and Latino Studies Department offer courses for majors in the areas of early childhood education, childhood education, and bilingual education. Students interested in teaching Spanish-speaking children may qualify for certification in bilingual education in Spanish by completing the sequence of courses approved and advised by counselors in the School of Education and the Puerto Rican and Latino Studies Department.

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**Puerto Rican and Latino studies concentration for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6)**

The requirements for the teacher education programs indicated above are described in the "Education" section of this *Bulletin*. Students who major in either of these programs and who elect a concentration in Puerto Rican and Latino studies must complete 30 credits in the Puerto Rican and Latino Studies Department with a grade of C or higher in each course. Students must meet with a department adviser to declare their intention to complete this sequence.

**Concentration requirements:**

Four of the following courses: Puerto Rican and Latino Studies 19 or 20; 23, 24, 30.1, 30.2, 32.5, 33. Three of the following courses: Puerto Rican and Latino Studies 32W, 40, 74, 78. Two of the following courses: Puerto Rican and Latino Studies 14, 16, 18. One of the following courses:

Puerto Rican and Latino Studies 35, 38, 77. (Puerto Rican and Latino Studies 38 is the same as Africana Studies 29 and Comparative Literature 38.3.)

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**Puerto Rican and Latino studies concentration for majors in childhood education (grades 1–6) with an extension of the certificate for bilingual (Spanish/English) education**

The requirements for the teacher education program indicated above are described in the "Education" section of this *Bulletin*. Students who major in this program must complete 31 credits in the Puerto Rican and Latino Studies Department with a grade of C or higher in each course. Students must meet with a department adviser to declare their intention to complete this sequence.

**Concentration requirements:**

Puerto Rican and Latino Studies 41, 42, 43, 44, 45. One of the following courses: Puerto Rican and Latino Studies 14, 16, 18. One of the following courses: Puerto Rican and Latino Studies 23, 24, 40. Puerto Rican and Latino Studies 32W or 78. One of the following courses: Puerto Rican and Latino Studies 35, 38, 77. (Puerto Rican and Latino Studies 38 is the same as Africana Studies 29 and Comparative Literature 38.3.)

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**Division of Graduate Studies**

The Puerto Rican and Latino Studies Department offers graduate courses for students in other fields. For information, students should consult the department chairperson. A *Graduate Bulletin* may be obtained in the Office of Admissions.

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**Courses**

\*Courses marked with an asterisk (\*) are not counted toward the requirements in advanced courses for majors in this department.

§Independent work means not less than three additional hours each week of conference, research, independent reading, and writing as assigned by the instructor. The student's grade is determined in part by the successful completion of this independent work.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

**\*I.1 Introduction to Puerto Rican and Latino Studies**

3 hours; 3 credits

Survey of Puerto Rican and Latino studies. Pertinent themes in Puerto Rican and Latino history, culture, literature, contemporary society, and politics within the Caribbean-U.S.A. context. Impact of the United States's economic policies on the island and the causes of Puerto Rican and Latino migration to urban centers on the continent. Puerto Ricans and other Latinos in New York City.

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**Culture and the arts**


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**14 Puerto Rican Cultural Patterns**

3 hours; 3 credits

Cultural antecedents and developmental process of present Puerto Rican culture. Taíno contributions, European and African elements, Puerto Rican folklore and cultural persistence. Perspectives on cultural issues related to colonialism, race, gender, and identity.

**14.5 Taíno Roots of Contemporary Religion and Culture in Puerto Rico and the Caribbean**

3 hours; 3 credits

Religious artifacts and eco-cultural systems of the original inhabitants of Puerto Rico and Hispaniola, from neolithic times to European colonization. Taíno myths and the principal elements of religion. Indigenous influences in contemporary societies and as a theme of national identity. Women's roles and female iconography.

*Prerequisite:* English 1.

**15.5 Spiritism and African Religions in Puerto Rican and Other Spanish-speaking Caribbean Societies**

3 hours; 3 credits

African heritage as a religious and cultural phenomenon in Puerto Rico. Contemporary Afro-Caribbean folk religions and cults, *Espiritismo*, *Santería*, and their effects on Puerto Ricans and other Latinos.

*Prerequisite:* English 1.

**16 Artistic Expression and Symbolism of the Puerto Rican and Latino People**

3 hours; 3 credits

Development of artistic expression and symbolism among Puerto Ricans and Latinos. Transformation of identity and folklore to contemporary artistic and media images.

*Prerequisite:* Puerto Rican and Latino Studies 1.1 or 14 or Puerto Rican and Latino studies 18 or Core Studies 2.1 or Core Curriculum 1.2.

**18 Music of the Puerto Rican People**

3 hours; 3 credits

Survey of folk, popular, classical forms of Puerto Rican music. Influence of Taíno, Spanish, and Afro-Caribbean cultures on these forms. Relationship between Puerto Rican music and folklore. Lectures supplemented with performances, slides, tapes, records.

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**Latin America and transnational societies**


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**19 Women in Puerto Rican and Latin American Societies**

3 hours; 3 credits

Gender roles in different historical periods. Analysis of race, class, ethnicity, and traditional roles prescribed by society and religion. Creative and ethnographic works about women who challenged traditions, social and legal constraints. Current

research, issues, and cultural affirmations of contemporary women in education, government, politics, the labor force, and the migration experience. Latinas in the U.S.

*Prerequisite:* Puerto Rican and Latino Studies 1.1 or Core Studies 3 or 9 or Core Curriculum 2.3 or Core Curriculum 20.03.

**20 Latin America**

3 hours; 3 credits

Pre- and post-Conquest peoples and cultures of Central and South America, and the Caribbean; impact of European colonization; post-independence political and economic development; contemporary identity politics; religion and social movements; urbanization and international migration. This course is the same as Anthropology 68.

*Prerequisite:* Core Studies 3 or 9 or Core Curriculum 2.3 or Core Curriculum 20.03 or permission of the chairperson.

**23 Borderlands and Homelands in the U.S. Mexican Experience**

3 hours; 3 credits

Historical antecedents. War with Mexico and the Treaty of Guadalupe Hidalgo, 1848. Early immigration and labor: Effects of the Mexican Revolution and growth of U.S. communities. Depression era, segregation, and deportation. Development of social, civic, and political organization. Bracero programs, migrant workers. Chicano identity and civil rights movement. Artistic expression and its relation to social change.

*Prerequisite:* Puerto Rican and Latino Studies 1.1 or Core Studies 3 or 9 or Core Curriculum 2.3 or Core Curriculum 20.03.

**24 Exiles and Entrepreneurs: Cuban Experience in the U.S.**

3 hours; 3 credits

Historical antecedents. Spanish-Cuban-American War and the Treaty of Paris, 1898. Early political, cultural, and economic influences. Flourishing of prerevolutionary Tampa, Key West, and New York communities. Major migratory phases following the Cuban Revolution, 1959. Contemporary U.S. communities and their relation to revolutionary Cuba. Political leadership, economic development, and relation to other Latinos. Artistic expression and the forging of a new identity. Entrepreneurship.

*Prerequisite:* Puerto Rican and Latino Studies 1.1 or Core Studies 3 or 9 or Core Curriculum 2.3 or Core Curriculum 20.03.

**28 History of Social Movements in Latin America**

3 hours; 3 credits

This course will examine the changing nature of social movements in Latin America from the nineteenth century to the present. Topics include social movements concerning citizenship, religion, unions, feminism, torture, poverty, indigenous rights, and environmentalism. (This course is the same as History 51.7.)

*Prerequisite:* Puerto Rican and Latino Studies 20 or Anthropology 68, or Core Studies 9, or Core Curriculum 2.3 or Core Curriculum 20.03 or permission of the chairperson.

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## History and literature

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### 30.1 History of Puerto Rico to 1815

3 hours; 3 credits

From European contact to 1815. Original inhabitants of Puerto Rico and their encounter with Europeans. First centuries under Spanish rule. Impact of Spain and Africa on Puerto Rican history. Slavery. Primary sources. Critical analysis of class, property, and environment. Pre-enlightenment, the Enlightenment, and Latin American independence.

### 30.2 History of Puerto Rico since 1815

3 hours; 3 credits

Cédula de Gracias. Lares Rebellion of 1868. Politics and repression. Emergence of a Puerto Rican national consciousness reflected in political and social institutions. United States occupation and modification of colonial institutions. Organized labor and social movements. Operation Bootstrap, industrialization, and urbanization of the island under Commonwealth status. Migration and return migration since the 1960s.

### 32W Puerto Rican Communities in the United States: Settlement and Evolution

3 hours; 3 credits

Puerto Rican migrants in the United States. Community development and representative institutions. Organizational structure, leadership, and Puerto Rican settlement patterns throughout the United States compared with New York. Historical similarities and differences of Puerto Ricans and other groups. Role in larger American society. Writing-intensive course.

*Prerequisite:* English 2.

### 32.5 Institutions of Urban Life and the Latino Experience

3 hours; 3 credits

Multidisciplinary perspective on the evolution of Hispanics/Latinos as an urbanized segment of the United States population. Cross-cultural understanding of the diversity among Spanish-speaking people within the urban context. The role of urban institutions in the conflicts between assimilation and cultural preservation, the dynamics of migration, immigration, settlement, and institutionalized participation in the social processes of United States urban life.

*Prerequisite:* Puerto Rican and Latino Studies 1.1 or Core Studies 3 or 9 or Core Curriculum 2.3 or Core Curriculum 20.03 or permission of the chairperson.

### 33 Overcoming Divisions and Dictatorships: The Dominican Republic

3 hours, 3 credits

The role of race, dictatorship, U.S. influence, and transnationalism in shaping the Dominican Republic will be examined. An interdisciplinary approach to depict trends, processes, and

current issues in the Dominican Republic will be used. Topics include: Slavery, racism, Haitian intervention, independence, plantation economy, *caudillos*, U.S. intervention, neocolonialism, Trujillo, political exile, Bosch, globalization, labor and entrepreneurship, transmigration and transnationalism.

### 35 Survey of Puerto Rican Literature

3 hours; 3 credits

Reading and discussion of literature by renowned Puerto Rican authors writing in Spanish and English.

*Prerequisite:* Spanish 18 or permission of the chairperson.

### 37.1 Latinos in the Media

3 hours; 3 credits

The images of Latinos in the media. Similarities and differences in the alternative and commercial media. The role of Latinos as image makers. Issues such as immigration, identity, language, gender, and the clash of values between Latino and mainstream North American culture as explored in films, television programs, print media, and advertising.

*Prerequisite:* Puerto Rican and Latino Studies 1.1 or permission of the chairperson.

### 38 Caribbean Literature

3 hours; 3 credits

Black culture and writings in the Caribbean. Reflections on alienation and independence. Literary liberation movements, Negritude, Indigenism, and Negritude as the first step towards emancipation from a European cultural vision. Writers from the English-, French-, and Spanish-speaking countries will be examined. All readings will be in English. This course is the same as African Studies 29 and Comparative Literature 38.3.

### 39 Critical Issues in Puerto Rican and Latino Studies

3 hours; 3 credits

Selection of representative works focusing on social institutions, transnationalism, and community life in the U.S.A. and Latin America. Use of diaries, autobiographies, chronicles, and scientific reports in order to examine critical issues in Latino/a communities and their connection to the Latin American countries of origin.

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## Bilingual (Spanish-English) studies

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### 40 The Puerto Rican, Latino, and Caribbean Child in New York City

3 hours; 3 credits

Puerto Rican, Latino, and Caribbean children in contemporary society. Relation of school curricula to their historical background and cultural contributions. Development of identity; knowledge and appreciation of heritage. Examination, use, and evaluation of instructional materials. Concepts, information, and materials necessary for effective work with target population.

**41 Bilingualism: The Puerto Rican, Caribbean, and Latino Child**

3 hours recitation, 2 hours laboratory; 4 credits

Concepts and programs of bilingualism. Their importance and application in working with multiethnic populations. Selected field and laboratory work; study and evaluation of bilingual programs and materials.

**42 Spanish Language Arts for the Bilingual Child**

3 hours recitation, 2 hours workshop; 4 credits

Fundamental concepts of Puerto Rican and other regional language variations and creative literature for prospective bilingual professionals. Language arts applied to the bilingual child. Workshops on community and parental involvement. Assessment models. Course conducted in Spanish.

*Prerequisite:* fluency and proficiency in Spanish demonstrated to the chairperson of the Puerto Rican and Latino Studies Department before registration.

**43 English as a Second Language for the Language-Minority Child**

3 hours recitation, 2 hours workshop; 4 credits

Role of English as a second language for Puerto Rican and other Spanish-speaking children in a bilingual program. Comparative analysis, understanding linguistic concepts, and their application. Workshops related to language patterns of bilingual children. Assessment models.

*Prerequisite:* English I or permission of the chairperson.

**44 Historical and Cultural Perspectives: Puerto Rico, Latin America, and the Caribbean**

3 hours recitation, 2 hours laboratory; 4 credits

History and culture of Puerto Rican, Latino, and other Latin American/Caribbean groups. Preparation of instructional materials and assessment models. Field experience.

**45 Introduction to Spanish for Prospective Bilingual Professionals**

3 hours; 3 credits

Varieties of the regional Spanish language in such features as syntax, usage, and pronunciation. Performance and diagnostic assessment.

*Prerequisite:* departmental permission is required.

**Contemporary society—issues and processes****55 Models of Economic Development for Puerto Rico and the Caribbean**

3 hours; 3 credits

Colonial basis for the development of capitalism in Puerto Rico since the twentieth century. Key factors stimulating growth and dependency after 1948. Puerto Rican model of economic development. Transnational migration and diffusion of Puerto Ricans and other Caribbean peoples to New York City and other areas. Integration of the economies of Puerto

Rico, the Caribbean, and the United States. Policy implications for issues such as globalism, energy resources, and the environment.

**56 Ethnic Marketing and Multicultural Business**

3 hours; 3 credits

Ethnic marketing in the United States from an interdisciplinary perspective. Strategic value of diversity, segmentation, ethnic market research, utilizing the ethnic media, and marketing to various ethnic groups including African-Americans, Latinos, Asian-Americans, and others. Contribution of ethnic entrepreneurs and ethnic businesses to the economy. Interdisciplinary readings, current general and trade press material, cases, and relevant census data will be used. (This course is the same as Business 51.)

*Prerequisite:* Puerto Rican and Latino Studies 19 or 20 or 55.

**65 Community Organization and Service to the Puerto Rican/Latino Community**

3 hours lecture, 6 supervised field hours, and independent work; 6 credits

Basic community organization theory and development of practical skills, including proposal writing, for service to the Puerto Rican/Latino community. Readings, lectures, and examination of case records. Motivation for self-help programs. Contact with internal operations of Puerto Rican/ Latino organizations and appraisal of their varied approaches and techniques. Supervised fieldwork with organizations that serve the Puerto Rican/Latino communities.

*Prerequisite:* Puerto Rican and Latino Studies 1.1 or 32W, or permission of the chairperson.

**66 Internship**

3 hours; 3 credits

Under the mentorship of a faculty member, business or community service experience in an organization that serves Latino/a populations. Sites must be approved by the chairperson. Students must work a minimum of 150 hours and complete a term paper describing their experiences and what they learned.

*Prerequisite:* Puerto Rican and Latino Studies 1.1 and an additional Puerto Rican and Latino Studies course or departmental permission.

## Seminars

### 70 Special Topics

3 hours; 3 credits

Topics vary from term to term. Course description may be obtained in the department office before registration. Topics may focus upon problems, social institutions, social processes, social organizations of Puerto Ricans in Puerto Rico and the United States or other Latinos in their countries of origin. Students may take this course and Puerto Rican Studies 70.2 at most twice, but may not repeat topics.

*Prerequisite:* completion of an approved program of advanced Puerto Rican studies courses and permission of the chairperson.

### 71 Seminar in the Political, Social, and Economic Status of Puerto Rico

3 hours; 3 credits

Political, social, and economic structures in Puerto Rico that shape the status issue. Analysis of congressional policies. United Nations debate on decolonization. Plebiscites and referenda. Effects of political status in social and economic terms. Role of Puerto Ricans in the United States.

*Prerequisite:* Puerto Rican and Latino Studies 30.2 or 55 or permission of the chairperson.

### 72 Seminar in Nationalist Movements of Puerto Rico

3 hours; 3 credits

El Grito de Lares and Betances' leadership. Women's contributions. Electoral politics. The Nationalist Party and Albizu Campos' political philosophy. Ideological currents of the independence movement. Issues of race, class, gender, and religion. Impact of McCarthyism and the 1959 Cuban Revolution on island politics. Radical barrio politics in the United States-Puerto Rican communities.

*Prerequisite:* Puerto Rican and Latino Studies 1.1 or 30.2 or departmental permission.

### 73 Summer Seminar

3 hours lecture, 6 hours supervised fieldwork and independent study; 6 credits

In cooperation with a university or other institution in Puerto Rico, the United States, the Caribbean, Latin America, Africa, or Europe, the department offers opportunities for study abroad. Field trips to places of cultural and historical significance. Lectures by scholars from Brooklyn College and the host country. Independent and/or group research. (Students may take the course for credit twice, with the permission of the chairperson, but may not repeat countries. Consult department for locale of a specific offering. Travel and accommodation fees required.)

*Prerequisite:* permission in consultation with the chairperson.

### 73.1 Study-Travel Seminar

2 hours lecture, 3 hours supervised fieldwork and independent study; 3 credits

In cooperation with a university or other institution in Africa, the Caribbean, Europe, Latin America, Puerto Rico, or the United States, the department offers opportunities for study and travel beyond New York with a focus on the Latino/a and Latin American experience. Field trips to places of cultural and historical significance. Lectures by scholars from Brooklyn College and the host site. Independent and/or group research. (Students may take the course for credit twice, with the permission of the chairperson, but may not repeat locations. Consult department for locale of a specific offering. Travel and accommodation fees required.)

*Prerequisite:* departmental permission in consultation with the instructor required.

### 74 Emerging Realities and Alternatives for Puerto Ricans and Other Latinos in the United States

3 hours; 3 credits

Demographic and political trends of Latinos in the United States and the impact on Puerto Ricans. Education, labor organizations, public services, economic development, political power, and future challenges to Latinos. Alternatives for Puerto Ricans in a Caribbean context and the impact of a change in political status of the island upon Puerto Ricans in the United States.

*Prerequisite:* completion of at least 6 credits in Puerto Rican and Latino Studies courses or departmental permission.

### 75 Research Seminar in Puerto Rican/Latino Studies

3 hours; 3 credits

Applied research and methodology. Application of advanced course work to address pertinent issues. Research project.

*Prerequisite:* completion of at least 9 credits in Puerto Rican and Latino studies courses.

### 77 Puerto Rican and Latino Literature in the United States

3 hours; 3 credits

Representative literature of Puerto Rican and Latino writers who lived or are living in what is today the United States. Study of chronicles, diaries, autobiographies, and testimonials. The diaspora experience and the cultural affirmation of identity as portrayed in the novel, short stories, drama, and poetry.

*Prerequisite:* Puerto Rican and Latino Studies 1.1 or departmental permission.

### **78 Puerto Ricans and Dominicans: Comparative Perspectives and Contemporary Issues**

3 hours; 3 credits

Comparisons of the sociohistorical context of Puerto Ricans and Dominicans from their countries of origin to the United States. Migratory experiences of both groups. Contemporary issues including current demographic data, politics, health, family relations and roles, intermarriage, and identity.

*Prerequisite:* At least six credits in Puerto Rican and Latino Studies courses or permission of the chairperson.

### **Honors courses**

#### **88.1, 88.2 Independent Study I, II**

Minimum of 9 hours conference and independent work; 3 credits

Independent study supervised by a faculty member. Approved topic. Periodic conferences. Report.

*Prerequisite:* completion of an approved program of advanced Puerto Rican and Latino studies courses and departmental permission.

The following courses are inactive and will be offered only if there is sufficient demand:

- 36.1 Puerto Rican Poetry from the Aguinaldo to the Present**
- 36.2 Puerto Rican Narrative**
- 37 Workshop in Puerto Rican and Latino Cinema, Drama, and Theater**
- 57.1 Impact of Social Service Systems on the Puerto Rican, African American, and Other Urban Population**
- 57.2 Administration of Justice and the Puerto Rican/Latino Community**
- 57.3 Behavioral Patterns of Puerto Ricans and Latinos in the United States**
- 58 The Elderly among Puerto Ricans and Other Latinos**

### **Religion: Studies in Religion**

An interdisciplinary dual major

Program offices:

Religion in Society and Culture (RISC);  
Sociology Department, 3413 James Hall

Telephones:

(718) 951-5306;

*Director:* Sally Bermanzhon, Political Science;

*Faculty:* Acosta, English; Berger, History; Bayoumi, English; Carrasquillo, Puerto Rican and Latino Studies; Flatto, Judaic Studies; Gallagher, History; Gerardi, History (emeritus); Hansen, Classics; Hartmann, English (emeritus); Levy, Philosophy; Leiman, Judaic Studies; Meyer, History; Pérez y González, Puerto Rican and Latino Studies; Sharman, Anthropology and Archaeology; Wile, Modern Languages and Literatures; Wilson, Classics, and additional faculty from the departments of the college.

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#### **B.A. degree program for studies in religion dual major HEGIS code 1510; SED program code 82421**

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**Program requirements** (21 credits plus a major in a department approved by the program director)

Students must complete 21 credits chosen from the required courses listed below, in addition to completing a primary major in a related field approved by the program director. A dual major may apply up to three credits from his or her primary major toward fulfilling the requirements of the Program of Studies in Religion.

Students must complete parts 1 through 5.

1. Two introductory courses (6 credits):  
  - Studies in Religion 1.1
  - Studies in Religion 1.2.
2. One of the following courses in methodological approaches to religion (3 credits), plus any prerequisite of the course:  
  - Anthropology 42
  - Philosophy 44
  - Sociology 76.
3. Two of the following courses in the thought, literature, or the arts of religious traditions (6 credits), plus any prerequisite of the courses; courses must be chosen from different religious traditions:
  - Art 11.5
  - Art 11.6
  - Classics 15 (This course is the same as Studies in Religion 16.)
  - Classics 17
  - Comparative Literature 33.1
  - Comparative Literature 36.1
  - English 31.2
  - Hebrew 45.1
  - Judaic Studies 17

Judaic Studies 18.1 or 30  
 Judaic Studies 18.2 or 31  
 Judaic Studies 14  
 Judaic Studies 22 (This course is the same as Studies in Religion 10.)  
 Judaic Studies 37 or 41  
 Philosophy 45  
 Puerto Rican and Latino Studies 14.5  
 Puerto Rican and Latino Studies 15.5.  
 Studies in Religion 10 (This course is the same as Judaic Studies 22.)  
 Studies in Religion 16 (This course is the same as Classics 15.)

4. One of the following courses in the history of religions (3 credits), plus any prerequisite of the course:

Africana Studies 23.1  
 American Studies 62 (This course is the same as History 43.11.)  
 Classics 37  
 History 21.7  
 History 22  
 History 23.3  
 History 28.3  
 History 30.2 (This course is the same as Studies in Religion 19.)  
 History 43.11 (This course is the same as American Studies 62.)  
 Judaic Studies 12  
 Judaic Studies 13  
 Studies in Religion 19 (This course is the same as History 30.2.)

5. Seminar in studies in religion:  
 Studies in Religion 70.

Courses other than those listed, including Studies in Religion 20, may be credited toward requirements 3 and 4 with permission of the program director.

**Related courses** (partial list):

Anthropology 7.5  
 Chinese 28  
 Comparative Literature 6 or 42.1.

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**Requirements for a minor in studies in religion**

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Fifteen credits from courses listed in the program's offerings, each completed with a grade of C or higher, including either Religion 1.1 or 1.2. Nine or more of these credits must be completed at Brooklyn College. Students should meet with a program director to plan a sequence of courses suited to their individual interests or career plans.

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**Program recommendation**

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Majors should take the introductory courses at an early point in their programs. All major and minor students should meet with the program director to plan a sequence of courses suited to their individual career plans.

## Courses

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

### 1.1 Abrahamic Religions

3 hours; 3 credits

A consideration of Judaism, Christianity, and Islam in terms of their origins, major beliefs, and practices. Introduction to the concepts of myth, symbol, ritual, and salvation. Relationship of these religions to cultural changes, community life, and individual identity.

### 1.2 Religions of India, China, and Japan

3 hours; 3 credits

Development of Hinduism, Buddhism, Confucianism, and Taoism, with emphasis on origins, teachings, and role in culture. Unique features of spirituality in these religions through comparison with the Abrahamic traditions and secular societies. Consideration of the practice of these religious traditions within the contemporary United States.

### 10 Job and the Problem of Evil

3 hours; 3 credits

Intensive study of the Book of Job as the primary religious work dealing with suffering and evil. Opinions as to "why bad things happen to good people" will be considered in both ancient and modern works. (Not open to students who completed Studies in Religion 20 in either fall, 1987, or spring, 1989, or Judaic Studies 75.1 in spring, 1989.) This course is the same as Judaic Studies 22.

*Prerequisite:* Studies in Religion 1.1 or permission of the program director.

### 15 Science and Religion

3 hours; 3 credits

Similarities and differences in the methodologies, sources of knowledge, modes of thought and language employed by science and religion. Survey of traditional areas of conflict. Examination of attempts by scientists and theologians to bring about a commonality of views. (Not open to students who completed Studies in Religion 20 in fall, 1992, or spring, 1994.)

### 16 Greek and Roman Mythology

3 hours; 3 credits

Classical myths and modern theories of mythology. Readings in English translation from the ancient sources. (Not open to students who have completed Classics 6.) This course is the same as Classics 15.

*Prerequisite:* Studies in Religion 1.1 or 1.2, or permission of the program director.

**18 Mysticism, Magic, and Ritual in Ancient China**

3 hours, 3 credits

The history of Daoism, the indigenous religion of China, from ancient times to the fifth century C.E. The roots of Daoism in ancient Chinese shamanism. Early mystical practices such as meditation, spirit journeying, macrobiotic diet, sexual yoga. The classical philosophy of Laozi and Zhuangzi. The political Daoism of the late Warring States and Han. The Daoist rebellions of 184 C.E. Magic and ritual practices of the Daoist church. Medieval Chinese alchemy. This course is the same as History 53.5.

*Prerequisite:* Core Studies 4 or permission of chairperson.

**19 Jesus and the Christian Tradition**

3 hours; 3 credits

A cultural history of Christianity from the first century to the present; quest for the historical Jesus; images of Jesus in major eras of world history in scripture, theology, literature, art, and music; the place of Christian culture in the history of world civilization. This course is the same as History 30.2. (Not open to students who completed History 28.9B or Studies in Religion 20 in spring, 1990.)

*Prerequisite:* Studies in Religion 1.1 or Core Studies 4, or permission of the director of the Program of Studies in Religion and/or the chairperson of the Department of History.

**20 Special Topics in Religion**

3 hours; 3 credits

Topics vary from term to term. Course descriptions may be obtained from the program director before registration. Students may take this course for credit twice but may not repeat topics.

*Prerequisite or corequisite:* Studies in Religion 1.1 or 1.2 or permission of the program director.

**20.1 Minicourse in Special Topics in Religion**

1 hour; 1 credit

Lectures, discussions, and media presentations of topics concerning religion. Including the various presentations and final examination, course meets for 15 irregularly scheduled hours, usually at times when no other classes are being offered on campus. Students may take this course for credit three times, but may not repeat topics.

*Prerequisite:* specific prerequisites may be added depending on the subject matter and the level of the class.

**70 Seminar in Studies in Religion**

3 hours; 3 credits

Advanced study of a major theme, problem, or thinker in the field of religion. Topic is selected by the instructor. Course description may be obtained from the program director.

**83.1, 83.2 Independent Studies I, II**

Minimum of 9 hours conference and independent work; 3 credits

Independent study supervised by a faculty member. Approved reading. Periodic conferences. Final examination or term paper.

*Prerequisite:* completion of a program approved by the director of the Program of Studies in Religion or related departments; and approval of the instructor.

## SEEK

Department office: 2208 Boylan Hall  
Telephone: (718) 951-5738, (718) 951-5739

*Chairperson:* Martha J. Bell  
*Deputy Chairperson:* Wendy Hall Maloney  
*Coordinators:* Wendy Hall Maloney, Reading Jean Marquis, SGS and Writing  
*Professors:* M. Bell, Francis, Maloney;  
*Assistant Professors:* Bullen, Carter; Daraviras, Marquis;  
*Lecturers:* Herrera, Karanja, Walters, Watson.

The Search for Education, Elevation, and Knowledge (SEEK) Department is the Brooklyn College branch of the legislatively-mandated higher education opportunity program at each of the senior colleges of the City University of New York. Established in 1966, the SEEK program provides special academic, financial, and counseling assistance to students entering college for the first time. The program is designed to advance equality in higher educational opportunity at the City University of New York.

SEEK students at Brooklyn College have the same academic requirements for their major and electives as other students. Each selects a major from the wide range offered in the humanities, social sciences, sciences, and the arts. Each enrolls in the required, rigorous eleven-course core curriculum that provides a strong foundation.

In preparation for their first semester at the College, every SEEK student participates in a challenging, structured summer program that consists of developmental workshops, core courses, Lunch and Learn sessions, cultural enrichment field trips, tutoring, counseling, and supplemental instruction.

At the start of their first semester, all SEEK freshmen register in the SEEK Freshman Year Program, a learning community that, together, takes pre-core, core, mathematics, or other courses selected from the College's various academic departments. This program, recipient of three prestigious U.S. Department of Education FIPSE grants, smoothes the freshman's transition to Brooklyn College.

As part of the freshman year program, all SEEK students enroll in a special orientation workshop taught by a counseling professional, who becomes the students' counselor for the length of their undergraduate studies. These counselors provide the academic, personal, and career support that facilitates SEEK student success. In addition, throughout their Brooklyn College careers, SEEK students participate in a comprehensive tutoring and supplemental instruction program. They are required to complete Benchmark Portfolios for Success that help them measure their achievements.

The SEEK program encourages high academic standards through its SEEK Scholars Program, SEEK Pre-Scholars Program, SEEK Honors List, and its chapter of Chi Alpha Epsilon, a national honor society for Opportunity Program students. SEEK graduates find employment in the public, private, and nonprofit sectors, and make their careers in education, business, industry, and government.

## Workshops

The *Schedule of Classes* published each term lists SEEK Freshman Year Program courses.

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### Counseling

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#### 0.3 Counseling Workshop

2 hours; no credit

Introduction and orientation to college and school policies and procedures. Special emphasis on developing clear understanding regarding the curriculum requirements. Students are instructed in the use of the library's resources, in development of study techniques, and in selection of a major. Placement must be approved by the SEEK Department.

#### 0.4 Career Workshop

2 hours; no credit

Designed to introduce the student to the world of work, educational and career planning, sources of occupational and training information, and techniques of assessing the student's own vocational interests, abilities, and values. Students will study thoroughly at least four occupations relevant to their interests and complete an educational plan that is consistent with college requirements and their standard goals. Placement must be approved by the SEEK Department.

## Social Studies Teacher

An interdisciplinary major  
Office: 2303 James Hall  
Telephone: (718) 951-4807

*School of Education social studies coordinator:* Stephen Phillips  
*Interdepartmental social studies coordinator:* Barbara Winslow,  
Political Science

*Faculty:* from the School of Education and the liberal arts departments offering majors in the social studies teacher program.

Social studies is the subject that offers high school students the opportunity to expand their understanding of the complex world in which they live. It is an interdisciplinary survey, with an international scope, of the geographic, historic, economic, cultural, and political dimensions of humanity. If you are interested in becoming a teacher who opens a window to the world for high school students, the social studies teacher program is for you.

The social studies teacher program of the Brooklyn College School of Education offers students a bachelor of arts degree in adolescence education, which equips students to teach social studies (grades 7–12). Our faculty members are drawn from the School of Education and from those departments offering majors in the program. Students in the program select a major according to their specific interests in Africana studies, American studies, anthropology, economics, history, political science, Puerto Rican and Latino studies, or sociology. Students should consult with an adviser in the department they choose about that department's specific requirements for the major; but must note that New York State certification requires a minimum of 21 credits accrued through courses in departments of history and/or geography. Students should also consult with a School of Education adviser concerning the mandatory grade point averages for the required education courses. To find out more about the social studies teacher program, its course distribution requirements, and its possibilities, contact the Undergraduate Education Advisement Office in James Hall.

While completion of the social studies teacher program leads to a New York State Initial Teaching Certificate (grades 7–12), our skilled and accomplished graduates often decide to take jobs in the business, nonprofit, and governmental sectors. Others elect to go on to graduate school for advanced degrees to further their career goals.

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### **B.A. degree program in adolescence education: social studies teacher**

**HEGIS code 2201.01; SED program code 26754**

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#### **Program requirements**

Students who wish to pursue a bachelor of arts degree in adolescence education for social studies teacher must select a major in Africana studies, American studies, anthropology, economics, history, political science, Puerto Rican and Latino studies, or sociology. (See the appropriate departmental section in this *Bulletin* for the major requirements.) The program must include—either within the major or in addition to courses in the major—study in economics and government and at least 21 credits in the history and geography of the United States and the world.

Students must also complete the following pedagogical courses: Education 16, 34, 64.1, 69, 71.02, and 72.02. These courses are described in the "Education" section of this *Bulletin*.

These program requirements meet the revised teacher certification regulations adopted by the New York State Board of Regents in 2000 and replace the requirements that appeared in the 2000–2003 *Bulletin* for undergraduate programs. Completion of the social studies teacher program leads to the initial teaching certificate for grades 7 through 12; an optional extension is available for grades 5 and 6. For more information, contact the social studies coordinator in the School of Education.

## Sociology

Department office: 3612 James Hall  
Telephone: (718) 951-5314

*Chairperson:* Kenneth A. Gould  
*Deputy Chairperson, CLAS:* Mark S. Fishman  
*Deputy Chairperson, SGS:* Alex S. Vitale  
*Deputy Chairperson, Division of Graduate Studies:* Alex S. Vitale  
*Professors:* Gould, Lenzer, Satow, Zukin;  
*Associate Professors:* Fishman, Shortell;  
*Assistant Professors:* Bank Muñoz, Vitale.

Sociology focuses on the workings of societies, their institutions, organizations and groups. By introducing you to the concepts, theoretical frameworks, and methodological techniques of sociology, we will help you develop a "sociological imagination," leading to a deeper understanding of the relationships between personal experience (your own and others') and the larger social world. In all of your sociology courses you will be asked to examine and question the "world we take for granted." We offer you a special lens to view both contemporary and historical social phenomena. The range of courses in the curriculum will not only expose you to diverse social issues and social structures but also emphasize the dynamics of power and inequality on local, national, and global levels. Our courses emphasize the concepts and practice of social justice, civic and community involvement, and the rights and responsibilities of global citizenship. Our curriculum facilitates understanding of how and why societies develop, are maintained, and change, how the intersections of race, ethnicity, class, age, gender, and sexuality affect personal and social experiences and institutional arrangements, the interactions of social systems with ecosystems, and the dynamic interplay between social forces. Our courses encourage you to make your own discoveries about social experiences and to communicate these discoveries. All include opportunities to develop critical thinking, writing and speaking skills, and visual literacy. In the course of your sociology education, you will learn to produce reflective, logical texts by summarizing arguments concisely, synthesizing different forms of data, evaluating evidence and arguments, writing in a professional style, and presenting research material clearly.

The Department of Sociology offers a bachelor of arts and a master of arts degree in sociology, as well as minors in social welfare, law, criminal justice, and business-related areas. Our faculty have stature in such areas as urban studies, gender, aging, mass media, sociological theory, immigration and labor, children's studies, criminology, race and ethnicity, and the environment. We are committed to quality teaching and providing a full range of support services to our students, the production of policy-relevant social research, and service to the Brooklyn community. Our teaching and research is strongly rooted in Brooklyn's sociologically rich and vibrant environment.

Graduates of our program pursue diverse careers in such fields as public policy, law, education, public service, marketing, and industry. In all of these settings, they bring curiosity about the diverse ways that humans create, transform, and adapt to their surroundings, an understanding of the world, and public intellectualism through attentive, creative, and articulate engagement with community affairs and social issues. Many of our students go on for advanced degrees to further their career goals. Students who wish to pursue graduate studies may apply to the master's and doctoral degree programs offered by or in conjunction with this department. Please see the Division of Graduate Studies section below.

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### Core curriculum

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The Department of Sociology participates in the college's core curriculum through Core Curriculum 2.3.

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### B.A. degree program in sociology HEGIS code 2208; SED program code 02111

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#### Department requirements (36–40 credits)

All of the following: Sociology 5, 18, 19, and 90. Sociology 90W, a writing-intensive course, is a capstone seminar to be taken in the senior year.

Five additional courses from Sociology Department courses numbered 10 and higher: For the purposes of this requirement, Sociology 32.6 and 32.7 count as a single course.

Two courses numbered 10 and higher, plus any prerequisite of the courses, from the following departments: Departments of Anthropology and Archaeology, Economics, History, Political Science, Psychology. The two courses may not be taken in the same department.

Each course must be completed with a grade of C or higher. A grade of B- or higher in Sociology 18 and 19 is the prerequisite for Sociology 90W.

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#### Requirements for a minor in sociology

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At least 12 credits in sociology, in courses numbered 10 or higher, with a grade of C or higher in each course. A minimum of nine of these credits must be completed at Brooklyn College. Sociology minors are urged to consult with departmental counselors to plan an appropriate sequence of courses.

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#### Requirements for a minor in social welfare

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All of the following: Sociology 30, 32.6, 32.7

Two courses chosen from among the following: Sociology 26, 32.4, 32.5, 40.1, 40.2, 40.3, 43.1, 51.1, 51.3, 61.4.

Each course must be completed with a grade of C or higher.

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#### Requirements for an interdisciplinary minor in business and society

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All of the following:

Economics 10.1; Business 50.1; Business 50.2; Sociology 43.2.

Two courses from the following:

Sociology 26, 28, 43.1, 51.1, 51.5, 61.4, 77.2.

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**Requirements for an interdisciplinary minor in consumer behavior**


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All of the following:

Business 50.2; Business 50.7 or Television and Radio 17; Business 50.9; Sociology 61.4.

Two courses, one chosen from each of two of the following areas:

Area 1: Sociology 40.1, 43.1, 51.5.

Area 2: Business 31.5/Computer and Information Science 3.2, Business 76.4, 80.4.

Area 3: Psychology 10, 12.

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**Requirements for an interdisciplinary minor in human resource development and management**


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All of the following:

Business 40.3 or Psychology 12.7; Business 50.1 or Sociology 43.2 or 43.3.

Four courses, two chosen from each of the following areas:

Area 1: Psychology 10; Sociology 28, 31.1, 40.1, 51.5, 61.4.

Area 2: Business 50.2, 50.4, 50.5, 50.9; Psychology 12.

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**Requirements for an interdisciplinary minor in human resource management and diversity studies**


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All of the following:

Business 40.3 or Psychology 12.7; Business 50.1 or Sociology 43.2 or 43.3; Sociology 51.5 and 61.4.

Two courses, one from each of two of the following three areas:

Area 1: Africana Studies 41, 43.

Area 2: Judaic Studies 17; Women's Studies 12, 36.

Area 3: Puerto Rican and Latino Studies 14, 20, 23, 24, 78.

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**Requirements for an interdisciplinary minor in criminal justice**


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All of the following:

Political Science 21; Sociology 51.4.

Three courses chosen from among the following:

Africana Studies 43, 43.2.

Anthropology 35.

Philosophy 23, 43.

Political Science 22, 26.2, 45.1, 76.7.

Psychology 65.2

Puerto Rican and Latino Studies 57.2.

Sociology 43.5, 51.1, 51.3, 51.4.1.

Each course must be completed with a grade of C or higher.

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**Requirements for an interdisciplinary minor in law and society**


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Courses in sociology presented for this minor may not be counted toward the sociology major.

Twelve credits chosen from the courses of two or more departments as specified below. Each course must be completed with a grade of C or higher.

Africana Studies 43, 43.2; Anthropology and Archaeology 34, 35; Classics 34; Political Science 21, 22, 26.2, 45.1; Sociology 43.5, 51.4.

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**B.A. degree program in adolescence education: social studies teacher**  
**HEGIS code 2201.01; SED program code 26754**


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See the "Social Studies" and "Education" sections in this *Bulletin*.

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**Sociology concentration for majors in the following programs:**
**early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6)**


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The requirements for the teacher education programs indicated above are described in the "Education" section in this *Bulletin*. Students who major in either of these programs and elect a concentration in sociology must complete 30 credits in the Sociology Department with a grade of C or higher in each course. Students must meet with a Sociology Department adviser to declare their intention to complete this concentration. They should also meet with an adviser in the School of Education regarding the appropriate sequence of teacher education courses.

**Concentration requirements:**

Sociology 5. Two of the following courses: Sociology 40.1, 40.2, 51.5. One of the following courses: Sociology 26, 26.4, 28. Three of the following courses: Sociology 32.4, 32.5, 51.1, 51.3, 51.4, 61.4. Three of the following courses: Sociology 43.1, 43.5, 44, 56, 61.1, 61.6, 76, 77.2.

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**Division of Graduate Studies**


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The Sociology Department offers a master of arts degree program in sociology. Some courses may be creditable toward the CUNY doctoral degree. For information, students should consult the department chairperson. A *Graduate Bulletin* may be obtained in the Office of Admissions.

**Courses**

\*Courses marked with an asterisk (\*) are not counted toward the requirement of no fewer than 18 credits in advanced courses for majors in this department.

§Independent work means not less than three additional hours each week of conference, research, independent reading, and writing as assigned by the instructor. The student's grade is determined in part by the successful completion of this independent work.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

**\*5 Introduction to Sociology**

3 hours; 3 credits

Survey of the concepts, methods, theories, and principles with which sociology interprets social behavior. Emphasis on the structure and problems of contemporary society.

**\*9 Contemporary American Society**

3 hours; 3 credits

The sociology of life in America today, and the social forces or processes which give contemporary American life its unique qualities. Discussion and readings will focus on social realities which affect everyone, such as the experience of working, social class, ethnicity, family life, and male-female relationships.

**18 Social Theories**

4 hours; 4 credits

Development and continuity of theoretical concepts and orientations in sociology from nineteenth century classical works to the present. Schools of thought and representative works.

*Prerequisite:* Sociology 5.

**19 Principles of Sociological Research**

3 hour lecture, 2 hours lab; 4 credits

Basic concepts and principles of qualitative and quantitative methodology in sociology. Scope and variety of analyses available in research design. Program evaluation. Analytical basis of research and thought in sociology. Data analysis with statistical software. Introduction to social science literature search tools.

*Prerequisite:* Sociology 5 or permission of the chairperson.

**19.3, 19.4 Internship in Applied Sociology**1 hour lecture, 6 hours supervised fieldwork;  
3 credits each term

Supervised internships in organizations in the private and public sector. Development of research and related skills in the study of formal organizations, group dynamics and leadership, urban planning, decision making, and market and evaluation research. Students will be responsible for required readings, a diary of field experiences and observations, and a term paper. (Students may elect to complete either one or two semesters, but 19.3 is not required prior to 19.4. Only one internship course, either 19.3 or 19.4, may count towards the requirement that majors complete five advanced electives in Sociology.)

*Prerequisite:* at least three courses in sociology numbered 10 or higher and permission of the chairperson.

**22.1 Special Topics**

3 hours; 3 credits

Issues in social theory, social institutions, social and cultural processes, social organization, social policy. Topics vary from term to term. Course description may be obtained in the department office before registration.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher; Core Studies 3 with a grade of B- or higher; Sociology 5, or permission of the chairperson.

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**Urban sociology and community studies**

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**26 Urban Sociology**

3 hours; 3 credits

Urban and rural communities. Impact of community, social context, ecology on institutions and people. Social structure of the suburbs. Sociological factors of planning in metropolitan areas.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher; Core Studies 3 with a grade of B- or higher; or Sociology 5.

**26.4 Urban Life and Culture**

3 hours; 3 credits

Changing images of the city explored through art, film, television, and other media; development of urban spaces for cultural production and consumption; alternative lifestyles of different communities. Research may include ethnography, interview projects, media analysis, and visual documentation.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher; Core Studies 3 with a grade of B- or higher; or Sociology 5.

**28 Sociology of the Environment**

3 hours; 3 credits

Society's relationship to the natural environment. Origins of major environmental stresses and political conflicts associated with them. Role of society's utilization of natural resources in creating crises, how society identifies environmental stresses as social problems and how social responses to environmental problems lead to political conflicts. Outcomes of environmental conflicts; development of integrated, viable solutions to socio-environmental problems.

*Prerequisite:* any one of the following: Core Curriculum 2.2, 2.3, 20.XX, Core Studies 3, 4, 9, Environmental Studies 1, Sociology 5.

**29 Race, Class, and Environmental Justice**

3 hours; 3 credits

Processes that create inequality and how they impact the uneven distribution of environmental degradation and protection. Placement of hazardous facilities in minority communities, unequal protection of environmental health, employment structure of hazardous industrial workplaces, socio-ecological conditions of migrant farm workers, extraction of resources from Native lands, population control initiatives directed at peoples-of-color; and the national and transnational export of toxic waste.

*Prerequisite:* any one of the following: Core Curriculum 2.2, 2.3, 20.XX, Core Studies 3, 4, 9, Environmental Studies 1, Sociology 5.

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**Social work**


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**30 Introduction to Social Work**

3 hours; 3 credits

Development of social work as a profession; interconnection of theory and practice; generic problem-solving tasks, relationships; code of ethics; fields of practice. (Not open to students who have completed Sociology 30.11.)

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher; Core Studies 3 with a grade of B- or higher; or Sociology 5.

**31.1 Social Interaction**

3 hours; 3 credits

Analysis of the interaction perspective in sociological theory. Social rules explaining such sociological concerns as maintenance of identity; ascription of motives and intention; production of mental illness in interaction; production of conversation and language; the idea, orientation, process of sociological inquiry. (Not open to students who have completed Sociology 19.2.)

*Prerequisite:* Core Studies 3 with a grade of B- or higher; or Sociology 5 or 7, or permission of the chairperson.

**32.4 History of Social Welfare**

3 hours; 3 credits

Explores the history of social welfare in the United States from the Elizabethan Poor Law to the present. Examines the social, economic, and political underpinnings of the changing definitions of need, responsibility for providing relief, and the right to services. (Not open to students who have completed Sociology 32.11.)

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher; Core Studies 3 with a grade of B- or higher; or Sociology 5.

**32.5 Current Issues in Social Welfare Policy**

3 hours; 3 credits

Traces the evolution of a private trouble to a public issue and the attempts at resolving the issue by means of social policy initiatives. Follows social policy from the legislative stage through the creation of specific service programs. Compares the impact of the services on the lives of individuals with the original objective of the policy. Case studies from work, education, housing, child welfare, health, and mental health. (Not open to students who have completed Sociology 32.11.)

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher; Core Studies 3 with a grade of B- or higher; or Sociology 5.

**32.6, 32.7 Social Work Fieldwork I, II**

3 hours lecture, 7 hours fieldwork; 5 credits

Students are placed in a social service agency and work directly with clients under supervision; learn generalist practices within different social systems. Field notes, readings, process recordings, and conferences are required. Students must register in 32.6 in the fall term and in 32.7 in the spring term. (Sociology 32.6 is not open to students who have completed

Sociology 39.11. Sociology 32.7 is not open to students who have completed Sociology 39.12.)

*Prerequisite or Corequisite of 32.6:* Sociology 30.

*Prerequisite of 32.7:* Sociology 32.6.

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**Social institutions**


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**40.1 The Family**

3 hours; 3 credits

Examination of the structure and function of the family and its relationship with such other institutions of the society as religion, the economy, and the political system; family as a unit of interaction. Family types will be compared: the traditional family, the dual-career family, and the single-parent household; alternatives to the family will also be discussed.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher; Core Studies 3 with a grade of B- or higher; or Sociology 5, or permission of the chairperson.

**40.2 Sociology of Children**

3 hours; 3 credits

Sociological analysis of children and childhood. Historical and cross-cultural differences in attitudes toward children. Socialization processes, the family, peer cultures, education, mass media, children as consumers. Such social problems as social inequality and poverty; divorce, adoption, and foster care; racial discrimination; differential schooling; children at risk.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher; Core Studies 3 with a grade of B- or higher; or Sociology 5, or permission of the chairperson.

**40.3 Sociology of Generations**

3 hours; 3 credits

Aging process in industrial and advanced industrial societies. Process of generational discontinuity, its management and consequences. Youth as a source of innovation. Problems of old age in modern society.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher; or Core Studies 3 with a grade of B- or higher; or Sociology 5.

**40.4 Midlife and After: Aging in America**

3 hours; 3 credits

Aging in industrial and preindustrial societies. Age discrimination and the "new aging." Aging as a stage in the life cycle. The changing American family and the aging parent. Leisure, retirement, and social networks. Constraints and adaptation in the later years. Aging: the challenge to individuals and society.

*Prerequisite:* Core Studies 3 with a grade of B- or higher; or Sociology 5, or permission of the chairperson.

**43.1 Social Class**

3 hours; 3 credits

Formation of social classes. Leading theories of class. Critical examinations of studies of class. Relation of social class to personality development.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher, or Core Studies 3 with a grade of B- or higher, or Sociology 5.

### **43.2 Sociology of Work and Economic Systems**

3 hours; 3 credits

Sociological factors in industrial and economic organization. Historical and contemporary ideologies of work and work management. Relationships between economic and social organization in traditional and modern societies.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher, or Core Studies 3 with a grade of B- or higher, or Sociology 5, or permission of the chairperson.

### **43.3 Sociology of Occupations**

3 hours; 3 credits

Analysis of American occupational structure. Stratification of occupations in the labor market. The power of professions. Individual vocation and career choice. Descriptive studies of occupations. Recent changes in occupational opportunities for college and high school graduates.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher, or Core Studies 3 with a grade of B- or higher, or Sociology 5, or permission of the chairperson.

### **43.5 Sociology of Law**

3 hours; 3 credits

Function of law in society. Relationships between social values, conduct, law. Comparison of legal institutions in primitive and modern societies. Laws in the context of family and occupational structure of the United States. Consideration of extent to which legal change can affect established patterns of social behavior.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher, or Core Studies 3 with a grade of B- or higher, or Sociology 5.

## **44 Political Sociology**

3 hours; 3 credits

Sociological analysis of mass movements. Social structure of political parties. Secret societies and underground movements. Social ideologists in relation to political and economic structure. Utopias and social myths as dynamic concepts. Socialism, anarchism, communism, fascism, nationalism, Pan-Slavism, Pan-Germanism, democracy.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher, or Core Studies 3 with a grade of B- or higher, or Sociology 5, or permission of the chairperson.

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## **Social issues**

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### **51.1 Social Problems**

3 hours; 3 credits

Problems generated by conflicting demands within the social structure of American society. Discussions and readings about social problems related to crime, work, urban life, race, ethnicity, and business organizations.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher, or Core Studies 3 with a grade of B- or higher, or Sociology 5.

### **51.3 Deviant Behavior**

3 hours; 3 credits

Sociological theories of deviant behavior including social causation, labeling, stigmatization. Sexual deviance, suicide, alcoholism, drug abuse, juvenile delinquency, counterculture.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher, or Core Studies 3 with a grade of B- or higher, or Sociology 5, or permission of the chairperson.

### **51.4 Criminology**

3 hours; 3 credits

Nature and cause of crime; its relationship to social structure. The criminal in society. Approaches to the study of crime and its treatment and prevention.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher, or Core Studies 3 with a grade of B- or higher, or Sociology 5.

### **51.41 Blacks in the American Criminal Justice System**

3 hours; 3 credits

Exploration of the relationship between African Americans and the criminal justice system. Sociological theory and methods of collecting and understanding information. Assessment of the political, social, and economic institutions of American society as they frame race, crime, and punishment. Ways that the American criminal justice system has operated to both maintain and ameliorate a racially oppressive society. This course is the same as Africana Studies 43.2.

### **51.5 Female and Male: The Sociology of Gender**

3 hours; 3 credits

Relationships between men and women in America today. Cultural consequences of biological differences. Sexual stereotypes in mass media. Legal position and education of women in comparison with men. Different work opportunities and the problems of combining work and family. Role of minority group women. Movement toward sexual equality.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher, or Core Studies 3 with a grade of B- or higher, or Sociology 5, or permission of the chairperson.

### **53 The Social Consequences of Computers**

3 hours; 3 credits

Social impact of computers on various groups, subcultures, and institutions. Effect of computer toys on children. Video games, computers in classrooms, "hackers," the world of professional programmers, computers in the workplace, robots, and expert systems. Political and military impact of computers. Issues of privacy and ethics. This course is the same as Computer and Information Science 5.4.

*Prerequisite:* Core Curriculum 3.11 or 3.12 or Core Studies 5 or 5.1, or Computer and Information Science 1.10 or 1.20 or 1.5; and Core Curriculum 2.3 or Core Studies 3 or Sociology 5.

**56 Medical Sociology**

3 hours; 3 credits

Introduction to the social organization of such modern medical institutions as hospitals, clinics, rehabilitation agencies. Social roles of health professionals and their clients. Client-professional relationship in different types of practice. Impact of illness on the patient's life. Problems of medical care in America today.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher; or Core Studies 3 with a grade of B- or higher; or Sociology 5, or permission of the chairperson.

**Social change and social conflict****61.1 Social Change**

3 hours; 3 credits

Continuity and change in society. Changing concept of social change. Theories of social change. Factors and determinants of social change. Problems of planning, inducing, controlling social change.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher; or Core Studies 3 with a grade of B- or higher; or Sociology 5, or permission of the chairperson.

**61.4 Race and Ethnicity**

3 hours; 3 credits

Ethnic and racial makeup of the United States. Regional differences. Characteristic features of dominant and minority cultures. Problems of minority groups; their adjustment to the dominant culture. Concept of cultural pluralism.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher; or Core Studies 3 with a grade of B- or higher; or Sociology 5.

**61.6 Social Movements**

3 hours; 3 credits

Study of collective action motivated by political goals. Basic structures of social movements in the U.S. and internationally. Role of leadership, tactics, strategy, resource mobilization, cultural frames, opportunity structures, cycles of protest and reform, interaction with the media, globalization and international diffusion.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher; or Core Studies 3 with a grade of B- or higher; or Sociology 5, or permission of the chairperson.

**62 Sociology of Globalization**

3 hours; 3 credits

Nature and effects of globalization in the U.S. and internationally. Rise of multinational institutions and their critics. Immigration and cultural transformation in response to political conflict and economic dislocation. Effect on race, class, and gender inequality.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher; or Core Studies 3 with a grade of B- or higher; or Sociology 5.

**63 Sociology of Immigration**

3 hours; 3 credits

Immigration in both historical and contemporary context. Major sociological perspectives on immigration. The immigrant experience in the U.S. Discriminatory policies toward immigrants.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher; or Core Studies 3 with a grade of B- or higher; or Sociology 5.

**Sociology of ideas and religion****76 Sociology of Religion**

3 hours; 3 credits

Religion as human behavior; and as a social institution: patterns of belief, ritual, and experience. The organization of religion and its connection to religious ideology. The relationship of religion to secularization, alienation, and other aspects of the contemporary condition. Religion and family, politics, and social class. The changing role of religion in modern society.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher; or Core Studies 3 with a grade of B- or higher; or Sociology 5, or permission of the chairperson.

**77.1 Sociology of Science**

3 hours; 3 credits

Culture of science. Development of scientific ideas. Social contexts for development of science. Processes of institutionalization of science. Evaluation and reward systems of science. Scientific communications system. Scientific career. Social context of scientific work. Creativity in science and emergence of ideas. Resistance and receptivity to science.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher; or Core Studies 3 with a grade of B- or better; or Sociology 5 or permission of the chairperson.

**77.2 Mass Communications and Mass Media**

3 hours; 3 credits

The role of mass media in modern society. The importance of propaganda, public relations, and public opinion; the effects of advertising on everyday life, and the origins of consumer culture; the consequences of violence in TV and film; the reasons for news distortions in print and broadcast journalism.

*Prerequisite:* Core Curriculum 2.3 with a grade of B- or higher; or Core Studies 3 with a grade of B- or higher; or Sociology 5, or permission of the chairperson.

**78 Arguing in Cyberspace: Sociology of Contentious Discourses**

3 hours; 3 credits

Sociological study of polarizing discourses in cyberspace. Belief systems, values, and ideology; emphasis on moral rhetoric in public discourse. Public speech and political participation. Identity formation and social movements. Examination of contemporary examples of hate speech and marginal political views.

*Prerequisite:* Sociology 19.

## Honors courses

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for courses described below.

### **83.1, 83.2 Independent Supervised Research I, II**

Minimum of 9 hours conference and independent work§; 3 credits each term

Independent research supervised by a faculty member. Approved topic. Periodic conferences. Research paper. Not primarily for department honors.

*Prerequisite of 83.1:* completion of an approved program of advanced Sociology Department courses, Brooklyn College average of 3.00 or higher; an average in Sociology Department courses of 3.50 or higher; and permission of the instructor and the chairperson.

*Prerequisite of 83.2:* Sociology 83.1 and permission of the instructor and chairperson.

## Seminars

### **90W Senior Seminar**

3 hours and independent work§; 4 credits

Capstone seminar for majors. Topics will vary each semester. Course description may be obtained in the Sociology Department office prior to registration. Final paper involves empirical research and is written in the style of an academic journal article. Writing-intensive course.

*Prerequisite:* Sociology 18 and 19 with a grade of B- or higher; English 2; senior status.

### **90.5 Seminar in Sociology**

2 hours and independent work§; 3 credits

Topics will vary each semester. Course description may be obtained in the Sociology Department office prior to registration. Final research paper required. Students may take this course more than one time, but may not repeat topics.

*Prerequisite:* Sociology 5.

The following courses are inactive and will be offered only if there is sufficient demand:

- 7 Self and Society**
- 8 The Sociology of New York City**
- 19.1 Sociological Statistics**
- 20 Practice of Sociological Research**
- 26.1 The Inner City**
- 26.3 Third World Urbanization**
- 27.1 The Community**
- 27.2 Sociology of the American Jewish Community**
- 30.1 Sociolinguistics**
- 31.11 Human Behavior and the Social Environment I**
- 31.12 Human Behavior and the Social Environment II**
- 32.51 Fieldwork Seminar I**
- 32.52 Fieldwork Seminar II**
- 34.11 Strategies for Organizational Change**
- 35.11 Community Organization and Development**
- 36.11 Social Work with At-Risk Populations**
- 38.11 Social Work Practice I**
- 38.12 Social Work Practice II: Theoretical Paradigms**
- 38.13 Social Work Practice III: Groups**
- 56.1 Sociology of Mental Illness**
- 61.5 Collective Behavior**

## Speech Communication Arts and Sciences

Department office: 3439 Boylan Hall  
Telephone: (718) 951-5225

*Chairperson:* Timothy Gura

*Deputy Chairperson, CLAS and SGS:* Shuming Lu

*Deputy Chairperson, Division of Graduate Studies:*

Gail B. Gurland

*Professors:* Chapey, Cherry, Gura, Gurland, Rubinstein, Silman;

*Associate Professor:* Emmer, Haas, Lu, Marton, Schaeffer;

*Assistant Professors:* Fabus, Leydon, Longtin;

*Instructor:* Stein;

*Speech and Hearing Center:* Bergen, Bohne.

The Department of Speech Communication Arts and Sciences opens a community of scholars, researchers, practitioners, and teachers to students to explore the broad dimensions of human communication from a number of perspectives, with the intent to further humane understanding. The department equally encourages inquiry in communication studies (traditional rhetoric, interpersonal and intercultural communication, business and organizational communication, the performance of literature) and in the speech sciences (speech-language pathology, audiology, speech and hearing sciences). The department offers a bachelor of arts degree in speech-language pathology, audiology, speech and hearing science (speech science), and in speech, with a concentration in communication studies or in oral interpretation.

The department endeavors to train students to be exemplary communicators in a wide range of settings and to develop an acute awareness of how others communicate. All students learn to conduct research accurately and thoughtfully and to present findings with precision and integrity. Speech science students are expected to explore the development of speech and language from physiological and psychological perspectives, and to concentrate on understanding, evaluating, and rehabilitating those who encounter difficulties in communication. Graduates are able to recognize disorders and distinguish them from differences as well as implement techniques for remediation or improvement. Speech students learn to appreciate and understand the power and force of oral language in expository, persuasive, and aesthetic settings. All graduates command a complex and nuanced understanding of effective communication.

The Diana Rogovin Davidow Speech and Hearing Center at Brooklyn College allows both undergraduate and graduate speech science students to receive supervision as they fine-tune their clinical skills and help members of the greater Brooklyn College community improve their ability to communicate. Many of our students go on to graduate studies before entering the fields of education, government, business, or health care. Students who wish to pursue graduate studies may apply to the master's and doctoral degree programs offered by or in conjunction with this department. Please see the Division of Graduate Studies section below.

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### The curriculum

The following list specifies the areas and the courses in each area of the Department of Speech Communication Arts and Sciences curriculum.

Oral interpretation: Speech 1.4, 14.1, 14.2, 14.3, 14.4, 14.5, 24.3, 24.5, 44, 70, 71, 72, 73, 75, 83, 84, 85.

Public communication: Speech 4, 5, 7, 8, 9, 18, 18.5, 19.1, 21, 22, 23, 25, 29, 33, 33.4, 35, 46, 66, 70, 71, 72, 73, 75, 84, 85.

Speech and hearing science: Speech 13, 17.8, 17.9, 70, 71, 72, 73, 75, 83, 84, 85.

Speech-pathology audiology: Speech 12, 28.1, 28.2, 31, 38.1, 38.3, 70, 71, 72, 73, 75, 83, 84, 85.

Speech 3 and 3.2 are fundamentals courses. Speech 10 and 11 are general courses.

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### B.A. degree programs in speech

#### Department requirements

Speech majors must meet with an adviser before the lower-sophomore term. The CLAS department counselor assigns area advisers for CLAS students. SGS students meet with the SGS counselor.

Students may not offer more than six credits for a baccalaureate degree from Speech 70, 71, 72, and 73.

The Speech Core consists of the following items, I through 4.

- 1) Speech 8 or 18.5 or 66.
- 2) Speech 13.
- 3) Speech 14.1 or 14.2 or 14.4.
- 4) Speech 75W.

Majors must complete the course requirements in one of the following areas: A, or B (I), or B (II).

#### A. B.A. degree program in speech-language pathology, audiology, speech and hearing science HEGIS code 1220; SED program code 85189

##### Department requirements (40–41 credits)

Items 1, 3, and 4 of the Speech Core.

All of the following: Speech 13; 17.8 or both 17.4 and 17.6; 17.9, 28.1, 28.2, 31, 38.1, 38.3.

The Speech Communication Arts and Sciences Department Screening Committee may assign students to any of the following: Speech 0.1, 3, 3.2, 10, 10.1.

#### B. B.A. degree program in speech HEGIS code 1506; SED program code 81375

##### I. Communication studies (30 credits)

Items 2, 3, and 4 of the Speech Core.

Speech 5, 7, 18.5, and 23.

In addition, majors must select at least six(6) credits chosen from the following: Speech 18, 19.1, 25, 35, 46, 60, or 66.

The Speech Communication Arts and Sciences Department Screening Committee may assign students to any of the following: Speech 0.1, 3, 3.2, 10, 10.1.

##### II. Oral interpretation (24 credits)

Items 1, 2, and 4 of the Speech Core.

Fifteen credits chosen from the following: Speech 14.2, 14.3, 14.4, 24.3, 24.5, 44.

The Speech Communication Arts and Sciences Department Screening Committee may assign students to any of the following: Speech 0.1, 3, 3.2, 10, 10.1.

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### Accreditation

The American Speech-Language-Hearing Association accepts program A as fulfilling the requirement for undergraduate training.

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### Department recommendation

Students should consult the Speech Counseling Guide, which describes each major in detail and may be obtained in the department office.

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### Requirements for an optional minor in speech

At least 12 credits in advanced electives in the Speech Communication Arts and Sciences Department with a grade of C or higher. Speech minors are advised to consult with department counselors for recommendations.

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### Department honors

To be eligible for department honors, a student must have a grade point average of 3.50 or higher; complete 30 credits in the Speech Communication Arts and Sciences Department, receive a grade of B or higher in Speech 83 or 84 or 85, and have the recommendation of the Speech Communication Arts and Sciences Department and the Faculty Council Committee on Honors, Citations, and Awards.

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### Division of Graduate Studies

The Speech Communication Arts and Sciences Department offers the following degree programs: master of arts in speech (currently under revision) and master of science in speech-language pathology. The department participates with the School of Education in the following degree program: master of science in education in the education of the speech and hearing handicapped. Some courses may be creditable toward the CUNY doctoral degree. The programs in speech-language pathology and audiology have been certified by the Education Training Board of the American Speech-Language-Hearing Association.

The department participates in the Au.D. (Doctor of Audiology) program offered by the CUNY Graduate Center in collaboration with Brooklyn, Queens, Hunter, and Lehman colleges.

For information, students should consult the department's deputy for graduate studies. A *Graduate Bulletin* may be obtained in the Office of Admissions.

## Courses

\*Courses marked with an asterisk (\*) are not counted toward the requirement of no fewer than 18 credits in advanced courses for majors in this department.

§Independent work means not less than three additional hours each week of conference, research, independent reading, and writing as assigned by the instructor. The student's grade is determined in part by the successful completion of this independent work.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

### \*0.1 Clinic

1 hour; no credit

Remedial, clinical, noncredit work. Individual consultations or carefully selected small groups. This course is usually assigned in the freshman year.

*Prerequisite:* assignment on the basis of the speech screening interview or a diagnostic interview in the Speech and Hearing Center.

### \*1.4 Performing Core Literature

1 hour recitation; 1 credit

Oral interpretation of literature studied in Core Studies 1 and Core Studies 6. (Not open to students who have completed Speech 14.1.)

*Corequisite:* Core Studies 1 or 6.

### \*3 Techniques in Speech Communication

3 hours; 3 credits

Attention to developing speaking skills appropriate to the demands of modern life. Exercise in forms of communication and in voice and diction based on the student's experience. (Not open to students who are enrolled in or have completed Speech and Theater 2.3 or Speech 3.1 or 3.2. Not open to students who have completed more than five credits in speech.)

*Prerequisite:* assignment on the basis of the speech screening interview.

### \*3.2 Techniques in Speech Communication

5 hours; 3 credits

Attention to developing speaking skills appropriate to the demands of modern life. Designed for students with foreign accents. Exercise in forms of communication and in voice and diction. (Not open to students who are enrolled in or have completed Speech and Theater 2.3 or Speech 3 or 3.1. Not open to students who have completed more than five credits in speech.)

*Prerequisite:* assignment on the basis of the speech screening interview.

**5 Modern Communication Theories**

3 hours; 3 credits

Survey of basic concepts in modern communication, including history, theories, models and issues pertaining to intrapersonal, interpersonal, nonverbal, small group, intercultural, and mass communication. Includes examination of technology, literacy, and communication processes. (This course is the same as Communication 1).

**7 Public Speaking**

3 hours; 3 credits

Rhetorical principles. Practice in the technique of speech construction and delivery. Manuscript and extemporaneous delivery of several types of speeches.

*Prerequisite:* completion of course assigned at speech screening interview.

**8 Fundamentals of Interpersonal Communication**

3 hours; 3 credits

Development of rhetorical competence and awareness of communication strategies in one-to-one settings through readings, lectures, class exercises.

*Prerequisite:* completion of course assigned at speech screening interview.

**10 Professional Speech**

3 hours; 2 credits

Attention to general effectiveness in communication with emphasis on manner of speaking, voice, and diction. Exercises and projects in speaking and reading. For native speakers of American English. (Not open to students who are enrolled in or have completed Speech 10.1. Not open to students who have completed more than five credits in speech.)

*Prerequisite:* completion of course assigned at speech screening interview.

**10.1 Professional Speech for Speakers of English as a Second Language**

3 hours; 2 credits

Attention to general effectiveness in communication with emphasis on manner of speaking, voice, and diction. Exercises and projects in speaking and reading. For speakers of English as a second language. (Not open to students who are enrolled in or have completed Speech 10. Not open to students who have completed more than five credits in speech.)

*Prerequisite:* completion of course assigned at speech screening interview.

**\*12 Survey of Speech, Language, and Hearing Disorders**

3 hours; 3 credits

Survey of speech, language, and hearing disorders. Study of the impact of communication disorders on development in order to enable the nonspecialist to work effectively with these children. Consideration of a range of problems, including neurological and physiological disabilities; application to children from culturally and linguistically diverse backgrounds.

**13 Phonetics**

3 hours; 3 credits

Introduction to the science of English sounds and to theories of derivation of present American linguistic usages. Phonetical applications to matters of speech correction and improvement. (Not open to lower freshmen or students who have registered for this course in any two prior semesters.)

*Prerequisite:* minimum GPA of 3.00 and completion of course assigned at speech screening interview.

**14.1 Oral Interpretation: Prose**

3 hours; 3 credits

Fundamental principles of the study of literature through performance. Emphasis on prose forms. (Not open to students who have completed Speech 14.)

*Prerequisite:* completion of course assigned at speech screening interview.

**14.2 Oral Interpretation: Poetry**

3 hours; 3 credits

Application of basic oral interpretation skills to the analysis and performance of poetry. (Not open to students who have completed Speech 24.)

*Prerequisite:* Completion of course assigned at speech screening interview.

**14.4 The Performance of Children's Literature**

3 hours; 3 credits

Specific performance elements in reading to and with children. (Not open to students who are enrolled in or have completed Speech 14.5.)

*Prerequisite:* Completion of course assigned at speech screening interview.

**14.5 The Oral Interpretation of Children's Literature**

3 hours; 3 credits

An investigation of traditional and contemporary children's literature from various cultures. (Not open to students who are enrolled in or have completed Speech 14.4.)

*Prerequisite:* completion of course assigned at speech screening interview.

### **17.8 Speech-Language and Hearing Science: Anatomy and Physiology**

4 hours; 4 credits

An overview of the speech-language and hearing mechanisms; their anatomical relationships and physiological processes. (Not open to students who have completed both Speech 17.4 and 17.6. or students who have registered for this course in any two prior semesters.)

*Prerequisite:* minimum GPA of 3.00 and completion of course assigned at speech screening interview.

### **17.9 Speech-Language and Hearing Science: Acoustics**

4 hours; 4 credits

Introduction to acoustics of speech and hearing. Analysis of simple and complex signals. Waveform and spectral analysis through the use of an oscilloscope and real-time analyzer. Mechanics of speech production and perception. (Not open to students who have taken Speech and Theater 17.1 or Speech 17.5 or 17.7 nor to students who have registered for this course in any prior two semesters.)

*Prerequisite:* minimum GPA of 3.00 and completion of course assigned at speech screening interview.

### **18 Group Discussion of Social Problems**

3 hours; 3 credits

Nature and operation of discussion groups. Use of evidence, reasoning, reflective thinking, group interrelations, leadership, and decision making.

*Prerequisite:* completion of course assigned at speech screening interview.

### **18.5 Intercultural Communication: Speech Community Perspectives**

3 hours; 3 credits

Description and analysis of differences in speech patterns, codes, norms, and meanings as they affect intercultural communication between individuals of different cultural and ethnic backgrounds. Improvement of skills for effective communication in intercultural contacts. (Not open to students who completed Speech 60 in the Spring 1998 or Fall 1998 semester.)

*Prerequisite:* completion of course assigned at speech screening interview, or permission of the chairperson.

### **19.1 Argumentation**

3 hours; 3 credits

Principles and practice of convincing by means of logical proof. Logical analysis, identification of issues, briefing, and types of evidence.

*Prerequisite:* Speech 7 or permission of the chairperson.

### **\*22 Parliamentary Procedure**

1 hour; 1 credit

Study and practice in the rules of parliamentary procedure.

*Prerequisite:* sophomore or junior or senior standing.

### **23 Interpersonal Communication for Business and Professions**

3 hours; 3 credits

Analysis and application of speech communication skills to the workplace for the purpose of increasing entry-level and career-related competencies. (Not open to freshmen or to students who have completed Speech 60, fall, 1981, or spring, 1982.)

*Prerequisite:* open to students who have completed a minimum of 61 college credits and have completed the course assigned at the speech screening interview.

### **25 Gender and Communication**

3 hours; 3 credits

The intersection between gender, culture, and communication. Scholarly theory, social scientific studies, and critical analyses of gender across a broad range of contexts, including personal relationships, organizations, and the media. Experience applying course material to everyday interactions. (Not open to students who have completed Speech 60 during 2005.)

*Prerequisite:* completion of course assigned at speech screening interview.

### **28.1 Audiology I**

3 hours lecture, 2 hours laboratory; 4 credits

Disorders of hearing, measurement of hearing through pure tone and speech audiometry, and interpretation of audiometric test results. (Not open to students who have completed Speech and Theater 27.3 or students who have registered for this course in any two prior semesters.)

*Prerequisite:* all of the following: Speech 13, 17.4 or 17.8, 17.5 or 17.9, 31. These courses must be completed with an average of B or higher and with no grade lower than C.

### **28.2 Audiology II**

3 hours lecture, 2 hours laboratory; 4 credits

Auditory rehabilitation for children and adults; implications for early intervention; application to community and educational settings. (Not open to students who have registered for this course in any two prior semesters.)

*Prerequisite:* Speech 13, 17.8, 17.9, 31, and 28.1 with an average of B or higher and with no grade lower than C.

### **31 Speech and Language Development**

4 hours; 4 credits

Speech, language, and communication development in relation to motor; perceptual, cognitive, emotional, and social development. Implications for individual, cultural, and linguistic variation and literacy. (Not open to students who have registered for this course in any two prior semesters.)

*Prerequisite:* minimum GPA of 3.00 and Speech 13.

### **35 Communication Law and Policy**

3 hours; 3 credits

U.S. media law. First Amendment. Intellectual property. U.S. media policy history. Digital and satellite challenges for policy and law. Theories of public interest and deregulation. Cultural and political implications of law and policy. (This course is the same as Television and Radio 35 and Communication 35.)

*Prerequisite:* Television and Radio 6.5 or permission of the chairperson.

### **38.1 Nature of Speech-Language Disorders**

3 hours lecture; 3 hours laboratory; 4 credits

Etiology and characteristics, of speech and language disorders. Implications for literacy development and linguistic and cultural diversity. Observations of speech-language evaluations. (Not open to students who have registered for this course in any two prior semesters.)

*Prerequisite:* all of the following: Speech 13; 17.6 or 17.8; 17.5 or 17.9; 31. These courses must be completed with an average of B or higher and with no grade lower than C.

### **38.3 Treatment of Speech-Language Disorders**

3 hours lecture, 3 hours laboratory; 4 credits

Clinical theory and practice in the treatment of speech and language disorders. Cultural-linguistic diversity issues. Application to educational settings. Observations of speech-language intervention. (Not open to students who have registered for this course in any two prior semesters.)

*Prerequisite:* Speech 13, 17.8, 17.9, 31, and 38.1 with an average of B or higher and with no grade lower than C.

### **44 Special Topics in Oral Interpretation**

3 hours; 3 credits each term

Analysis and performance of literature in various modes and genres. Such topics as chamber theater and the oral interpretation of individual literary styles, nonfiction, and folk literature. Topics vary from term to term. Course description may be obtained in the department office before registration. Students may take this course for credit twice but may not repeat topics.

*Prerequisite:* Speech 24.3 or permission of the chairperson.

### **46 Conflict and Negotiation**

3 hours; 3 credits

Familiarity with current research and theory on interpersonal conflict and negotiation. Methods for analyzing conflict. Appropriate skills for conflict management and dispute resolution.

*Prerequisite:* Speech Communication Arts and Sciences 5, or 8, or permission of the chairperson.

### **60 Special Topics**

3 hours; 3 credits each term

Topics vary from term to term. Courses description may be obtained from the department office before registration. Students may take this course for credit twice but may not repeat topics.

*Prerequisite:* Speech 3 or 7 or 18 or permission of the chairperson.

### **66 Health Communication**

3 hours; 3 credits

The way we create, seek, process, and share information about health, medicine, and the health care system. Intrapersonal, interpersonal, group, organizational, and societal communication. The multidisciplinary nature of health communication. Literature from communication studies and the social sciences. (This course is the same as Health and Nutrition Science 66.)

*Prerequisite:* Health and Nutrition Sciences 6.1 or equivalent.

### **70 Speech Laboratory**

Minimum of 45 hours satisfactory participation;  
1 credit each term

Satisfactory participation in projects and activities not included as part of the work of a specific course in any area of the Department of Speech. Students may take this course for credit four times, but may not offer more than six credits toward a baccalaureate degree from Speech 70, 71, 72, and 73. Students should consult the department office about the special registration procedures required for this course.

### **71 Independent Study**

3 hours independent work§ and conferences; 1 credit

Directed research of a topic approved by the instructor, under the supervision of the instructor. Substantial final project; oral presentation, performance, research paper; or a combination of these forms. May be repeated for credit, but students may not offer more than six credits toward a baccalaureate degree from Speech 70, 71, 72, and 73.

*Prerequisite:* five or more credits in Department of Speech Communication Arts and Sciences courses and permission of the chairperson.

### **72 Independent Study**

6 hours independent work§ and conferences; 2 credits

Directed research of a topic approved by the instructor, under the supervision of the instructor. Substantial final project; oral presentation, performance, research paper; or a combination of these forms. May be repeated for credit, but students may not offer more than six credits toward a baccalaureate degree from Speech 70, 71, 72, and 73.

*Prerequisite:* five or more credits in Department of Speech Communication Arts and Sciences courses and permission of the chairperson.

**73 Independent Study**

9 hours independent work§ and conferences; 3 credits

Directed research of a topic approved by the instructor, under the supervision of the instructor. Substantial final project; oral presentation, performance, research paper, or a combination of these forms. May be repeated for credit, but students may not offer more than six credits toward a baccalaureate degree from Speech 70, 71, 72, and 73.

*Prerequisite:* five or more credits in Department of Speech Communication Arts and Sciences courses and permission of the chairperson.

**75W Senior Seminar: Current Issues in Speech Communication**

3 hours; 3 credits

Contemporary concerns and principles in speech communication as they interact across the discipline. Practical case studies. Writing-intensive section.

*Prerequisite:* Speech 8 or 18.5 or 23; Speech 31; Speech 14.1 or 14.2 or 14.4 and English 2.

**Honors courses**

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for courses described below. Students may not register for more than six credits in honors courses in the department in one term.

**83 Independent Research**

Minimum of 9 hours independent work§ and conference or class meetings; 3 credits

Research or fieldwork in one of the areas of speech supervised by a faculty member: Periodic conferences. Final report or paper.

*Prerequisite:* an average grade of B or higher in a program, approved by the chairperson, of advanced Speech Communication Arts and Sciences Department courses and permission of the instructor and the chairperson.

*Prerequisite for students in the speech pathology/audiology-speech and hearing science area:* Speech 31 or 38.3.

**84 Seminar**

Minimum of 9 hours independent work§ and conference or class meetings; 3 credits

Readings in speech. Course description may be obtained in the department office before registration. Final examination.

*Prerequisite:* an average grade of B or higher in a program, approved by the chairperson, of advanced Speech Communication Arts and Sciences Department courses and permission of the chairperson.

*Prerequisite for students in the speech pathology/audiology-speech and hearing science area:* Speech 31 or 38.3.

**85 Workshop**

Minimum of 9 hours independent work§ and conference or class meetings; 3 credits

Creation of an acceptable piece of work in one of the areas of speech.

*Prerequisite:* an average grade of B or higher in a program, approved by the chairperson, of advanced Speech Communication Arts and Sciences Department courses and permission of the instructor or chairperson.

*Prerequisite for students in the speech pathology/audiology-speech and hearing science area:* Speech 31 or 38.3.

The following courses are inactive and will be offered only if there is sufficient demand:

- 4 Masterpieces of Persuasion**
- 9 Evaluative Listening for Oral Communication**
- 11 The Speaking Voice**
- 14.3 Oral Interpretation: Drama**
- 21 Speeches for Special Occasions**
- 24.3 Readers Theater**
- 24.5 Interpretation of Classic Literature**
- 29 Social Control through Persuasive Speech**
- 33 Organizational Communication**
- 33.4 Studies in Public Address**
- 75 Senior Seminar: Current Issues in Speech Communication**

## Television and Radio

Department office: 304 Whitehead Hall  
Telephone: 951-5555

*Chairperson:* George Rodman

*Deputy Chairpersons, Division of Graduate Studies:*

Katherine G. Fry, M.S., Stuart MacLelland, M.F.A.

*Coordinator, Broadcast Journalism Program:* Adrian J. Meppen

*Professors:* MacLelland, Rodman;

*Associate Professors:* Fry, Jannone, Lewis, Meppen, Sosa, Spinelli, Wasser;

*Assistant Professors:* Hashmi, Patkanian.

The Department of Television and Radio seeks to cultivate in its students a deep understanding of electronic media and a proficiency in their use. Research development and applied electronic media production are key elements of the department's programs.

The department offers a bachelor of arts degree in television and radio, a bachelor of science degree in broadcast journalism, and a minor in television and radio for all majors. We offer our students departmental scholarships, industry-sponsored internships, and teaching assistant and research credits. Our association with the College television club and the radio station gives our students the opportunity for involvement with the College community and exposure to state-of-the-art media and digital technology in the College's recording and broadcasting facilities.

Students' television production work is shown on CUNY-TV—Channel 75 in Manhattan—and on B-CAT—Brooklyn's community access channel. Radio production work is webcast internationally on [www.brooklyncollegeradio.org](http://www.brooklyncollegeradio.org), and locally over WBCR. In addition, student work appears on select National Public Radio programs. Each summer broadcast journalism students produce their own local news broadcast for B-CAT.

Alumni of the department find jobs in a wide variety of communication professions, including advertising, public relations, print and electronic journalism, corporate communications, sales, and education, as well as in television and radio facilities. Many of our graduates are in leadership positions in these fields, and some return to us as adjunct instructors and curriculum development advisers. Many of our students seek advanced degrees to further their career goals. Students who wish to pursue graduate studies may apply to the master's programs offered by this department. Please see the Division of Graduate Studies section below.

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### **B.A. degree program in television and radio** **HEGIS code 0603; SED program code 76212**

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#### **Department requirements** (30 credits)

All of the following: Television and Radio 6.5, 16, 16.5, 20, 30.5.

Two of the following: Television and Radio 24.1 or 25.1 or 26.1 or 27.1.

One of the following: Speech 14.1 or 14.2 or 18.5 or 23.

Six additional credits in Television and Radio Department courses numbered 16.6 and higher:

Students may not offer more than six credits for a baccalaureate degree from Television and Radio 70, 75, 76, 77, and 78.

Television and radio majors may offer a maximum of 40 credits in television and radio courses, excluding Television and Radio 70, 75, 76, 77, 78, 83, 84, and 85, toward their degree.

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### **B.S. degree program in broadcast journalism** **HEGIS code 0605; SED program code 83638**

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#### **Program requirements** (45 credits)

Television and Radio 6.5, 20, 26.8, 27.1, 28, 28.1, and 29.

One of the following production courses: Television and Radio 24.1, 25.1, 26.1.

English 18.17.

An additional 12 credits of advanced course work are required in any department or area other than Television and Radio and the Journalism Program of the English Department, with the courses approved by the program director.

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#### **Program recommendation**

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Additional elective courses are offered in the Department of English. Consult the department chairperson or the program coordinator for guidance in course selection.

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#### **Requirements for a minor in television and radio** **(for all majors)**

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Television and Radio 6.5, 16.5, 16, 20, and one other advanced course, beyond 20, with appropriate prerequisites.

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#### **Division of Graduate Studies**

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The Television and Radio Department offers a master of fine arts degree program in television and digital media production and a master of science in television and radio. For information, students should consult the department's deputies for graduate studies. A *Graduate Bulletin* may be obtained in the Office of Admissions.

## Courses

\*Courses marked with an asterisk (\*) are not counted toward the requirement of no fewer than 18 credits in advanced courses for majors in this department.

§Independent work means not less than three additional hours each week of conference, research, independent reading,

and writing as assigned by the instructor. The student's grade is determined in part by the successful completion of this independent work.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

**6.5 Introduction to Mass Media**

3 hours; 3 credits

Survey of the history, industry practices, and controversies involved in the media of mass communication. Mainstream mass media of books, newspapers, magazines, film, radio, recordings, television, and the Internet. Analysis of news, entertainment, advertising, and public strategies, as well as media impact, legal issues, and ethics.

**16 Television and Radio Writing**

3 hours; 3 credits

Basic communication skills required of the writer in television and radio. Techniques of writing news, documentary, comedy, drama, and advertising for these media.

*Prerequisite:* Television and Radio 6.5.

**16.5 Industry, Institutions, and Audiences in Television and Radio**

3 hours; 3 credits

Development of broadcast systems from radio through the Internet. Technological and aesthetic innovations, socio-economic forces, government, private industry, advertisers, creative producers, and audiences from a historical perspective. U.S. and global perspectives.

*Prerequisite:* Television and Radio 6.5.

**17 Television and Radio Advertising**

3 hours; 3 credits

Examination of persuasive strategies that use the major mass media. Advertising and the relationship of market, copy, and media variables. Analytical and practical exercises implement theory. This course is the same as Business 50.7.

*Prerequisite:* Television and Radio 6.5 or Business 50.2 or permission of the chairperson.

**18.1 Television Genres**

3 hours; 3 credits

Studies in genre types and production techniques from aesthetic, sociocultural, historical, and economic perspectives. Narrative structure, character and social group stereotyping, and popular appeal of archetypal patterns. Each term focuses on an individual genre chosen from: action/adventure, dramatic, serial, situation comedy, news and documentary, television commercial, etc. Students may take this course for credit twice, but may not repeat topics. (Not open to students who have completed Television and Radio 18 or 73.2.)

*Prerequisite:* Television and Radio 16 and 16.5.

**18.2 Alternative Television**

3 hours; 3 credits

Audiovisual creations of independent television producers in the genres of artist's video, video verite, direct video documentary, multimedia performance, and community video. Distribution sites, including public access cable channels,

Internet Web sites, gallery and museum exhibitions, and public installations. Characteristics distinguishing alternative television from "mainstream" television.

*Prerequisite:* Television and Radio 16 and 16.5.

**19 Public Relations**

3 hours; 3 credits

This course will focus on the communications tools in the electronic media used by public relations professionals to fulfill their objectives. Students will develop a fundamental knowledge of the many publics an organization must deal with, the ethics of public relations, problems in public relations, writing news releases, effective publicity techniques, and crisis management.

*Prerequisite:* Television and Radio 6.5 or Business 50.2 or permission of the chairperson.

**20 Sight/Sound/Motion: Basic Production Theories and Techniques**

3 hours; 3 credits

Application of basic production theories and techniques; relationship between the tools and language of sight, sound, and motion and the theories that have evolved around them. Practice in the use of tools with a view to strengthening the basis for aesthetic judgment on matters of aural/visual/kinetic communication. (Not open to students who are enrolled in or have completed Television and Radio 16.6 or 26.1.)

*Prerequisite:* Television and Radio 6.5

**22 Communication Research**

3 hours; 3 credits

Qualitative and quantitative methods in mass communication research. Includes the use of surveys, depth interviews, focus groups research, statistics, computer data analysis, and report writing.

*Prerequisite:* Television and Radio 16.5 or Core Studies 5; or Core Studies 5.1 and 5.2; or Communication 1.

**23 Ethical Issues in the Electronic Mass Media**

3 hours; 3 credits

Analysis and discussion of ethical issues related to television and radio. Case histories and role playing provide value judgments concerning entertainment, information, and advertising functions of mass media. This course is the same as Philosophy 15.4. (Not open to students who have completed Philosophy 24.1.)

*Prerequisite:* Television and Radio 6.5, and Philosophy 6 or Core Studies 10.

**24.1 Elements of Multimedia Design and Production**

1 hour lecture, 4 hours laboratory; 3 credits

Multimedia design for the Web, CD-ROM, and emerging electronic delivery systems. Integration of audio, video, text, and graphic elements for best aesthetic effect. Interface

design and navigational considerations of interactive content.

*Prerequisite:* Television and Radio 16.5 and 20; or English 18.17 and permission of the chairperson.

*Prerequisite or corequisite:* Television and Radio 16 or 28.

### **25.1 Introduction to Radio Production**

1 hour lecture, 4 hours laboratory; 3 credits

Radio and audio aesthetics and production. Laboratory practice in conceiving, scripting, developing, and producing a variety of radio programs using field and studio equipment including emerging digital technology.

*Prerequisite:* Television and Radio 16.5 and 20; or English 18.17 and permission of the chairperson.

*Prerequisite or corequisite:* Television and Radio 16 or 28.

### **25.2 Advanced Radio Production**

1 hour lecture, 4 hours laboratory; 3 credits

Individual and group production of short- and long-form radio projects such as: promotional spots, features, magazines, documentaries, series, and radio drama. Project conception, development, management, and implementation. Contact with radio professionals.

*Prerequisite:* Television and Radio 25.1 or Music 26.1 or Film 48 or permission of the chairperson.

### **25.3 Radio Culture**

3 hours; 3 credits

Historical survey of radio technology, program production and format, and conceptions of listenership. Development of radio programming around the world with a focus on English-speaking radio. Established radio forms and radio experimentation, theories of the social/political/cultural role of radio, and hypotheses on radio's future.

*Prerequisite:* Television and Radio 6.5.

*Prerequisite or corequisite:* Television and Radio 16.5.

### **26.1 Elements of Television Studio Production**

1 hour lecture, 4 hours laboratory; 3 credits

Aspects of television studio operation that contribute to the aesthetics of production. Laboratory practice with cameras, microphones, sound effects, properties, lighting instruments and control, audio console, and switcher-fader.

*Prerequisite:* Television and Radio 16.5 and 20, or English 18.17 and permission of the chairperson.

*Prerequisite or corequisite:* Television and Radio 16 or 28.

### **26.4 Electronic Delivery Systems**

3 hours; 3 credits

Emerging electronic delivery systems. Social, educational, and cultural implications. Programming and marketing considerations.

*Prerequisite:* Television and Radio 16.5 or permission of the chairperson.

### **26.5 Public Television**

3 hours; 3 credits

Television as an educational medium. Public and instructional programming.

*Prerequisite:* Television and Radio 16.5.

### **26.8 Television and Radio Journalism**

3 hours; 3 credits

Survey of operations, functions, policies, and problems of television and radio public affairs and news. Responsibilities and roles in relation to freedom of information and the public's right to know.

*Prerequisite:* Television and Radio 6.5 or English 18.17 and permission of the Broadcast Journalism Program coordinator.

### **26.15 Television and Radio Program Development and Scheduling**

3 hours; 3 credits

Integration of the skills and background information required in planning successful programs.

*Prerequisite:* a grade of B or higher in Television and Radio 25.1, 26.1, 27.1, or permission of the chairperson.

### **26.25 Television Program Development, Management, and Distribution**

3 hours; 3 credits

The business and management side of the producer's function. Personnel management; program budgeting; rights and clearances; relations with unions, agents, and licensing organizations. Programming and marketing considerations of commercial TV, cable channels and other distribution outlets such as public television and the new web-TV outlets.

*Prerequisite:* a grade of B- or higher in Television and Radio 25.1 26.1 or in Television and Radio 27.1 or permission of the chairperson.

### **27.1 Elements of Television Field Production**

1 hour lecture, 4 hours laboratory; 3 credits

Aspects of production of television segments and programs in nonstudio locations. Selection and use of portable cameras, recorders, lighting, and sound equipment. Aesthetic considerations necessary for effective post-production editing. Comparison of requirements for recording scripted and spontaneous events. Producer's role in creating and distributing such programs. Collaborative production of finished material suitable for telecasting.

*Prerequisite:* Television and Radio 16.5 and 20; or English 18.17 and permission of the chairperson.

*Prerequisite or corequisite:* Television and Radio 16 or 28.

### **27.2 Advanced Television Field Production: Documentary**

4 hours; 3 credits

Intensive production work in video documentaries. Production

subjects focus on the diverse people of Brooklyn and issues facing the borough or its neighborhoods. Production teams, each of which will complete a short documentary project. Lectures on research, development, preproduction planning, scheduling, location and studio production, and postproduction. This course is the same as Film 49. (Not open to students who have taken Film 49.)

*Prerequisite:* Television and Radio 27.1 or 29 or permission of the chairperson.

### **28 Television and Radio Newswriting**

3 hours; 3 credits

Adaptation of various sources of news material to television and radio writing and delivery style. Forms for television and radio newswriting. Television and radio news equipment. Relationships between members of the television and radio news team.

*Prerequisite:* Television and Radio 6.5 and declared major for B.S. in Broadcast Journalism, or Television and Radio 16 with a grade of B or higher; or English 18.11 with a grade of B or higher; or permission of the director of the Broadcast Journalism Program.

### **28.1 Television News Reporting**

1 hour lecture, 4 hours laboratory; 3 credits

Introduction to television field reporting. Functioning as a television reporter; field camera person, computer tape editor; field producer or assignment producer. Methods of television news reporting. Writing television news scripts for stories covered. Computer videotape editing of news.

*Prerequisite:* An approved Broadcast Journalism major and Television and Radio 27.1 and 28. Television and Radio majors with a B or better in Television and Radio 27.1 and/or Television and Radio 28 may be admitted with the permission of the chairperson.

### **28.2 Radio Journalism**

4 hours production; 4 credits

This class will teach the basic techniques of radio reporting, writing, and on-air production. Students will learn to work as a broadcast team and produce pieces for air on BCR, Brooklyn College Radio.

*Prerequisite:* Television and Radio 16.

### **29 Summer Broadcast News Institute**

4 hours lecture, 8 hours laboratory; 9 credits

Summer session

Introduction to on-air journalism producing, production, and delivery of news programs and messages. Functioning as a member of a broadcast news producing, performance, and production team. Laboratory and field practice in writing and producing for news broadcasts. Methods of reporting and editing script. Aspects of in-studio and field television production. (Not open to students who have completed

Television and Radio 26.81, 26.82, and 26.83.)

*Prerequisite:* Television and Radio 26.1 or 27.1 or 28 or English 18.11, or permission of the director of the Broadcast Journalism Program.

### **30.5W Television and Radio Criticism**

3 hours; 3 credits

Survey of television and radio criticism. Influence of the medium and of individual programs on American society. Writing-intensive course.

*Prerequisite:* Television and Radio 24.1 or 25.1 or 26.1, or 27.1; or permission of the chairperson; English 2.

### **35 Communication Law and Policy**

3 hours; 3 credits

U.S. media law. First amendment. Intellectual property. U.S. media policy history. Digital and satellite challenges for policy and law. Theories of public interest and deregulation. Cultural and political implications of law and policy. (This course is the same as Communication 35.)

*Prerequisite:* Television and Radio 6.5 or permission of the instructor.

### **36.1 Advanced Television Comedy Scriptwriting**

3 hours; 3 credits

Scriptwriting for television comedy programming. Developing scripts based on research, character analyses, plot analysis, and story treatments. Course will feature comedy scripts. (Not open to students who have completed Television and Radio 73, Special Topics: Advanced Television Writing: Comedy.)

*Prerequisite:* Television and Radio 16 with a grade of B or better.

### **36.2 Advanced Television Dramatic Scriptwriting**

3 hours; 3 credits

Scriptwriting for television dramatic programming. Developing scripts based on research, character analyses, plot analysis, and story treatments. Course will feature dramatic scripts. (Not open to students who have completed Television and Radio 73, Special Topics: Advanced Television Writing: Drama.)

*Prerequisite:* Television and Radio 16 with a grade of B or better.

### **36.3 Advanced Television Documentary Scriptwriting**

3 hours; 3 credits

Scriptwriting for television documentaries. Developing scripts based on research and story structure.

*Prerequisite:* Television and Radio 16 with a grade of B or better.

**49.2 International Documentary Production**

1 hour lecture, 4 hours laboratory; 3 credits

A workshop in directing and producing documentaries outside the United States. Site-based through the College's study abroad program. (This course is the same as Film 49.2.)

*Prerequisites:* Television and Radio 6.5, 16.5, 27.1, and permission of the instructor.

**50 Dramatic Analysis for Media Production**

2 hours lecture, 2 hours television laboratory; 3 credits

A workshop combining literary and technical skills. Analysis of four plays of different types (realistic, nonrealistic, absurdist, Shakespearean). Scenes prepared for television. Students interpret, "crew for," shoot, edit, and evaluate the scenes taped using skilled actors. This course is the same as English 50.

*Prerequisite:* a course in dramatic literature or Television and Radio 25.1 or 26.1 or 27.1.

**60 Business and Corporate Writing**

3 hours; 3 credits

Writing and written communication skills needed in business, finance, government, and public relations. How to outline, research, write, edit, and rewrite business documents.

Assignments include writing corporate letters, memos, brochures, reports, and other documents. Students will also share in simulated boardroom corporate communications decision making, as selected documents are reviewed and rewritten by the class. This course is the same as Television and Radio 60.

*Prerequisite:* English 1.

**\*70 Television and Radio Laboratory**

Minimum of 45 hours of satisfactory participation; 1 credit

Satisfactory participation in projects and activities not included in specific course work in any area of the Department of Television and Radio. Students may take this for credit four times. Students should consult the department office about the special registration procedures required for this course. Final grade is given as "credit" on satisfactory completion of required work. Students may not offer more than six credits toward a baccalaureate degree from Television and Radio 70, 75, 76, 77, and 78.

*Prerequisite:* 12 credits in Television and Radio courses or permission of the chairperson.

**73 Special Topics**

3 hours; 3 credits

Topics vary from term to term. Course description may be obtained in the department office before registration. Students may take courses numbered Television and Radio 71 through 74 for a total of eight credits, but may not repeat topics.

*Prerequisite:* Television and Radio 16.5 and permission of the chairperson.

**\*75 Television and Radio Colloquium**

1 hour lecture and recitation; 1 credit

Critical review of current topics in the broadcast industry. Guest lectures by professionals. Students may not offer more than six credits toward a baccalaureate degree from Television and Radio 70, 75, 76, 77, and 78. (Not open to students who have completed Television and Radio 76, 77, or 78.)

*Prerequisite:* 12 credits in television and radio courses and permission of the chairperson.

**\*76 Television and Radio Internship**

1 hour lecture, minimum 7 hours unsupervised fieldwork; 2 credits

Field experience in a professional telecommunications facility. Administrative, production, or technical duties as assigned by a cooperating facility. Preparation and presentation of a critical report of the experience. May be taken for credit twice, but students may not offer more than six credits toward a baccalaureate degree from Television and Radio 70, 75, 76, 77, and 78.

*Prerequisite:* senior class standing, 12 credits in television and radio courses, and permission of the chairperson.

**\*77 Television and Radio Internship**

1 hour lecture, minimum of 14 hours unsupervised fieldwork; 3 credits

In-depth field experience in a professional telecommunications facility. Administrative, production, or technical duties as assigned by the cooperating facility. Preparation and presentation of critical report of the experience. May be taken for credit twice, but students may not offer more than six credits toward a baccalaureate degree from Television and Radio 70, 75, 76, 77, and 78.

*Prerequisite:* senior class standing, 12 credits in television and radio courses, and permission of the chairperson.

**\*78 Fieldwork in Media Programming and Marketing**

20 hours fieldwork, 1 hour conference; 6 credits

Supervised fieldwork at a participating organization in the development of programming and advertising for broadcast, cable, or related distribution systems. Application of theoretical principles to actual programming and advertising projects. Individual and group conferences with field supervisor(s). Individual and group conferences with instructor. Field notes, readings, and term paper required. (No degree credit for students who have completed Television and Radio 76 or 77.)

*Prerequisite:* Television and Radio 17 and 26.15; or permission of the chairperson.

**79 Independent Projects**

Minimum 9 hours independent work and conferences; 3 credits

Directed television, radio, or multimedia project approved and

supervised by an instructor: Substantial final project such as television, radio, or multimedia production; broadcast-related research paper; live broadcast; or a combination of these forms. May be taken for credit twice.

*Prerequisite:* Television and Radio 16.5 and 20; or English 18.17; or permission of the chairperson.

## Honors courses

Students with superior records (a grade point average greater than 3.0) and the recommendation of a department faculty member may apply to the chairperson for permission to register for courses described below. Students may not register for more than six credits in honors courses in the department in one term.

### 83 Independent Research

Minimum of nine hours independent work§ and conference or class meetings; 3 credits

Research or fieldwork in television and radio supervised by a faculty member: Approved topic. Final report or paper.

*Prerequisite:* Television and Radio 6.5, 16, 16.5, 20, 25.1 or 26.1 or 27.1, 30.5 and a scholastic index of 3.0 or higher; and an index of 3.25 or higher in all courses taken in the department; and sponsorship by a member of the department faculty; and permission of the chairperson.

### 84 Seminar

Minimum of 9 hours independent work§ and conference or class meetings; 3 credits

Readings in television and radio. Examination.

*Prerequisite:* Television and Radio 6.5, 16, 16.5, 20, 25.1 or 26.1 or 27.1, 30.5 and a scholastic index of 3.0 or higher; and an index of 3.25 or higher in all courses taken in the department; and sponsorship by a member of the department faculty; and permission of the chairperson.

### 85 Workshop

Minimum of 9 hours independent work§ and conferences or class meetings; 3 credits

Creation of an acceptable piece of work in television or radio. Limited facilities may preclude use of college equipment.

*Prerequisite:* Television and Radio 6.5, 16, 16.5, 20, 25.1 or 26.1 or 27.1, 30.5 and a scholastic index of 3.0 or higher; and an index of 3.25 or higher in all courses taken in the department; and sponsorship by a member of the department faculty; and permission of the chairperson.

The following courses are inactive and will be offered only if there is sufficient demand:

## 26.2 Television Production and Direction

### 26.16 Television and Radio Sales and Distribution

## Theater

Department office: 317 Whitehead Hall  
Telephone: (718) 951-5666, (718) 951-5667, (718) 951-5668

*Chairperson:* Rose Bonczek

*Deputy Chairperson, Division of Graduate Studies:* Tobie Stein

*Professors:* Bonczek, Bullard, Stein, Thomson, Vivier;

*Associate Professors:* Kearney, Richardson;

*Assistant Professors:* Marsh, Sutherland-Cohen.

The Department of Theater at Brooklyn College is one of New York City's leading training institutions for theater professionals. Our comprehensive curriculum includes courses in acting, voice, movement, improvisation, stage combat, directing, stagecraft, stage design, costume design, lighting design, stage management, performing arts management, and world theater history, including a series of electives focusing on different genres and time periods. The department offers a Bachelor of Arts in theater, a Bachelor of Fine Arts in acting, and a Bachelor of Fine Arts in design and technical production, as well as several minors and a concentration for Education majors.

The Department of Theater provides undergraduates with a comprehensive understanding of professional theater-performance, directing, design, and stagecraft. Specific skills, including writing and research, developed in relation to individual fields and the greater discipline of theater, are fine tuned in a working environment that stresses ensemble work, collaboration, and effective communication. Theory and practice combine as student directors develop projects and work with student designers, technicians, and actors to showcase their mutual artistic vision.

Performance and production opportunities are ample and required. Each year the Department of Theater produces nine to ten productions, including the Mainstage Series in the 488-seat Gershwin Theater and studio productions in the New Workshop Theater, our 120-seat black box theater. The demands of campus productions may limit opportunities for off-campus professional internships until the senior year; however, guest artists are invited to give classroom workshops and direct Mainstage productions, creating a bridge between the College and the professional theater. Past presenters include F. Murray Abraham, Olympia Dukakis, and Patricia Randall.

Professional artists are an integral part of the adjunct faculty of the Department. Students in all disciplines within the department have the opportunity to work with theater professionals in the classroom, on productions, and as interns with commercial organizations throughout the city. Special courses are offered based on the specific skills of the theater artists on staff during a given semester; from Acting for the Camera with commercial actors, to Audition Technique with professional coaches, to student productions that are often directed by guest directors whose careers encompass NYC theater as well as regional.

Our students work with such prestigious organizations as the Manhattan Theatre Club, the New York Shakespeare Festival, and Playwrights Horizons. Many students maintain contact with the theater artists who have trained them, creating excellent support and networking opportunities for their transition to a professional environment. Our graduates work as actors, stage managers, designers, teaching artists, directors, and producers in New York City and regional organizations.

The fundamental skills of theater—collaboration, communication, and analysis—are invaluable for a range of careers or as a basis for an advanced degree. Students who wish to pursue graduate studies may apply to the master's and doctoral degree programs offered by or in conjunction with this department. Please see the Division of Graduate Studies section below.

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### Admission to the degree programs in theater

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**B.A.** A registration counseling interview is required by the department when the student applies for admission to the College. Students should indicate their intention to major in theater on their application for admission to the College.

**B.F.A.** In the area of acting, a written application and an audition is required. Auditions are held annually in early March. Candidates should contact the department no later than February 15 to obtain a written application and an audition slot. International or out of state students may audition via videotape (contact the Undergraduate Theater office for guidelines).

Entrance into the design and technical program is by interview. Candidates must bring to the interview any pertinent materials that will facilitate the committee's assessment of their abilities.

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### Department crew requirements

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Theater degrees and certain theater courses have crew requirements. A student must register for one of the Production Practica, Theater 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6, for each course marked with the symbol (+) for which the student registers. However, no student shall be required to register for more than two Production Practica in one semester; and theater majors who have completed six crew assignments, credit-bearing or not, need not register for further courses from this list.

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### B.A. degree program in theater HEGIS code 1007; SED program code 76210

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#### Department requirements (57 credits)

Students must earn a grade of C- or higher in each theater course numbered 10 or above that is applied toward the fulfillment of department requirements.

All of the following: Theater 1 or 1.1 or 1.2; 2, 3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 10.1, 26.1, 30.1, 40.1, 40.2, 50.

Three of the following courses: Theater 10.2, 20.1, 21.3, 21.4, 22.2, 26.2, 30.2.

One of the following courses: Theater 36.1, 36.2, 36.3, 36.4, 36.5, 36.6.

One of the following: Theater 40.3, 41.1, 41.3, 41.4.

Nine additional credits in Theater Department courses to total a minimum of fifty-seven credits.

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### B.F.A. degree program in theater HEGIS code 1007; SED program code 83119

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The B.F.A. degree program has two areas of specialization: acting, and design and technical production (which includes scenic, lighting, and costume design). Students must achieve a grade of C or higher in each theater course numbered 10 or above that is applied toward the fulfillment of department requirements. Courses marked with the symbol "&" are for B.F.A. acting majors only.

#### Department requirements (61–68 credits)

##### Acting (61 credits)

All of the following: Theater 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.8, 35, 40.1, 40.2. (Students entering the program who have no transferable credits in theater must pass a department examination on general theater knowledge. Students who fail to pass this examination must register for Theater 1 in their first semester of the program.)

One of the following combinations: Theater 21.3 and 21.4; Theater 3 and 20.1;

One of the following: Theater 36.1, 36.2, 36.3, 36.4, 36.5, 36.6. Six additional credits in Theater Department courses.

##### Design and Technical Production (66–68 credits)

All of the following: Theater 1 or 1.1 or 1.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 20.1, 21.3, 21.4, 22.2, 22.5, 23.2, 26.1, 40.1, 40.2.

(Students with no previous experience may need to complete Theater 3 before registering for more advanced technical courses. See course prerequisites.)

One acting course or Speech 14.4.

Two of the following: Theater 40.3, 41.1, 41.3, 41.4. (One of the following may substitute for one of the above: Classics 31, Comparative Literature 16.2, 16.3, 16.4, English 10.1, 30.5, 30.7, 31.4, 41.1.)

Twenty-one additional credits from the following: Theater 20.2, 20.4, 20.7, 21.2, 21.5, 21.7, 22.3, 22.6, 23.1, 23.3, 23.4, 23.5, 27.1, 27.2, 36.1, 36.2, 36.3, 36.4, 36.5, 36.6, 83, 84, 85, Art 25.11, 25.12, 26.11, 26.12, 26.21, 26.22.

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### Concentration in theater for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6)

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The requirements for the teacher education programs indicated above are described in the "Education" section of this *Bulletin*. Students who major in any of these programs may select one of the following concentrations.

**Concentration in acting:**

Twelve credits, completed with a grade of C or higher, chosen from the following courses: Theater 10.1, 10.2, both 11.1 and 13.1, both 11.2 and 13.2, 12.5, 12.6, 12.7, 12.8, 36.1, 36.2, 36.3, 36.4, 36.5, 36.6, 83, 84, and 85. Students should be aware that Theater 10.1 and 10.2 have crew corequisites; see "Department crew requirements" above.

**Concentration in theater history:**

All of the following courses completed with a grade of C or higher: Theater 40.1, 40.2, and two of the following: Theater 40.3, 41.1, 41.3, 41.4.

**Concentration in acting and history:**

All of the following courses completed with a grade of C or higher: Theater 10.1, 10.2, 40.1, 40.2. Students should be aware that Theater 10.1 and 10.2 have crew corequisites; see "Department crew requirements" above.

Students must meet with a Theater Department adviser to declare their intention to complete this concentration. They should also meet with an adviser in the School of Education regarding the appropriate sequence of teacher education courses.

**Concentration requirements:**

Theater 1, 2, 3, 4.1, 4.2, 10.1, 10.2, 40.1, 40.2.

One of the following courses: Theater 40.3, 41.3, 41.4; English 16.3, 16.4, 30.5, 31.4, 41.1, 50.2; Africana Studies 24.7, 24.8; Anthropology 44.

One of the following courses: Speech 14.1, 14.2, 14.3, 14.4, 14.5; Theater 60. (Students may take Theater 60 if it has not been taken as a paired course with Education 37.)

One of the following combinations: Theater 4.3 and 20.1; or Theater 12.1 and one of the following courses: Theater 40.3, 41.3, 41.4; English 16.3, 16.4, 30.5, 31.4, 41.1, 50.2; Africana Studies 24.7, 24.8; Anthropology 44. (Anthropology 44 may be taken only if not used to satisfy the requirement above.)

**Requirements for a minor in theater**

Theater 1, 2, 3, 4.1, 4.2, and 4.3; and twelve additional credits of advanced courses in theater, each approved by the department and completed with a grade of C or higher.

**Requirements for a minor in theater production (for television and radio majors)**

A major in television and radio; Theater 3, 4.1, 4.2, and 4.3; and all of the following courses, each completed with a grade of C or higher: Theater 20.1, 22.2, and two other technical courses approved by the department.

**Requirements for a minor in acting (for television and radio majors)**

A major in television and radio; Theater 2, 4.1, 4.2, and 4.3; and 12 credits chosen from the following courses, each completed with a grade of C or higher: Theater 10.1, 10.2 (may be taken twice for credit), 12.5, 12.6, 12.7, 12.8, 36.1, 36.2, 36.3, 36.4, 36.5, 36.6.

**Division of Graduate Studies**

The Theater Department offers a master of arts degree program in theater and a master of fine arts degree program in theater. Some courses may be creditable toward the CUNY doctoral degree. For information, students should consult the department's deputy for graduate studies. A *Graduate Bulletin* may be obtained in the Office of Admissions.

**Courses**

§Independent work means not less than three additional hours each week of conference, research, independent reading, and writing as assigned by the instructor.

+The symbol (+) denotes a department crew requirement.

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

**I Introduction to Theater Arts**

3 hours; 3 credits

Study of the nature and history of the theatrical event. Selected periods and styles of production. Contributions of the playwright, actor; director; designer; architect, critic, and producer. Attendance at departmental productions. (Not open to students who have completed Theater 1.1 or 1.2.)

**1.3 Minicourse in Theater Arts**

1 hour; 1 credit

Course will focus on plays in performance produced by the Theater Department in its two venues. Issues related to the plays' themes and writing will be explored, including those of acting, direction, and design. Development of critical skills through writing will be emphasized.

*Prerequisite:* high school students who wish to enroll must have the following scores:

1. High school grade point average of 80.
2. Verbal section of the SAT: 480, or verbal section of PSAT: 50, or English Language Arts Regents: 75.

**2 Introduction to Acting**

3 hours; 3 credits

Introduction to the craft of acting. Exercises designed to introduce the student-actor to the language of the theater, to a method of working, and to an understanding of his or her responsibilities as an actor.

**+3 Introduction to Theater Production**

3 hours; 3 credits

Methods of production, physical theater layout, and practical experience in productions.

*Corequisite:* see section "Department crew requirements" above.

**4.1, 4.2, 4.3, 4.4, 4.5, 4.6****Production Practicum I, II, III, IV, V, VI**

5 hours per week; 1 credit

Shop or running crew as assigned by the department. Students attend an orientation and one seminar during the term, keep a journal of the work done as it relates to the production, and submit an evaluation. Students may not register for more than two of these courses in any semester. Nonmajors may register for no more than two of these courses without registering for a three-credit theater course.

*Prerequisite:* permission of the chairperson.

**+10.1 Acting Workshop I**

3 hours; 3 credits

Further study in the craft of acting. Continuation of the exercises and methods introduced in Theater 2.

*Prerequisite:* Theater 2 or audition; and permission of the chairperson.

*Corequisite:* see section "Department crew requirements" above.

**+10.2 Acting Workshop II**

3 hours; 3 credits

Continuation of Theater 10.1. May be taken twice for credit.

*Prerequisite:* Theater 10.1 and permission of the chairperson.

*Corequisite:* see section "Department crew requirements" above.

**&11.1 Acting I: Fundamentals**

3 hours; 3 credits

Physical, ensemble, and text-based exercises to integrate the actor's instrument with the processes of mind through experiential learning.

*Prerequisite:* Acceptance into the B.F.A. Acting Program and permission of the concentration head.

*Corequisite:* Theater 13.1 and 13.3.

**&11.2 Acting II: Introduction to Scene Study**

3 hours; 3 credits

Introduction to scene study. Basic approaches to preparing a role through text analysis and performance of scenes.

*Prerequisite:* Theater 11.1 and 13.1. Acceptance into the B.F.A. Acting Program and permission of the concentration head.

*Corequisite:* Theater 13.2 and 13.4.

**&11.3 Acting III: Contemporary Realism**

3 hours; 3 credits

Application of basic acting techniques to the preparation and performance of scenes from realistic plays by Williams, Hellman, Miller, or O'Neill.

*Prerequisite:* Theater 11.2 and 13.2 and 13.3 and 13.4.

Acceptance into the B.F.A. Acting Program and permission of the concentration head.

*Corequisite:* Theater 36.2.

**&11.4 Acting IV: Classics of Modern Realism**

3 hours; 3 credits

Application of acting techniques to the performances of such classics of modern realism as those of Ibsen and Chekhov.

*Prerequisite:* Theater 11.3. Acceptance into the B.F.A. Acting Program, and permission of the concentration head.

*Corequisite:* Theater 13.8.

**&11.5 Acting V: Introduction to Shakespeare**

3 hours; 3 credits

Introduction to style and form, with emphasis on the actor's understanding of the text of Shakespeare and its expression on the stage.

*Prerequisite:* Theater 11.4 and permission of the concentration head.

*Corequisite:* Theater 13.5.

**&11.51 Acting V: Introduction to Shakespeare**

3 hours; 3 credits

Introduction to style and form, with emphasis on the actor's understanding of the text of Shakespeare and its expression on the stage.

*Prerequisite:* Theater 11.4; and permission of the concentration head.

*Corequisite:* Theater 13.5.

**&11.6 Acting VI: Advanced Acting Workshop**

3 hours; 3 credits

Application of acting techniques essential to performing specialized genres. Each semester will focus on one such genre as solo performance, musical theater, or new plays.

*Prerequisite:* Theater 11.5 and 13.5; and permission of the concentration head.

*Corequisite:* Theater 13.6.

**&12.1 Acting for the Camera**

3 hours; 3 credits

Trains the advanced actor in the specialized demands of working for the camera; performance of selected scenes on video tape. Differences between stage and film techniques.

*Prerequisite:* three courses in acting or the equivalent, and audition; and permission of the concentration head.

**&12.5 Acting Practicum I**

2 hours workshop; 1 credit

Students work a minimum of two projects in rehearsal and performance for theater directing students' course work or for film or television projects. Supervised by faculty members.

*Prerequisite:* Theater 10.1 or B.F.A. acting status, and permission of the concentration head.

**&12.6 Acting Practicum II**

2 hours workshop; 1 credit

Continuation of Theater 12.5

*Prerequisite:* Theater 12.5.

**&12.7 Acting Practicum III**

2 hours workshop; 1 credit

Continuation of Theater 12.6

*Prerequisite:* Theater 12.6.

**&12.8 Acting Practicum IV**

2 hours workshop; 1 credit

Continuation of Theater 12.7.

*Prerequisite:* Theater 12.7.

**&13.1 Dynamics I**

4 hours; 2 credits

Study of the actor's stage movement and voice production. Work related directly to work being done in acting classes.

*Prerequisite:* acceptance into the B.F.A. Acting Program and permission of the concentration head.

*Corequisite:* Theater 11.1 and 13.3.

**&13.2 Dynamics II**

4 hours; 2 credits

Continuation of Theater 13.1.

*Prerequisite:* Theater 11.1 and 13.1. Acceptance into the B.F.A. Acting Program and permission of the concentration head.

*Corequisite:* Theater 11.2 and 13.4.

**&13.3 Dynamics III**

4 hours; 2 credits

Continuation of Theater 13.2.

*Prerequisite:* Theater 11.2 and 13.2. Acceptance into the B.F.A. Acting Program and permission of the concentration head.

*Corequisite:* Theater 11.1 and 13.1.

**&13.4 Dynamics IV**

4 hours; 2 credits

Continuation of Theater 13.3.

*Prerequisite:* Theater 11.3 and 13.3. Acceptance into the B.F.A. Acting Program and permission of the concentration head.

*Corequisite:* Theater 11.2 and 13.2.

**&13.5 Dynamics V**

4 hours; 2 credits

Continuation of Theater 13.4.

*Prerequisite:* Theater 11.4 and 13.4 and permission of the concentration head.

*Corequisite:* Theater 11.5.

**&13.6 Dynamics VI**

4 hours; 2 credits

Continuation of Theater 13.5.

*Prerequisite:* Theater 11.5 and 13.5 and permission of the concentration head.

*Corequisite:* Theater 11.6.

**&13.8 Dialects for the Actor**

3 hours; 3 credits

Application of skills learned in Speech 13 (special section for actors) applied to classical texts and accents from the British Isles, Europe, and the Caribbean. (Not open to students who completed Theater 46 in spring 1995.)

*Prerequisite:* permission of the concentration head.

**&13.9 Dynamics VII**

4 hours; 2 credits

Study of the actor's stage movement and/or voice production. Work related directly to work being done in acting classes.

*Prerequisite:* Theater 13.2 and permission of the concentration head.

**13.10 Dynamics VIII**

4 hours; 2 credits

Study of the actor's stage movement and voice production. Work related directly to work being done in acting classes.

*Prerequisite:* Theater 13.4 and permission of the concentration head.

**+20.1 Stagecraft I**

3 hours; 3 credits

Materials and techniques involved in mounting scene designs for the stage.

*Prerequisite:* Theater 1 or 1.1 or 1.2 or student must pass the department examination on general theater knowledge, and 3 or interview; and permission of the chairperson.

*Corequisite:* see section "Department crew requirements" above.

**20.4 Property Construction**

3 hours; 3 credits

Study of equipment, methods, and professional practices in the execution of stage and personal properties.

*Prerequisite:* Theater 1 or 1.1 or 1.2 or student must pass the department examination on general theater knowledge; 20.1; and permission of the chairperson.

**+20.7 Scene Painting**

3 hours; 3 credits

Equipment, materials, and professional procedures involved in painting for the stage.

*Prerequisite:* Theater 20.1 and permission of the chairperson.

*Corequisite:* see section "Department crew requirements" above.

**+21.3 Costume Construction for the Stage**

3 hours; 3 credits

Theory and practice of constructing the stage costume for educational, community, and professional theater. Application of these theories and practices to current college productions.

*Prerequisite:* Theater 1 or 1.1 or 1.2 or student must pass the department examination on general theater knowledge, and permission of the chairperson.

*Corequisite:* see section "Department crew requirements" above.

#### **+21.4 Costume Design for the Stage I**

3 hours; 3 credits

Study of contemporary and period costume design to acquaint the student with stage costuming. Application of study through design projects and work on productions.

*Prerequisite:* Theater 21.3 and permission of the chairperson.

*Corequisite:* see section "Department crew requirements" above.

#### **+22.2 Scenographic Techniques**

3 hours; 3 credits

Study and execution of all necessary technical drawings used in preparation of theater scenery and lighting.

*Prerequisite:* Theater 1 or 1.1 or 1.2 or student must pass the department examination on general theater knowledge, and 3 or interview; 20.1; and permission of the chairperson.

*Corequisite:* see section "Department crew requirements" above.

#### **+22.5 Scene Design I**

3 hours; 3 credits

Aesthetic and functional elements of designing for the stage. Development of a setting through sketches, color plates, working drawings, and models.

*Prerequisite:* Theater 22.2 and permission of the chairperson.

*Corequisite:* see section "Department crew requirements" above.

#### **22.6 Scenic Design II**

3 hours; 3 credits

Concentration on scenic design, problems of interpretation, style, and staging.

*Prerequisite:* Theater 22.5 and permission of the chairperson.

#### **+23.2 Lighting Design I**

3 hours; 3 credits

Design of stage lighting. Application and principles of light, color, illumination, and electricity.

*Prerequisite:* Theater 22.2 and permission of the chairperson.

*Corequisite:* see section "Department crew requirements" above.

#### **+25.8 Stage Makeup**

2 hours lecture, and an average of 2 hours laboratory; 3 credits

Basic study of all aspects of stage makeup.

*Prerequisite:* Theater 1 or 1.1 or 1.2 or student must pass the department examination on general theater knowledge, and permission of the chairperson.

*Corequisite:* see section "Department crew requirements" above.

#### **+26.1 Stage Management**

3 hours; 3 credits

Professional procedures and practices involved in organization, rehearsal and technical preparation, and performance of theater, opera, and dance productions.

*Prerequisite:* Theater 1 or 1.1 or 1.2 or student must pass the

department examination on general theater knowledge; Theater 3; and permission of the chairperson.

*Corequisite:* see section "Department crew requirements" above.

#### **26.2 Stage Management 2**

3 hours; 3 credits

An examination of the stage manager's responsibilities as communicator, leader, and organizer for the production team.

*Prerequisite:* Theater 26.1 with a grade of B or higher.

#### **30.1 Directing I**

3 hours; 3 credits

Investigation of the fundamental techniques in bringing a text and an acting group into performance. Working with the actor and the environment.

*Prerequisite:* Theater 40.1 or 40.2, and both Core Studies 2.1 and 2.2, and permission of the concentration head.

#### **30.2 Directing II**

3 hours; 3 credits

Selection, casting, rehearsal, and production in class of a contemporary play.

*Prerequisite:* Theater 30.1 and permission of the concentration head.

#### **&35 Senior Rehearsal and Performance**

Minimum of 45 hours participation; 1 credit

Under faculty supervision students will study and evaluate their working procedures and development in a selected role throughout the rehearsal and performance period by means of a journal, which serves as the basis for student evaluation. This course may be used to satisfy the senior performance requirement for B.F.A. majors.

*Prerequisite:* senior B.F.A. status in acting and permission of the concentration head.

#### **36 Theater Workshop**

4 hours; 3 credits

Writing and production of original scripts. Writing and production problems formulated, analyzed, and tested on the stage. Unified study of writing, acting, and directing. Students registered in Theater 36 assume responsibility for the direction of at least one production. Offered jointly by the Department of English and the Department of Theater. This course is the same as English 20.

*Prerequisite:* Theater 30.1 or English 17.1.

#### **36.1, 36.2, 36.3, 36.4, 36.5, 36.6 Theater Laboratory I, II, III, IV, V, VI**

6 hours; 3 credits each

Supervised special project or laboratory work in one aspect of theater production culminating in a performance or term paper.

*Prerequisite:* permission of the chairperson.

**40.1 History of Western Theater I**

3 hours; 3 credits

Theater history in the West from Periclean Greece to Jacobean England. Major periods of theater activity investigated with special emphasis on theater architecture, methods of production, audiences, traditions, documents, allied arts, and the social milieu.

*Prerequisite:* Theater I or I.1 or I.2 or student must pass the department examination on general knowledge; Core Studies I and 6; and permission of the chairperson.

**40.1W History of Western Theater I**

3 hours; 3 credits

Theater history in the West from Periclean Greece to Jacobean England. Major periods of theater activity investigated with special emphasis on theater architecture, methods of production, audiences, traditions, documents, allied arts, and the social milieu. Writing-intensive section.

*Prerequisite:* Theater I or I.1 or I.2 or student must pass the department examination on general theater knowledge; Core Studies I and 6, English 2, and permission of the chairperson.

**40.2 History of Western Theater II**

3 hours; 3 credits

Continuation of Theater 40.1. Theater history in the West from neoclassic France to the rise of realism.

*Prerequisite:* Theater I or I.1 or I.2 or student must pass the department examination on general knowledge; Core Studies I and 6; and permission of the chairperson.

**40.3 Theater of the Twentieth Century**

3 hours; 3 credits

Twentieth-century theater from the work of Appia and Craig to the contemporary theater, including off-Broadway and off-off-Broadway. Innovative theater practitioners in acting, directing, and design.

*Prerequisite:* Theater I or I.1 or I.2 or student must pass the department examination on general knowledge; and permission of the chairperson.

**41.1 History of the Theater in the United States**

3 hours; 3 credits

The growth and development of theater in colonial North America and the United States from the eighteenth century to the present. Critical examination of native dramatic literature and the history of its performance.

*Prerequisite:* Theater 40.1 and 40.2, and permission of the chairperson.

**41.3 Theater in Asia**

3 hours; 3 credits

Survey of the major theatrical traditions of East and Southeast Asia. Classical types. Production methods, performance styles, audiences, and social milieu.

*Prerequisite:* Core Studies 9.

**41.4 Black Theater**

3 hours; 3 credits

Lectures, studies, and workshops in Black theater. Liaison with professional and community theater. This course is the same as Africana Studies 24.5.

**45 Special Topics in Theater**

3 hours; 3 credits

Topics vary from term to term. Course descriptions may be obtained in the department office before registration. Students may take this course twice, but may not repeat topics.

*Prerequisite:* permission of the chairperson.

**50 Theater Management**

3 hours; 3 credits

Theater management, including problems of financing, promoting, labor relations, unions, and programming for educational, community, and professional theater.

*Prerequisite:* Theater I or I.1 or student must pass the department examination on general knowledge; and permission of the chairperson.

**60 Performance Techniques for the Classroom Teacher**

3 hours; 3 credits

Creative drama techniques to develop the prospective teacher's ability to become an effective communicator and to explore dramatic and creative methods of presentation.

*Prerequisite:* Core Studies I and 6.

**Honors courses**

Students with superior records and the recommendation of a department faculty member may apply to the chairperson for permission to register for courses described below. Students may not register for more than six credits in honors courses in the department in one term.

**70 Theater Laboratory**

Minimum of 45 hours satisfactory participation each term; 1 credit each term

Satisfactory participation in projects and activities not included as part of the work of a specific course in any area of the Department of Theater. Students may take this course for credit four times. Students should consult the department office about the special registration procedures required for this course.

**83 Independent Research**

Minimum of 9 hours independent work§ and conference or class meetings; 3 credits

Research or fieldwork in one of the divisions of theater supervised by a faculty member. Final report or paper.

*Prerequisite:* completion of an approved program of advanced courses in theater with an average grade of B or higher; and permission of the chairperson.

**84 Seminar**

Minimum of 9 hours independent work§ and conference or class meetings; 3 credits

Readings in theater. Examination.

*Prerequisite:* completion of an approved program of advanced courses in theater with an average grade of B or higher; and permission of the chairperson.

**85 Workshop**

Minimum of 9 hours independent work§ and conference or class meetings; 3 credits

Creation of an acceptable piece of work in one of the several fields of theater.

*Prerequisite:* completion of an approved program of advanced courses in theater with an average grade of B or higher; and permission of the chairperson.

The following courses are inactive and will be offered only if there is sufficient demand:

- 10.11 Acting in Musical Theater**
- 20.2 Stagecraft II**
- 21.5 Costume Design for the Stage II**
- 21.7 Costume Design Workshop**
- 22.3 Scene Rendering**
- 23.3 Lighting Design II**
- 23.5 Lighting Design Workshop**
- 27.1 Sound Recording**
- 27.2 Sound Recording Workshop**
- 46 Special Topics in Dynamics**

**Women's Studies**

An interdisciplinary major

Program office: 1207 Ingersoll Hall

Telephone: (718) 951-5476, (718) 951-5000, ext. 1439

Coordinator's office: 1207 Ingersoll Hall, 3409 James Hall

Telephone: (718) 951-5000, ext. 1439, ext. 1742

*Coordinator:* Mojúbàolú Olúfúnké Okome, Political Science

*Faculty:* Winslow, Education; Endowed Women's Studies

Chair; and affiliated faculty from the programs and departments of the College.

Women's studies examines the roles and positions of women, aspects of their domestic, economic, political, social, reproductive, and sexual lives, and their relationships to the cultures and societies in which they live and to each other. The critical analysis of individuals, institutions, and intellectual ideas is approached from historical, cross-cultural, and contemporary viewpoints. As an interdisciplinary field, women's studies is a model for traditional disciplines, leading the way to more innovative teaching and learning.

The interdisciplinary Brooklyn College program in women's studies offers students a bachelor of arts degree and a minor. We also offer a concentration for education majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6). The program is committed to providing students with an excellent education, advisement, and support.

The women's studies lecture series introduces students to national and international debates within feminist scholarship and gives students an entrée into the broader academic world. Women's Studies students have the opportunity to take field trips to feminist academic conferences, museums, and libraries. Majors and minors are also able to participate in a new study-abroad program specifically designed to serve their needs.

For some, declaring a women's studies major is a political statement. According to our students, having Women's Studies on their transcripts says that human rights, including those of women and LGBTQ and other persons belonging to all racial, ethnic, and religious groups, are of the highest importance. It says that despite the fact that history, politics, and philosophy, among other areas, are dominated by Western male thought, our faculty and students go out of their way to hear the voices of women resound through the ages, and to note how many groups have influenced modern thought, culture, and policy.

A major or minor in women's studies says you are willing to see a more complete picture of any field. Our students state that our courses open their eyes to new, creative ways of thinking and conceptualizing their careers. As an interdisciplinary major, women's studies provides an excellent background for students who wish to go into medicine, law, research, business, education, art, or almost any profession or career.

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**B.A. degree program in women's studies**  
**HEGIS code 4903; SED program code 02117**


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**Program requirements** (30 credits)

Students must complete parts 1 through 4 with a grade of C or higher in each course:

1. Women's Studies 12. Students who have taken only 10.7 or 10.8 must also take 12.
2. *Four of the following:*  
 Women's Studies 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51, 58, 59, 81.1, 82.  
 (Note: Women's Studies 33 is not open to students who completed Women's Studies 58 or English 50.41 in fall, 1993, or spring, 1994.)
3. *Four of the following:*  
 Students who have completed Women's Studies 10.7 or 10.8 need only complete three courses under this section of the program requirements.  
 Africana Studies 27 (This course is the same as English 64.4 and Women's Studies 46.)  
 Africana Studies 44.6. (This course is the same as Women's Studies 44.)  
 Africana Studies 44.9. (This course is the same as Political Science 78.35 and Women's Studies 49.)  
 Anthropology 31.  
 Art 15.60.  
 Comparative Literature 46.  
 Economics 40.4.  
 Economics 40.5.  
 English 11.1, only the section "Creative Writing from a Feminist Perspective."  
 English 50.4  
 English 50.41 (This course is the same as Women's Studies 33.)  
 English 64.4 (This course is the same as Africana Studies 27 and Women's Studies 46.)  
 Film 22. (This course is the same as Women's Studies 48.)  
 Health and Nutrition Sciences 34 (This course is the same as Women's Studies 35.)  
 Health and Nutrition Sciences 35.  
 History 27.8 (This course is the same as Women's Studies 42.)  
 History 30.3 (This course is the same as Women's Studies 51.)  
 History 43.14 (This course is the same as Women's Studies 43.)  
 Judaic Studies 17.  
 Philosophy 6.  
 Philosophy 15.2 (This course is the same as Women's Studies 47.)  
 Political Science 31 (This course is the same as Women's Studies 39.)  
 Political Science 78.3 (This course is the same as Women's Studies 40.)  
 Political Science 78.35 (This course is the same as Africana Studies 44.9 and Women's Studies 49.)

Political Science 78.5 (This course is the same as Women's Studies 41.)

Psychology 34.1.

Puerto Rican Studies 19.

Sociology 51.5.

Any of the following that are not used to satisfy part 2, above: Women's Studies 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51, 58, 59, 81.1, 82.

4. *Women's Studies 83.*

Other advanced electives and special topics courses relevant to the study of women may be substituted with the permission of the program coordinator. The list of available courses may be obtained each semester in the program office.

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**Women's studies concentration for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6)**


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The requirements for the teacher education programs indicated above are described in the "Education" section of this *Bulletin*. Students who major in either of these programs and who elect a concentration in women's studies must complete at least 30 credits in the Program in Women's Studies with a grade of C or higher in each course. Students must meet with the Women's Studies Program coordinator to declare their intention to complete this concentration. They should also meet with an adviser in the School of Education regarding the appropriate sequence of teacher education courses.

**Concentration requirements:**

Women's Studies 10.7 and 10.8. Seven courses chosen from the following: Women's Studies 32, 33, 35, 36, 38, 39, 41, 42, 43, 44, 81.1. Women's Studies 83.

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**Requirements for a minor in women's studies**


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A program of 12 credits in advanced electives in the Women's Studies Program with a grade of C or higher in each course.

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**Program recommendation**


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Students should consult a program counselor for help in planning a course of study.

**Courses**

The *Schedule of Classes* published each term lists courses offered. Not all courses are offered each term.

**12 Introduction to Women's Studies:****Sex, Gender, and Power**

3 hours; 3 credits

An interdisciplinary introduction to the study of women. From the first and second waves of feminism to grrrl power's cyber-activism and empowerment through femininity. Material and social constructions of sex and gender. Power and

dynamics, which drive and structure women's lives. Expressions and representations of women's experiences. (Not open to students who have completed both Women's Studies 10.7 and 10.8.)

### **29 Anthropology of Language, Sex, and Gender**

3 hours; 3 credits

Language, as a human universal, is uniquely available for defining, maintaining, and enacting the cultural categories of gender and sexual orientation. This course offers a cross-cultural perspective on the relationships between language and gender; which helps us understand both how we use language in gender-specific ways and how gender is enacted through language practices. This course is the same as Anthropology 19.5.

*Prerequisite:* Anthropology I or Women Studies 12.

### **32 Women's Traditional Arts: Creation in the Arts, Crafts and Music**

3 hours; 3 credits.

Aspects of American women's experience reclaimed from their own records in arts, crafts, letters, diaries, and folk songs. How criteria have been established for defining art; the social influences that encouraged women to limit themselves to certain "acceptable" media. Contemporary validation of women's creativity, readings, slide presentations, and audio visual presentations.

*Prerequisite:* Women's Studies 10.7 or permission of program coordinator.

### **33 Contemporary U.S. Women Writers: Diverse Cultural Perspectives**

3 hours; 3 credits

Literature of selected contemporary Native American, African American, Latina, Asian American, and other women writers, analyzed from the perspective of feminist literary theories. A comparative course focusing on the literature of two or more groups. This course is the same as English 50.41. (Not open to students who completed Women's Studies 58 or English 50.4 in fall, 1993, or spring, 1994.)

*Prerequisite:* one of the following: Women's Studies 10.8 or 12, Core Studies 6, English I.

### **34 Women's Sexualities**

3 hours; 3 credits

Interdisciplinary study of women's sexualities. Women's lives and strategies of lesbian survival, bisexual and transgendered people's survival, primarily in male dominated societies. Struggle for lesbian, bisexual and transgendered self-expression in historical and cultural context. Past and present views of women's sexualities. Interrelationship of feminist, lesbian, bisexual, and transgendered movements. Materials drawn from history, psychology, sociology, literature, and the arts.

*Prerequisite:* Women's Studies 10.7 or 10.8 or 12.

### **35 Women and the Medical System:**

#### **A Feminist Perspective**

3 hours; 3 credits

Modern medical systems and women's place as medical workers and consumers of medical services. History of women healers and health workers. Influences of race, class, ethnicity, and sexual orientation on illness and treatment of women. Politics of contraception, sterilization, abortion, and childbirth. Self-help care movement. This course is the same as Health and Nutrition Sciences 34.

*Prerequisite:* Women's Studies 10.7 or 10.8 or 12; Health and Nutrition Sciences 6.1; or permission of the coordinator.

### **36 Political Economy of Women in United States Society: Sex, Power, and Money**

3 hours; 3 credits

Economic and political analysis of women's power in United States society. Women as paid workers in the formal economic structure and as unpaid workers in the parallel home economy. Social class, gender, and race in the allocation of economic and political power. Formal and informal challenges to the legal and political system. (Not open to students who completed Women's Studies 59 during the fall, 1981 semester.)

*Prerequisite:* Women's Studies 10.7 or 10.8 or 12; or permission of the coordinator.

### **36W Sex, Power, Money: Political Economy of Women in the United States**

4 hours; 3 credits

Economic and political analysis of women's power in the United States society. Women as paid workers in the formal economic structure and as unpaid workers in the parallel home economy. Social class, gender, and race in the allocation of economic and political power. Formal and informal challenges to the legal and political system. Writing-intensive section.

*Prerequisites:* Women's Studies 10.8 or 10.7 or 12; or permission of the coordinator; English 2.

### **37 Women and Reproductive Rights**

3 hours; 3 credits

An interdisciplinary course on women's experiences of fertility control, childbirth, sex education, teen pregnancy, reproductive technologies, and reproductive hazards. Major themes include the influences of the historical period, political perspectives, race, ethnicity, and social class on the perceptions and realities of reproductive rights for women.

*Prerequisite:* permission of the Women's Studies coordinator.

### **38 Women and the Cities**

3 hours; 3 credits

Problems women experience as part of city living, including housing, employment, crime, healthcare, child care, education, community involvement, family responsibilities, and social

supports. Study of present services available to women. Critique of institutional responses to women's needs. Focus on the influence of ethnicity, race, and social class on women's urban experiences.

*Prerequisite:* CORE Studies 3 or 4.

### **39 Women and Politics in the United States**

3 hours; 3 credits

Women and politics in the context of the United States of America. Gaining the right to vote; the Equal Rights Amendment; women as political leaders; racial and ethnic diversity of U.S. women; the "gender gap." Policy issues including the feminization of poverty and social welfare. This course is the same as Political Science 31.

*Prerequisite:* Women's Studies 10.7 or 12; or permission of the coordinator.

### **40 Gender and Political Theory**

3 hours; 3 credits

Analysis of political concepts of identity, power; citizenship, race, nation and class in relation to gender and sexuality. Examination of the way ideologies of gender are deployed within the political theory tradition. Sameness/difference debate, identifying the forms of gender-based domination and resistance, and antiracist approaches to feminism. This course is the same as Political Science 78.3.

*Prerequisite:* Women's Studies 10.7 or 12 or permission of the coordinator.

### **40.7 Gender Diversity in the Workplace:**

#### **A Global Perspective**

3 hours; 3 credits

Knowledge and skills that will enable students to effectively integrate gender considerations into business and human resource decisions both in the U.S. and global contexts. The course will: (1) Analyze the evolution of the relationship between sex, gender, and work around the world; (2) Compare and contrast the labor market and organizational experiences of men and women in the U.S. in a comparative perspective with other industrialized countries; and (3) Examine strategies for successfully managing gender diversity in organizations. Real life examples and cases will be used to illustrate and integrate the studied concepts. This course is the same as Business 40.7.

*Prerequisite:* Upper sophomore status or Women's Studies 12 or Business 40.3 or Psychology 12.7.

### **41 Politics and Sexuality**

3 hours; 3 credits

Examination of the theory and practice of lesbian, gay, bisexual, and transgender politics. Political analysis of the legal regulation of sexuality and gender; the emergence of modern civil rights movements of sexual minorities, and the discourses of liberation, assimilation, and destabilization deployed in those movements. This course is the same as Political Science 78.5.

*Prerequisite:* Women's Studies 10.7 or 12 or permission of

the coordinator.

### **42 Women in Modern Europe**

3 hours; 3 credits

History of women in Europe from the Industrial and French Revolutions to the present. Change in and interaction of women's economic, social, and political roles, and relationship of these to contemporary concepts of women's nature. This course is the same as History 27.8.

*Prerequisite:* Core Studies 4 or permission of the coordinator.

### **43 Daughters of the Promised Land: Women in American History**

3 hours; 3 credits

The history of women in the United States, with emphasis on the last two centuries. Gender intersections with race, class, and ethnicity in the areas of work, personal relationships, and control over reproduction. Women in organizations of labor, religion, and politics, including the feminist movements. Changing images of women. (Not open to students who have completed History 43.9 topic: Daughters of the Promised Land: Women in American History.) This course is the same as History 43.14.

*Prerequisite:* Core Studies 4 or permission of the coordinator.

### **44 The Black Woman in America**

3 hours; 3 credits

Interpretation and critical evaluation of the history, role, and image of the Black woman in America; emphasis on the burdens of racism, sexism, the economy, the Black "matriarch," health care, feminism and womanism, and contemporary issues. This course is the same as Africana Studies 44.6.

*Prerequisite:* one of the following: Africana Studies 0.2 or 27, Core Studies 3 or 9, Women's Studies 10.7 or 12.

### **45 Gender and the Information Age**

3 hours; 3 credits

An interdisciplinary study of gender in cyberculture, science, and technology. The evolutions of gender and feminist theories as well as activism will be considered in terms of rapid advances in technology and sciences information. This course does not require prior knowledge of technoscience.

*Prerequisite:* Women's Studies 10.7 or 10.8 or 12.

### **46 Black Women's Fiction**

3 hours; 3 credits

Identity of the modern Black woman novelist as seen in the works and lives of African American women novelists. Some cross-cultural comparisons with African and Caribbean women novelists. Readings of selected essays in Black feminist criticism. A research paper is required. This course is the same as Africana Studies 27 and English 64.4.

*Prerequisite:* one of the following: Africana Studies 24, 24.1, 24.2, 44.6; English I, 1.2, 1.7; Core Studies I; Women's Studies 10.7, 12, 33.

**47 Philosophy and Feminism**

3 hours; 3 credits

Philosophical feminism. Critical examination of current issues in feminist scholarship. Issues of discrimination, equality, and difference; women in relation to science, epistemology, and political and moral philosophy. This course is the same as Philosophy 15.2.

*Prerequisite:* Core Studies 10, or one philosophy course, or one women's studies course, or permission of the director.

**48 Women in Film**

3 hours; 3 credits

The various images of women in film from the beginning to the present. Readings and discussions of myths, fears, and fantasies that have led to the production of such images. The star system and its relationship to women performers. Screenings include films made by and about women. This course is the same as Film 22.

*Prerequisite:* Film 1 or permission of the chairperson.

**49 African Women and Feminism**

3 hours; 3 credits

Women's power, activism, and inequality on the basis of gender in the African continent. Explorations of gender-based inequality and the way African women exercise formal power. African women scholars' and activists' theoretical and practical analyses of feminism and the consequences of such analyses on gender relations in the continent. Theoretical readings and case studies. Course may have a national, regional, or continental focus. This course is the same as Political Science 78.35 and Africana Studies 44.9.

*Prerequisite:* Core Studies 3 or Core Studies 9, or Political Science 1.51 or 1.7, or Africana Studies 0.12, or Women's Studies 10.7 or 12, or permission of the instructor.

**51 History of Feminism**

3 hours; 3 credits

Definitions of feminism; feminists in the Renaissance and early modern Europe; feminist demands arising from the French Revolution; early radical feminism in the United States, France, and the Germanies; liberal and Marxist feminism; women's movements from the 1850s to World War I in the West; the development of women's movements outside of Europe and America; imperialism, feminism, and national independence; the "second wave": women's liberation movements since 1968. This course is the same as History 30.3.

*Prerequisite:* Core Studies 4 or permission of the coordinator.

**52 Women, War, and Peace**

3 hours 3 credits

An interdisciplinary study of women's relation to war, peace, and militarism, the theoretical debate over women as "essentially" maternal and therefore more pacifistic; dependence of military policy on notions of masculinity and femininity; war and militarism providing women greater opportunities for advancement and equality; relationship between war, militarism, gender inequality, and racism; similarity and differences between personal violence against women (rape, battering) and state organized and supported violence; relationship between feminism and peace activism.

*Prerequisite:* Women's Studies 12.

**54 Women and the Contemporary Economy**

3 hours; 3 credits

History of the socioeconomic position of women; evidence on the changing economic position of women in the post-civil rights era; assessments of the welfare-to-work transition; political economy of marriage and childbearing decisions. (This course is the same as Economics 40.6.)

*Prerequisite:* Women's Studies 12.

**58 Special Topics in Humanities**

3 hours; 3 credits

Selected topics in the humanities examined from the perspective of the study of women. Topics vary from term to term. Course description may be obtained in the program office before registration. Students may take Women's Studies 58 or 59 for credit twice, or 58 and 59 for credit once each, but may not repeat topics.

*Prerequisite:* Women's Studies 10.8 or 12 or Humanities 10.7.

**59 Special Topics in Social Science**

3 hours; 3 credits

Selected topics in the social sciences examined from the perspective of the study of women. Topics vary from term to term. Course description may be obtained in the program office before registration. Students may take Women's Studies 59 or 58 for credit twice, or 58 and 59 for credit once each, but may not repeat topics.

*Prerequisite:* Women's Studies 10.8 or 12 or Social Science Interdisciplinary Studies 10.7.

**77.3 Global Gender Politics**

3 hours; 3 credits

Study of gender politics and policy around the globe. Examination of women's citizenship and impact of gender on public policy and of public policy on gender in a range of societies. Exploration of the gendered foundations and impacts of the international processes of globalization, militarization, and democratization. Exposure to several types of political analysis such as political ethnography and feminist comparative policy. (This course is the same as Women's Studies 77.3.)

*Prerequisites:* Political Science 1.7, Women Studies 10.7, or permission of the instructor.

### **81.1 Interdisciplinary Project**

Minimum of 9 hours conference and independent work; 3 credits

Independent or group project approved by a faculty committee. The project must involve more than one department in the college. Achievement evaluated by the participating faculty. Students may repeat the course once, but may not repeat topics.

*Prerequisite:* junior or senior standing; and Women's Studies 10.7 or 12 or Social Science Interdisciplinary Studies 10.7; and Women's Studies 10.8 or Humanities 10.7; and three electives from those listed under program requirements; and permission of the coordinator and at least one sponsoring faculty member.

### **82 Community Internship in Women's Studies**

42 hours fieldwork; 1 credit

Community service experience working at a site approved by the program, linked with enrollment in one of the following courses:

Women's Studies 10.7	Women in the Social Sciences
Women's Studies 10.8	Women in the Arts
Women's Studies 32	Women's Traditional Arts
Women's Studies 33	Contemporary U.S. Women Writers
Women's Studies 34	Women's Choices
Women's Studies 35	Women and the Medical System
Women's Studies 36	Political Economy of Women in United States Society
Women's Studies 37	Women and Reproductive Rights
Women's Studies 38	Women in the Cities
Women's Studies 58	Special Topics in Humanities
Women's Studies 59	Special Topics in Social Science

Completion of at least one written assignment and 42 hours of community fieldwork to be evaluated by the instructor of the three-credit Women's Studies course to which this internship is attached.

*Prerequisite:* permission of the instructor of the three-credit Women's Studies course to which this internship is attached.

*Corequisite:* enrollment in one of the following courses:

Women's Studies 10.7, 10.8, 32, 33, 34, 35, 36, 37, 38, 58, 59.

### **82.1 Community Internship in Women's Studies**

6 hours conferences and independent work; 3 credits

In-depth experience in a working/learning supervised internship in an approved woman-focused community agency or women's organization; conferences with instructor; report or term project; students are encouraged to meet with instructor one term prior to registration to discuss and arrange placement.

*Prerequisite:* Women's Studies 12 or permission of the instructor or program coordinator.

### **83W Senior Seminar**

3 hours; 3 credits

Required advanced seminar to study interdisciplinary theory and methodology applied to a selected theme. Colloquia and research and/or fieldwork. Senior thesis written individually or collectively. A student completing the course with distinction is recommended for honors. (Not open to students who have completed Humanities 83.1 or Social Science Interdisciplinary Studies 83.1.)

*Prerequisite:* English 2; Women's Studies 10.7 or 12 or Social Science Interdisciplinary Studies 10.7; or Women's Studies 10.8 or Humanities 10.7; and at least two courses in women's studies approved by the coordinator.



# Inventory of Registered Programs

The following undergraduate certificate and degree programs and combined undergraduate/graduate degree programs are offered at Brooklyn College. These programs have been approved by the New York State Education Department (SED) and listed on the Inventory of Registered Programs. The programs are identified by the appropriate Higher Education General Information Survey (HEGIS) code number and by the discrete SED program code number:

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

<b>HEGIS Code</b>	<b>SED Program Code</b>	<b>Certificate or Program Name</b>	<b>Certificate or Degree(s) Awarded</b>
0502	01990	Accounting	B.S.
5002	82572	Accounting	Certificate
2211	02112	Africana Studies	B.A.
0313	01978	American Studies	B.A.
2202	02102	Anthropology	B.A.
1002	02015	Art	B.A.
1002	82460	Art	B.F.A.
1003	01408	Art History	B.A.
0401	01985	Biology	B.A.
0401	01984	Biology	B.S.
0401.01	26814	Biology Teacher	B.A.
		Broadcast Journalism (See <i>Television and Radio</i> .)	
0506	30604	Business Administration	B.B.A.
0506	85067	Business, Management, and Finance	B.S.
0308	82001	Caribbean Studies	dual major only; degree awarded depends on primary major
1905	02082	Chemistry	B.A.
1905	02084	Chemistry	B.S.
1905.01	26813	Chemistry Teacher	B.A.
1504	02049	Classics Comparative Literature (See <i>English</i> .)	B.A.
0701	01991	Computer and Information Science	B.S.
0799	02104	Business Information Systems	B.S.–M.P.S.
1701	02067	Computational Mathematics	B.S.
5101	82457	Computers and Programming	Certificate
		Creative Writing (See <i>English</i> .)	
2204	01889	Economics	B.A.
		Education: Adolescence Education and Special Subjects (See <i>individual programs by subject listing</i> .)	
0802	26828	Childhood Bilingual Education Teacher (grades 1–6)	B.A.
0802	26829	Childhood Education Teacher (grades 1–6)	B.A.
0823	26737	Early Childhood Education Teacher (birth–grade 2)	B.A.
0823	27988	Early Childhood Special Education	B.A.
1501	02043	English	B.A.
1503	02047	Comparative Literature	B.A.
1507	87220	Creative Writing	B.F.A.
1501.01	26812	English Teacher	B.A.

<b>HEGIS Code</b>	<b>SED Program Code</b>	<b>Certificate or Program Name</b>	<b>Certificate or Degree(s) Awarded</b>
0602	81099	Journalism	B.A.
1505	02051	Linguistics	B.A. (major and dual major; for dual major, degree awarded depends on primary major)
4999	21627	Environmental Studies	B.A.
1010	02023	Film	B.A.
5008	87520	Film Production	Certificate
1102	02025	French	B.A.
1102.01	26796	French Teacher	B.A.
1914	02090	Geology	B.A.
1914	02092	Geology	B.S.
1299	85300	Health and Nutrition Sciences	B.A.
1299	85301	Health and Nutrition Sciences	B.S.
2205	02106	History	B.A.
1104	02033	Italian	B.A.
1104.01	26804	Italian Teacher	B.A.
		Journalism (See <i>English</i> .)	
0309	01977	Judaic Studies	B.A.
		Linguistics (See <i>English</i> .)	
1701	02064	Mathematics	B.A.
1701	02065	Mathematics	B.S.
1701	02067	Computational Mathematics	B.S.
1701.01	26735	Mathematics Teacher	B.A.
1005	02021	Music	B.A.
1004.10	02019	Composition	B.Mus.
0832	26815	Music Education (all grades)	B.Mus.
1004	02018	Performance	B.Mus.
1509	02057	Philosophy	B.A.
0835	02006	Physical Education	B.S.
0835	26746	Physical Education Teacher (all grades)	B.S.
1902	02071	Physics	B.A.
1902	02070	Physics	B.S.
1902.01	26808	Physics Teacher	B.A.
2207	02109	Political Science	B.A.
2001	02096	Psychology	B.A.
2001	02098	Psychology	B.S.
0308	01976	Puerto Rican and Latino Studies	B.A.
1510	82421	Religion	dual major only; degree awarded depends on primary major
1106	02039	Russian	B.A.
2201.01	26754	Social Studies Teacher	B.A.
2208	02111	Sociology	B.A.
1105	02034	Spanish	B.A.
1105.01	26801	Spanish Teacher	B.A.
1506	81375	Speech	B.A.
1220	85189	Speech-Language Pathology, Audiology, Speech and Hearing Science	B.A.
0603	76212	Television and Radio	B.A.
0605	83638	Broadcast Journalism	B.S.
1007	76210	Theater	B.A.
1007	83119	Theater	B.F.A.
4903	02117	Women's Studies	B.A.

# Administration

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**Mary Wiseman** Philosophy  
**Carl Withner** Biology  
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**Donez M. Xiques** English  
**Helen Zagona** Modern Languages and Literatures  
**Peter Zaneteas** Classics  
**Herman Zieger** Chemistry

### Distinguished Professors

**Edwin G. Burrows** History  
**Michael Cunningham** English  
**Jack Flam** Art  
**Tania León** Music  
**Rohit Parikh** Computer and Information Science  
**Theodore Raphan** Computer and Information Science  
**Anthony Sclafani** Psychology

### Broeklundian Professors

**Lesley Davenport** Chemistry, 2003–08  
**Frederick P. Gardiner** Mathematics, 2003–08  
**Margaret King** History, 2006–11  
**Clément Mbom** Modern Languages and Literatures, 2003–08

**Virajt Sahni** Physics, 2006–11

**Robert Viscusi** English, 2006–11

**Sharon Zukin** Sociology, 2003–08

### **Matthew J. Fantaci Professor in Modern Languages and Literatures**

**Luigi Bonaffini** Modern Languages and Literatures, 2005–08

### **Donald I. Fine Professor in Creative Writing**

**Mac Wellman** English

### **Murray Koppelman Professors**

**Haroon Kharem** Education, 2007–09

**Bruce MacIntyre** Music, 2008–10

**Tobie Stein** Theater, 2006–08

### **Jacque Edward Levy Professor in Analytical Chemistry**

**Malgorzata Ciszowska** 2007–08

### **Levy-Kosminsky Professor in Physical Chemistry**

**Richard Magliozzo** 2007–08

### **Presidential Professors**

**Archie Rand** Art, 2004–09

**Shlomo Silman** Speech Communication Arts and Sciences, 2003–08

### **Bernard H. Stern Professors in Humor**

**Aaron Kozbelt** Psychology, 2007–09

**Bernd Renner** Modern Languages and Literatures, 2007–09

### **Claire and Leonard Tow Professors**

**Ray H. Gavin** Biology, 2006–08

**Eleanor Miele** Education, 2006–08

**Craig A. Williams** Classics, 2006–08

### **Belle Zeller Visiting Professor in Public Policy and Administration**

**Genna Rae McNeil** Political Science, 2007–08

**Carol Zicklin** Endowed Chair in the Honors Academy

### **Endowed Chair in Women's Studies**

**Jeanne Theoharis** Political Science, 2007–09

### **Claire Tow Distinguished Teacher**

**Judylee Vivier** Theater, 2007–08

### **Robert L. Hess Scholar in Residence**

**Vartan Gregorian**, 1993–94

**Ann Douglas**, 1995–96

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## Faculty and Staff

**The date of initial appointment at Brooklyn College follows the listing for each faculty and staff member.**

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**Marlene Adelle** Department of Health and Nutrition Sciences. 1990

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# Accessible Facilities for Persons with Disabilities

## Boylan Hall

**Restrooms:** Women: students, 0403 near bookstore, 2105, 5107, and 6111; staff, 2142.

Men: students, 0401, 2216, 5108, and 6113; staff, 2124.

**Telephones:** Volume control and wheelchair accessible: basement level, near room 0167, 2163A, 4163A, and near 6111.

**Ramp:** Main entrance on Quadrangle.

**Automatic doors:** Main entrance on Quadrangle.

**Elevator:** "B" near main entrance.

## Gershwin Hall

**Restrooms:** 06A, 0111, 080, and 083.

**Telephones:** Wheelchair accessible: off theater lobby near 149.

**Infrared listening devices:** 092 Levenson Recital Hall; 143 Gershwin Theater.

**Seating:** Wheelchair seating locations with companion seating; aisle transfer seating.

**Ramps:** Theater entrance on Campus Road (open for performances only); building entrance on campus.

**Automatic doors:** Building entrance on campus.

**Elevator:** Building lobby.

## Ingersoll Hall

**Restrooms:** See Ingersoll Hall Extension.

**Telephones:** Volume control: 1165, 2105A, and near 2163A.

**Infrared listening devices:** 1310 and 2310.

**Ramp:** Main entrance on Quadrangle.

**Automatic doors:** Main entrance on Quadrangle.

**Elevator:** Near main entrance.

## Ingersoll Hall Extension

**Restrooms:** Women: students, 138; staff, 112. Men: students, 140; staff, 110.

**Telephones:** Volume control: 136, 322b, and 338.

**Wheelchair accessible:** near 136, 439, and 525.

**Infrared listening devices:** 148.

**Ramps:** Bedford Avenue entrance and near Lily Pond.

**Elevators:** All.

## James Hall

**Restrooms:** Women: students, 1406; staff, 1605. Men: students, 1312 and 1402; staff, 1601.

**Telephones:** Wheelchair accessible: near 1602; with volume control: 2602.

**Elevators:** All. Wheelchair entry to James Hall from elevator at Bedford Avenue.

## La Guardia Hall—Brooklyn College Library

**Restrooms:** All floors.

**Telephones:** Volume control and wheelchair accessible.

**Ramp:** Main entrance on Quadrangle.

**Automatic doors:** Main entrance on Quadrangle.

**Elevators:** All.

**Infrared listening devices:** Auditorium.

## Quadrangle

**Ramps:** Corner between La Guardia Hall and Ingersoll Hall; corner between La Guardia Hall and Boylan Hall.

## Roosevelt Hall

**Restrooms:** Health Clinic, 114. Women, 104. Men, 124.

**Telephones:** See Roosevelt Hall Extension.

**Ramp:** See Roosevelt Hall Extension.

**Automatic doors:** Basement-level entrance, near loading dock and parking lot.

**Elevator:** East-side elevator opposite 004 and 108 provides access to Roosevelt Hall and Roosevelt Hall Extension.

## Roosevelt Hall Extension

**Restrooms:** Women: students, 202; students and staff, 405. Men: students, 209; students and staff, 409.

**Telephones:** Volume control and wheelchair accessible: near 120.

**Elevators:** West-side elevator; opposite 005 and 102, provides access to Roosevelt Hall Extension only. East-side elevator; opposite 004 and 123, provides access to Roosevelt Hall and Roosevelt Hall Extension.

## Student Center

**Restrooms:** Basement level; second, fourth, fifth, and sixth floors; and Penthouse.

**Telephones:** Volume control: basement level and second, third, fifth, and sixth floors.

**Ramp:** Entrance near Campus Road and Amersfort Place.

**Elevators:** All.

## Whitehead Hall

**Restrooms:** Women: students, 108; staff, 308.  
Men: students, 109; staff, 310.

**Telephones:** Volume control: first-floor lobby, near stairway, near 222. Wheelchair accessible: outside entrance, opposite library; first-floor lobby, near stairway; near 222 and 416.

**Ramp:** Entrance on Campus Road is on street level. Entrance on campus has chairlift to first floor.

**Automatic doors:** Entrances on Campus Road and opposite library.

**Elevators:** All.

**Wheelchair lift:** Entrance opposite library has interior wheelchair lift for access to elevator.

## Whitman Hall

**Restrooms:** Lobby and stage level.

**Telephones:** Volume control: mezzanine lobby.

**Infrared listening devices:** 023 New Workshop Theater; 101 Whitman Hall.

**Seating:** Wheelchair seating locations with companion seating; aisle transfer seating.

**Ramp:** Entrance on sidewalk level.

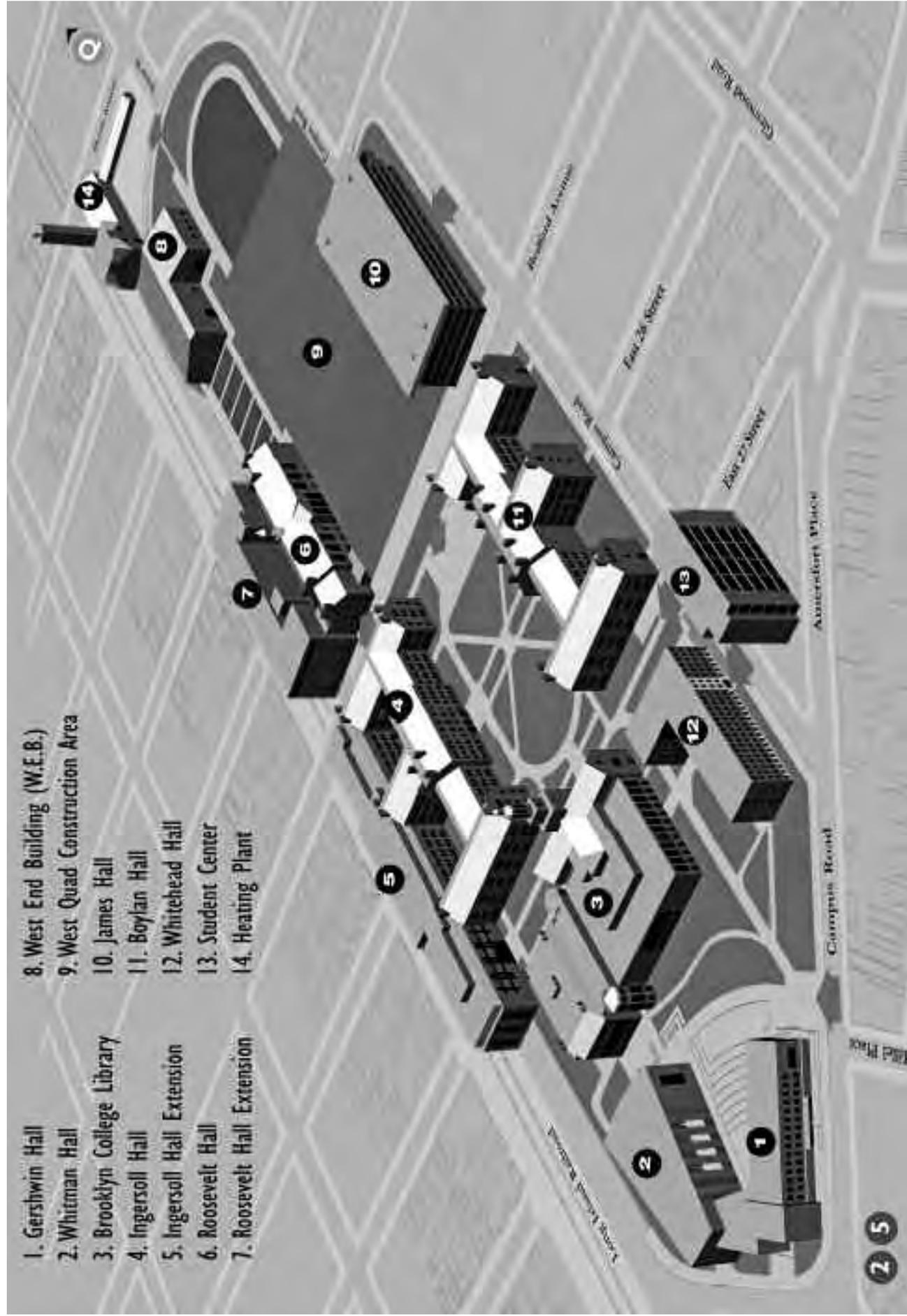
**Automatic doors:** Main entrance.





1. Gershwin Hall
2. Whitman Hall
3. Brooklyn College Library
4. Ingersoll Hall
5. Ingersoll Hall Extension
6. Roosevelt Hall
7. Roosevelt Hall Extension

8. West End Building (W.E.B.)
9. West Quad Construction Area
10. James Hall
11. Boylan Hall
12. Whitehead Hall
13. Student Center
14. Heating Plant



BROOKLYN



COLLEGE

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