ADDENDUM to CATALOG 2007-2009
(Spring 2008)

This Addendum reflects emendations and additions to the
The changes included herein supersede corresponding
information found in sections of the catalog cited below.

Following are changes for the American Studies Department:
Additional Course:
AMS 3016: A New Nation: 1785-1840
This course is a study of the newly created United States from the making of the Constitution through the
Jacksonian Era (1785-1840). It will emphasize key themes in the Early Republic, including the rise of
American nationalism, the emergence of political institutions, economic growth and the rise of a "market
economy", gender and the roles of women, the struggle to create a functional foreign policy, westward
expansion, race and sectional tensions, and the changing characteristics of developing society. (Spring)

Following are changes for the Art History Department:
The following course description replaces that for ARH 4497: Internship:
ARH 4497: Internship (3 cr.)
Museums, galleries, historical societies, auction houses and other cultural institutions in Westchester and
New York City offer many opportunities for internships. One day per week of work (or the equivalent), a
written journal and overview paper, and the written evaluation of an on-site supervisor are required.
(Fall) (Spring)

Following are changes for the Art (Studio) Department:
The following course replaces ART 3050: Ceramics I: Mosaics:
ART 3073: Ceramics I: Tiles
This course is designed to introduce the student to the materials, terms, equipment, and techniques
involved in creating ceramic tiles and mosaics. All assignments are designed to challenge both the
technical skill and creative and conceptual insights of the students. Various tile and mosaic techniques
and finishing methods will be explored. Historical and contemporary tiles and mosaics will be discussed
in class and through slides and personal research. (Spring)

The following course replaces ART 4043: Video Production:
ART 4076: Artists Video
This introductory course is geared toward studying and producing video based in a visual arts tradition.
The focus in the class will be on developing interesting content while learning Final Cut Pro and proper
equipment techniques. Students will examine: the place of video in multimedia and art; current video
trends toward issue-oriented work such as media analysis and individual experience. Prerequisite:
Computer Graphics I. (Spring)

Additional course:
ART 4081: Intermediate/Advanced Photography: Transcending Architecture
This course merges aesthetic concepts of the built environment with craftsmanship in the darkroom. The indoor and outdoor imagery will concentrate on architecture and architectural details. Included in class hours will be two site visits for architectural shoots. Professional practices, visual communication and development of a personal style on both regular and large format printing will be encouraged.
Prerequisite: Beginners Photography (Spring)

The following course replaces ART 4033: Interactive Design
ART 4090: Art & Design for the Web
The objective of Interactive Design is to learn the basics of design for the World Wide Web. Using the Adobe application GoLive, students will be introduced to the concepts of html page layout using what is referred to as WYSIWYG, or "what you see is what you get". GoLive is a visual layout tool where the student can focus on the visual content as opposed to coding a page using html language. Students will create their own personal websites which will include digital images acquired via digital camera and/or scanners, interactive rollovers, hyperlinks, tables and simple animations.

The following course replaces ART 4067: Digital Photography & Imaging
ART 4091: Digital Imaging & Photographic Presentation
Students will learn important camera and lighting skills to take their digital imaging to a more professional level. In addition to hands-on exercises in the Photo Studio and on the computer, students will produce fine art prints, learn advanced image editing and presentation methods to prepare images for publications, exhibitions, electronic media, and the Internet. Three hours of required lab time per week.
Prerequisite: Computer Graphics I

Following are changes for the Asian Studies Department:
Additional Course:
ASN 3017: Tibetan Religions & Culture
Exploring the thought and practices of the Tibetan people, this course gives particular attention to the religious and cultural forces that have come to define a Tibetan identity. We will discuss the pre-Buddhist indigenous shamanic tradition of Bon, the assimilation of Indian Buddhism by the Tibetans, the history and geography of Tibet as a cultural domain, and modern western perceptions of Tibet. In seeking to understand the Tibetan identity, we will develop ongoing conversations around central themes such as the ritual life of Tibetan Buddhism, philosophical thought and literature in Tibet, and the role of monasticism in Tibetan culture. (Spring)

Following are changes for the Biology Department:
Clarification of requirements for the Biology Minor:
Minor in Biology
Principles of Biology I and II, completed with a minimum grade of C, or evidence of high achievement in equivalent course work, as a prerequisite for all biology courses above the 2000 level. If a C- or below is received in either class, it must be retaken and passed with a minimum grade of C before students can progress to the 3000-level electives. Principles of Chemistry I and II, Principles of Chemistry I and II Lab, completed with a minimum grade of C-. Also required are four additional one-semester courses in Biology of which three should be laboratory courses above the 2000-level. An independent study may fulfill one of these requirements

Additional Course:
BIO 1000: Introduction to Biology
The purpose of this course is to introduce students to the field of biology. Topics will include a survey of cells, tissues and organ systems, photosynthesis and basic Mendelian and molecular genetics. Evolutionary theory will be discussed as well as basic phylogenetic relationships within each Kingdom of Life. This course is intended for non-biology majors, and will not count as credit toward the major.
Students who are interested in a laboratory course in biology to fulfill part of the college math/science requirement should take this course, as well as students who are considering a major in biology but who have not fulfilled the entry requirements for Principles of Biology I and II (the introductory course sequence for the biology major).

**Following are changes to Castle Scholars course:**

IDS 1208: The Environmental Imagination
The utopian tradition in the social sciences has often served as the basis not only for critique but also for the explicit and unconscious yearnings of the human community. In this course we will examine the key texts and voices in that tradition with a view towards their contribution to an environmental imagination—a sensibility that insists on the intrinsic value of the eco-system. The relationship between the environmental imagination and the articulation of various public policy proposals has been at times useful and at other times a hindrance or simply a co-optation of the deeper impulses and goals of the environmental movement. In this course the emphasis will be on the relationship between these two aspects of environmental praxis. We will also examine several critical debates within the area of environmental politics. Issues concerning: the needs of advanced industrial societies and those of the environment, environmental ethics, environmental activism, environmental protection and environmental regulation will be surveyed. The importance of environmental movements (how they are formed) and whose interests are served by them will be examined in great detail. Grass roots organizations, to determine the variety of resources open to those interested in environmental politics. Theories of environmental politics will be studied to provide a background and context for the ongoing debates regarding "rights" and the "environment." Power relations between advanced industrialized nations and developing nations will be examined in order to identify areas of commonality as well as those that are contested.

**Following are changes for the Chemistry Department:**

Additional course:
CHM 3049: Chemical Biology
This course presents organic chemistry in the context of molecules important in biochemistry and cell biology. The relevant functional groups, stereochemistry and reaction mechanisms are explained in relation to carbohydrates, lipids, proteins and nucleic acids, with extra attention for structure-activity relationships and kinetics of enzymatic reactions. Prerequisite: CHM 2002 and CHM 2006; BIO or CHM 3035/3036 are recommended. *(Spring, alternate years)*

**Following are changes for the Dance & Theatre Department:**

Additional course:
DTH 2025: Improvisation II
Students will continue to reinforce and develop the fundamentals of Improvisation 1, exploring a variety of long-form structures and styles, the essentials of ensemble-building, and improvised storytelling techniques. Class work will include scene analysis and investigation of comedic structures and techniques (patterns, contrasts, etc.)

DTH 2144: Choreographers & Composers
What comes first the music or the dance? In this cross-disciplinary course the collaborative process between choreographers and composers will be explored through studio assignments, readings and research that address the partnership of dance and music. The course will culminate with an in-class showing of studies in dance and music created over the semester.

DTH 3051: Actors & Directors Lab
This advanced course will include in depth study of acting and directing techniques through the investigation of Shakespeare’s Hamlet. Through readings, discussion and studio exercises, students
will gain deeper awareness of dramatic structure, techniques of deconstruction and interpretation, and physical realization of images and thematic material. Prerequisites: Creative Process & Acting I. By audition.

DTH 3324: Performance Seminar: Theater in the Community
This course will examine how theatre and performance can serve as a forum for community building and dialogue. In the first half of the course, students will study the theory and practice of Playback Theatre, Augusto Boal’s Theatre of the Oppressed, and techniques for devising non-scripted theater. In the second half, students will apply what has been learned by working with two underserved populations from the local area. Special emphasis will be placed on studying patterns of oppression and power. Prior knowledge of Playback Theatre and/or Theatre of the Oppressed is recommended. Prerequisite: Creative Process. Enrollment by interview.

DTH 4025: Improvisation I
Students will learn the fundamentals of creating theater through improvisation, including improvised performance. The course will include study of the history and theory of improvisation and studio work which will explore both short- and long-form styles and closely follow the techniques of Viola Spolin, Keith Johnstone and Del Close. In addition to exploring improvisation as its own art form, students will also learn how to apply improvisation technique to acting.

DTH 4129: T’ai Chi I
This beginners course teaches the basic sequence of moves of T’ai Chi, sometimes called "meditation in motion". T’ai Chi is a Chinese based system for health, stress reduction, and non-aggressive self defense. The practice of T’ai Chi teaches relaxation while in motion, thereby bringing more consciousness, grace and creativity to daily life. Once learned, students can practice and perform the moves on their own. Includes recommended readings and written responses.

DTH 4130: T’ai Chi II
In this course, students will complete the T’ai Chi form begun in T’ai Chi I. The course will continue to build self-awareness skills, with emphasis on focus and balance of body, mind and spirit. Pre-requisite: T’ai Chi I.

DTH 4131: Special Topics/Dance: Partnering
This course is a studio exploration of the theories and techniques pioneered by Pilobolus Dance Theatre. Students will investigate techniques of partnering, counterbalances and levers, improvisation and the collaborative process. This course is intended for majors, minors and advanced level students. By audition.

Following are changes for the College Writing Competency
Additional Courses:
ENC 2000: Critical Research & Composition
This course provides intensive instruction in elements of research, persuasion and advanced composition. The course covers analysis of primary and secondary sources, methods of citation, techniques for analysis and argumentation, and approaches to the construction bibliographic essay. Several sections of the course are offered as discipline-specific and several are offered as across the curriculum.

ENC 4010: First-Year Writing Seminar
Section Descriptions:
Section 1. Magical Realism around the Globe
This intensive writing course will examine magical realism and its origins and influences from disparate societies. Readings will include such well-known authors as Marquez, Irving, Allende, Calvino and others. In addition to fiction, we will analyze critical essays and work intensively on the basics of writing.
-- grammar, sentence structure, and organization of the academic paper. Students will learn to close read texts and glean overarching themes, as well as re-imagine and edit their own work.

Section 2. Paths to Justice
This class will examine legal issues and court rulings through landmark cases, essays, literature and film. We will analyze legal reasoning and argument while honing our critical thinking and writing skills. As we explore current and historical topics, we will pose the following questions: Is justice blind? How does judicial policy affect our lives? What is the connection between legal decision-making and popular sentiment? What is the best way to construct a reasoned argument?

Section 3. Call and Response: Poems, Poets, Poetry
In this course, we will read poetry and poets’ critical writing about their art form. Focusing on pieces written in English (with a nod to the ancient Greek, Japanese, and Chinese poets), we will examine questions of form and content. What makes a good poem? How do poets think about their own writing and that of other poets? To what extent are principles of effective writing the same for poetry and prose? Throughout the course, students will hone their creative and critical writing skills, experimenting in the genre of poetry, as well writing essays that draw connections among the poems and theoretical works discussed in class.

Sections 4 & 5. Dance, Music & Culture
In this writing seminar, we will examine a broad range of performance genres (e.g. ritual, theater, dance, popular culture and world music). The main goals of our inquiry will be to (a) understand how and why performances reflect social life and experience, and (b) to develop an awareness of and appreciation for the diversity in artistic forms. Drawing on anthropological approaches to the study of performance, we will also attempt to understand how performances promote various kinds of experiential states such as altered states of consciousness, ecstasy, or catharsis.

Sections 6 and 7. International Studies in Human Rights
This seminar will introduce students to international human rights as a multidisciplinary field, and will study major themes and events in the contemporary human rights movements. Through various regions around the globe we will explore five themes throughout the semester: economic human rights, health and human rights, women’s human rights, genocide and mass atrocities, and truth commissions. Through writing and discussion the course will examine, contrast and compare various representational strategies such as personal narratives, journalism, fiction, documentary film, feature film and photo reportage.

Section 9. The Cold War and Films
In this course, we will examine the depiction of the Cold War in American and European movies. We will learn strategies for analyzing film and history, and for understanding imaginative narratives in historical context. Among the films we will study are Hiroshima, Mon Amour, Dr. Strangelove, Manchurian Candidate, The Big Lift, Ice Station Zebra, and Goodbye Lenin.

Section 10. The Literature of Childhood
This course provides in-depth analysis of classic childhood texts. Students will read several folk and fairy tales, Peter Pan, Alice in Wonderland and The Wizard of Oz. Discussions will be supplemented by a look at relevant literary criticism and biographical information.

Section 11. Gothic Monsters
In this course students will analyze Bram Stoker’s Dracula, Robert Louis Stevenson’s Dr. Jekyll and Mr. Hyde and Shirley Jackson’s fiction.
Section 12. Coming of Age Literature
Students in this course will read various literary forms that focus on young adults as struggling heroes. We will examine themes that apply to coming-of-age texts, such as disillusionment, identity, and love. Together we will study the initiation into adulthood using a variety of traditional & non-traditional works of short fiction, autobiographical essays, and poetry. In addition to the academic writing process, students will have the ability to compose creative pieces with a strong emphasis on personal experience, growth, and change.

Following are changes for the Economics/Finance/Management Department:
Additional course:
MGT 3090: Capstone Seminar: Management Strategy
The Capstone Seminar in Management Strategy is for students in their senior year, and is intended as a culminating educational experience - incorporating students' years of learning into an action plan. It is an opportunity for students to integrate the concepts they've learned in general management, human resource management, and marketing, and apply these concepts to a real organization. The organizational focus can be profit or non-profit, entrepreneurial or corporate, local or global in nature. The functional focus can be on general competitive strategy, human resources strategy, or marketing strategy. The intent is to apply knowledge to assess the organization's current situation and recommend future action.

Following are changes for the English Department:
Additional Courses:
ENG 2078: Austen on Screen
The novels of Jane Austen have frequently been adapted to the screen, both in feature film and television versions. This course will examine six recent screen adaptations of Austen's novels, to be broadcast this spring on PBS's "Masterpiece Theatre" program. We will consider how each of these presentations shapes a contemporary audience's understanding of Austen and her work. Weekly viewing responses and a final synthesizing essay will be required. There is no prerequisite. This course can be taken on its own or accompanying ENG 3020: Jane Austen in Popular Culture (3 credits), for which there is a prerequisite of a previous ENG course.

Following are changes for the French Department:
Minor Requirements:
Five courses above the introductory level, one of which must be at the 3000 level.

Additional course:
FRN 2012: French to English
The main goal of this translation workshop is to improve the students' comprehension of French and writing skills in English. It will enhance the students' vocabularies in French and English as they strive to master clarity, precision and nuance in both languages. It will also foster teamwork. Students will translate a variety of texts taken from different sources: popular media-newspaper and magazine articles, websites and other online media; non-fiction - art criticism, selections from Baudelaire's Le Peintre de la vie moderne (1863), Roland Barthes' Mythologies (1957), and Simone de Beauvoir's Force de l'age (1960), art exhibition catalogues, and instruction manual for digital camera; literary texts- Guillaume Apollinaire's Calligrammes (1910's), Stephane Mallarme's poem “Uncoupe de des” (1914), Honore de Balzac's short story “Le Chef d'oeuvre inconnu” (1832), and selections from Marcel Proust's novel A la recherche du temps perdu (1913-1927). The final segment of the workshop will discuss subtitles, in English and in French, from selected films. In the course of translating these texts, students will discuss various theories and philosophies regarding translation. Prerequisites: Intermediate French II, or its equivalent.
Following are changes for the History Department:

HIS 1021: History of the Caribbean
This course provides an introduction to the history of the Caribbean since the early nineteenth century. It is organized around the concept of a dialogue between "national" political histories--that is, the formation of independent states after centuries of Spanish colonial rule and the heterogeneous experiences and histories of workers, farmers, peasants, artisans, slaves, and women. Within this framework we will also examine aspects of the social and cultural history and economic development of the region, including the study of land and labor systems, gender relations, religion, race and ethnicity, community and class formation, and state formation.

HIS 1025: Indigenous & Colonial Latin America
This course surveys Latin America history from its main indigenous cultures to its modern nations established at the beginning of the 1800s. It studies the main differences among the ancient Indian cultures, and it addresses issues as slavery, colonialism, the role of the Catholic Church, the colonial societies, punishment and cooptation, and the struggles for Independence. It aims to discuss the bases of both the specificity and the internal diversity of Latin America.

HIS 2074: History of Mexico
This course will provide students with a concentrated introduction to the social, political, and economic history of Mexico. We will explore how regional identities, gender relations, and political and economic struggles informed Mexico's path to independence, the struggles between liberalism and conservatism in the formation of the state in the nineteenth century, peasant struggles over land and sovereignty, modernization; authoritarian rule and struggles for democratization; the Mexican Revolution; relations with the United States; women's movements, populism; the post-revolutionary state; the rise and decline of the Revolutionary Institutional Party (PRI), and recent reformist and revolutionary challenges to the state and neo liberal policies.

HIS 2083: Latin America: A Century of Social Change and Revolution
Twentieth century Latin America was a period of intense political, social, and economic transformation. Traditional historical approaches have emphasized the centrality of elites and state structures in fostering revolution while downplaying the essential role women, peasants, workers, and indigenous peoples played in shaping revolutionary activity and post revolutionary state structures. A more complete understanding of revolutionary processes can only be attained through incorporating subaltern's visions and ideas as they sought to shape their own revolutionary agenda. We will focus primarily on the revolutions in Guatemala 1944-1954, Cuba 1959, Chile 1973, and Nicaragua 1979. Key questions we will explore in this course include: Were social relationships transformed in all of the revolutions examined? Why or why not? If so how? How did race and gender factor into revolutionary activity? Who benefited and why? What role did foreign powers play in spurring revolutionary activity and why? This course will emphasize the theoretical questions behind social change that led to the violent transformations in Latin American societies.

HIS 2092: The Power of Technology in American History
This course considers the role changing technology has played in shaping American society and how we live with this legacy today. The course will combine elements of History, Economics, Sociology and Urban Studies as we look at the building of transportation and communication networks across the continental United States and the construction of an American national identity. Specific topics include the railroad, telegraph, telephone, Henry Ford and the automobile, the interstate highway system and the internet.
HIS 3102: Women and Gender in the History of Latin America
Women have long enjoyed a dubious celebrity in Latin America- alternately exalted as the pinnacle of virtue and benevolence or blamed as the epitome of betrayal and weakness. These contradictory images have often served to relegate women to the status of second-class citizens within Latin America. Yet women have not been passive in the creation of these images or this status. Throughout the history of Latin America, women have negotiated their status, at times using both negative and positive imagery to enhance their own stature. At the same time, women have used other categories of identity, such as race and class, to enhance their individual place within society. Beginning with the movements for independence, this course will examine how the status of women in Latin America has changed and discuss the tools women had to affect the meaning of gender roles. Our readings and analysis will explore women's roles in revolution, nation state formation, and feminist movements and how education, the Catholic Church, the workplace and the family informed women's movements and gender roles.

HIS 3115: Cannibalism in Latin American World
Anthropophagus - man-eater - was one of the first labels Europeans attached to the native peoples of the Americas. This course will study the historic and symbolic construction of cannibalism in the area today known as Latin America. It will examine: a) the practice of anthropophagy among the indigenous peoples of the area, in the 16th century - its aims, meanings, and changes; b) the construction, in Europe, from the 16th to the 19th centuries, of one of the most powerful symbols of savagery, cannibalism; c) the upside down turn Latin American artists did to the concept in the first half of the 20th century, transforming cannibalism in a new way of representing themselves and their relationship with the world.

HIS 3136: Crusades & Jihad
Is today's conflict between Muslims and Christians a direct result of The Crusades? This seminar will explore the medieval scene in Europe and the Holy Land to find out how tensions developed and perpetuated to divide our world into an East and a West. We will examine the controversial issues surrounding the origins of crusade and Jihad, explore both Eastern and Western perspectives on the major events of the Crusades, and attempt to understand the course of the ever changing crusading movement and its legacy on both the Eastern and Western worlds.

HIS 3143: Cultural Study Tour: Ireland
The tour which will occur during the Spring Break will focus on themes ranging from the ancient and early Christian period as well as more recent events of the 19th and 20th centuries and the contemporary phenomenon of the "Celtic Tiger" economy. Sites selected for visitation will follow the overall theme. Students will have 3-4 required meetings prior to the tour.

**Following are changes to the Information Literacy Courses:**

**LIS 2002 E-Literacy=Web Quest +Library Research**
This one-credit course will take you beyond web searching and provide students with an overview of a large variety of information locating tools including catalogs, subscription databases, and reputable web resources. Emphasis will be placed on accessing, critically evaluating, and citing these resources in order to create lifelong information retrieval skills. It is recommended that an LIS course be taken with a W/R designated course. The final project for this is a cumulated annotated bibliography that will demonstrate knowledge of a variety of information locating sources. This course fulfills the one-credit Information Literacy requirement for graduation.

**LIS 2012 Academic Web Research: Beyond Google**
Information technology is changing the way research is conducted and the ease of accessing the Internet has opened a new chapter in that development. The history of the “web,” evaluation of search engines and web research material, advanced database searching, Internet available subscription databases, and a special emphasis on the current role of Google, will be explored. Critical thinking about web sources for academic work is at the core of this course. The final project for this course may either be a literature
review, a presentation or an annotated bibliography. This course fulfills the 1-credit Information Literacy requirement for graduation.

LIS 2004 Foundations of Library Research in Communication and Media
This one-credit course focuses on library research methods in the field of communication and media. Since communication and media is highly influenced by its context and source, this class will place a heavy emphasis on the accessing, evaluating, and citing of resources specific to this field. It is recommended that an LIS course be taken with a W/R designated course. The final project for this class will be a presentation. This course fulfills the one-credit Information Literacy requirement for graduation.

LIS 2005 Foundations of Library Research: Social Science
This one-credit course focuses on library research methods for the social sciences including psychology, anthropology, political science, sociology, economics, and education. This class will emphasize accessing, evaluating, and citing resources specific to the field. It is recommended that an LIS course be taken with a W/R designated course. The final project for this is an annotated bibliography. This course fulfills the one-credit Information Literacy requirement for graduation.

This one-credit course focuses on library research methods for the humanities, including religion, philosophy, literature, art history, and interdisciplinary fields such as American Studies. The ability to use a library effectively is particularly important for humanities research, in which a primary work is often reviewed, evaluated and interpreted over time. As a final project, students will select a novel, painting, philosophical text or other work and compile a list of relevant sources using reference works, library catalogs, databases, and the Internet. It is recommended that an LIS course be taken with a W/R designated course. This course fulfills the one-credit Information Literacy requirement for graduation.

LIS 2010 Business Information Resources
This one-credit course introduces the student to core business tools for advanced studies in the various fields of business literature. Its focus is on research resources, including databases and websites. Emphasis is on critically analyzing and evaluating business sources. Students will complete a “final project” on a selected company, after exploring basic business research methodologies. This course fulfills the 1-credit Information Literacy requirement for graduation.

LIS 2014 Foundations of Library Research in the Natural Sciences
This course will refine information literacy skills and create the foundation for lifelong learning. It introduces the science student to advanced concepts of information retrieval, relevant techniques for accessing, collecting and synthesizing information and essential components of computer and information ethics and security. Emphasizing critical thinking and research skills, this course develops the student's abilities to become an independent researcher. The course will concentrate on science databases (such as Science Direct) and science journals. Students will learn to create search strategies and retrieve, evaluate, and cite resources. The final project may be either a literature review or a presentation. Students are advised to best take this course if they are writing research papers or preparing for their thesis. This course fulfills the one-credit Information Literacy requirement for graduation.

LIS 2015 Foundations of Library Research in Psychology
This one-credit course will focus on library research methods (not empirical research) for Psychology. This class will emphasize locating, accessing, evaluating, critically analyzing and citing scholarly resources specific to the field. Emphasis will be placed upon researching and analyzing a Literature Review. This class is open to any student and supports the Psychology Department curriculum. The final project for this class will consist of a literature review and/or an annotated bibliography. Students will learn to use and cite properly each information source according to the APA bibliographic formatting
style. It is recommended that an LIS course be taken with a W/R designated course. This course fulfills
the one-credit Information Literacy requirement for graduation.

LIS 2000 Library Research for Composition
This one credit course will be taught in conjunction with a corresponding section of ENC 2000, Critical
Research and Composition. This course is designed to provide students with an overview of a large
variety of information locating tools including catalogs, subscription databases, and reputable web
resources. Emphasis will be placed on accessing, critically evaluating, and citing these resources in order
to create lifelong information retrieval skills. Both instructors of ENC and LIS will collaborate on
curriculum and assignments. This course will assist students in the creation of their research paper. For
the final project for this course, students will formulate a research question, produce a supportive
paragraph, and will annotate sources from their research paper. This course fulfills the one-credit
Information Literacy requirement for graduation.

Following are changes for the Music Department:
Additional courses:
MUH 3235: Stephen Sondheim
Seminars in the history Musical Theatre explore the historical progression of the American musical from
its origins in nineteenth-century operetta, vaudeville and minstrelsy to the present, exploring both the
"show" quality for the musical and the "Business" aspects of the profession. Sondheim will introduce
students to the musical theatre of Stephen Sondheim, focusing on the artistic and ideological construct of
his musical theatre career. The class will employ a distinct method of instruction to provide a course
based in theatrical theory and practice. Students will listen, view, read and discuss Sondheim's musical
plays in an effort to apply theories of close reading and application to his lyrics and the texts of his
collaborators, culminating in a major research project. This course will fulfill the W/R requirement of the
College. Prerequisite: MUH/DTH 2235: American Musical Theatre preferred or other 2000 level Music
History class with permission of instructor.

Following are changes for the Philosophy Department:
New course description:
PHL 1008: Introduction to Metaphysics
What exactly is reality? What should count as "real"? This is the basic question this course will ask. It
will deal both with the means with which we try to answer this question, and with the most important
answers to this question. Its objective will be to discuss such problems as what is the basic "unit" of
reality? Does the real only include matter and things made out of matter? Does it something other than
matter? What is the relation between thought and reality? Course readings will include works by Plato,
Aristotle, Aquinas, Michael Loux, and Peter Van Inwagen.

PHL 1010: Truth-Functional Logics
A logic can be studied as a set of reasoning skills. Truth-functional (t-f) logic is the simplest
common part of most logics. Although PHL 1010 covers t-f logic as rules for good
reasoning, the emphasis is on studying it as a basic introduction to Logic as a Theory of
Truth. No prerequisites

PHL 1013: Informal Fallacies
Just as there are basic rules of reasoning, so too are there basic mistakes we can make when we reason.
This course will cover both the basic forms of deductive and inductive reasoning, and the common
fallacies involved in both. Readings include Anthony Weston's Rules a Rulebook for Arguments.

PHL.2081: Social & Political Philosophy
Why do we live in society and what are the roots of the rules whereby we live in society?
Are human beings really political animals, beings who want and need to live together?
Or are others just a painful necessity: the root of inequality? Are laws and governments just the consequence of our having to live together? Or are there natural laws? These are the questions with which this course will deal. Readings will include works by Plato, Aristotle, Aquinas, Hobbes, Locke, Rousseau, Rawls. No Prerequisites

PHL 3007: Boredom

Why do we get bored? What is it about human beings that makes boredom possible? Is boredom avoidable? Or is it just something that we have to live with? That we are condemned to? Is boredom boring? These are some of the questions with which philosophers and human beings generally have been concerned for over two thousand years. They are the crucial questions that this course will raise. It will also address some of the answers philosophers have given to these questions. It will include readings from thinkers as diverse as Augustine and Sartre, Russell and Epicurus, Aquinas and Heidegger.

PHL.3040: The Problem Of Evil

Reading, discussion and writing dealing with evil, defined as undeserved suffering or harm. The problem is what can philosophy say about the collective evils of wars, the slaughter by weapons of mass destruction, state acts of genocide and terrorism as well as countless individual acts of murder and cruelty? Some explanations of evil argue an irresolvable division between good and evil, to evil as the absence of good and the condition of human freedom, to theodicies that explain God's ways to sustain a non-tragic worldview. Modern philosophies attempt to find prescriptions to conquer or endure evil in the processes of history, economics, psychology and ethics and these explanations run the gamut from "radical evil," to "beyond good and evil" and contrasts between "the banality of evil" and the paralysis of moral reflection confronted by the relativity of evil. No Prerequisites Also offered as PHL.5041

Following are changes for the Political Science Department:

Additional Courses:
POS 2009: American Political Parties
Is the party over? Or has it just begun? These two contradictory statements about the state of political parties in American politics will be examined with a view toward the perennial issues that surround political parties in America including the organization of potential voters, information dissemination, providing opposition research on opposing candidates, as well as the creation of the party platforms that national candidates will run on. The course will also examine the changes that have come about in American political parties as a result of new technologies that have helped to define the constant campaign even while changing the rules of the game of party politics in America. The course will also examine third-party candidates and the unique structural obstacles faced by third parties in the American political system.

Following are changes for the Spanish Department:

Additional Course:
SPN 3051: Latin American Identity: History, Culture & Songs
This course will look at cultural themes and at certain contemporary historical events in Latin America, as recorded by popular songwriters and singers. This course will explore many cultural themes including: slavery, racism, migration, romance, religion, death, role of women, and poverty in Latin America. We will discuss many important contemporary historical events such as: The Mexican Revolution, The Cuban Revolution, The Great Depression and its effects in Puerto Rico, Slave Revolts, Civil wars in Central America, Deforestation in Brazil-Chico Mendez, The struggle of the Farm Workers-Cesar Chavez, etc. Each topic and/or event will be reviewed and discussed, through the use of the main textbook and other supporting literature. Students will also be exposed to song(s) written in reference to teach specific historical events or cultural themes. Every topic will be linked to specific songs, in order to provide students with the opportunity to gain a better understanding of the topics covered in the class. Students will be able to link history, culture, and songs which will help them discover the connection among history, culture, and music in the region.
Following are changes to the World Religions Department:
WREL 4001: Ethical Leadership Colloquial
This course is designed to provide students with an opportunity to do an in-depth analysis of contemporary issues encountered in developing affective ethical leadership in the public square. In addition to scheduled class meetings, students will be required to attend three on-campus lectures.

Following are changes to the Joint B.A./Graduate Degree Programs listing:
Complete information for current joint degree programs is presented in the handbook, Joint Degree Programs, available in the Academic Advising Office and distributed electronically to all undergraduates.

Following are additions to the Graduate Courses listings:

American Studies
AMS 5016: A New Nation: 1785-1840
This course is a study of the newly created United States from the making of the Constitution through the Jacksonian Era (1785-1840). It will emphasize key themes in the Early Republic, including the rise of American nationalism, the emergence of political institutions, economic growth and the rise of a "market economy", gender and the roles of women, the struggle to create a functional foreign policy, westward expansion, race and sectional tensions, and the changing characteristics of developing society. (Spring)

Art (Studio)
The following course replaces ART 3050/5050: Ceramics I: Mosaics:
ART 5073: Ceramics I: Tiles
This course is designed to introduce the student to the materials, terms, equipment, and techniques involved in creating ceramic tiles and mosaics. All assignments are designed to challenge both the technical skill and creative and conceptual insights of the students. Various tile and mosaic techniques and finishing methods will be explored. Historical and contemporary tiles and mosaics will be discussed in class and through slides and personal research. (Spring)

Additional course:
ART 5081: Intermediate/Advanced Photography: Transcending Architecture
This course merges aesthetic concepts of the built environment with craftsmanship in the darkroom. The indoor and outdoor imagery will concentrate on architecture and architectural details. Included in class hours will be two site visits for architectural shoots. Professional practices, visual communication and development of a personal style on both regular and large format printing will be encouraged.
Prerequisite: Beginners Photography (Spring)

The following course replaces ART 5043: Video Production:
ART 5076: Artists Video
This introductory course is geared toward studying and producing video based in a visual arts tradition. The focus in the class will be on developing interesting content while learning Final Cut Pro and proper equipment techniques. Students will examine: the place of video in multimedia and art; current video trends toward issue-oriented work such as media analysis and individual experience. Prerequisite: Computer Graphics I. (Spring)

The following course replaces ART 5072: Interactive Design
ART 5090: Art & Design for the Web
The objective of Interactive Design is to learn the basics of design for the World Wide Web. Using the Adobe application GoLive, students will be introduced to the concepts of html page layout using what is referred to as WYSIWYG, or "what you see is what you get". GoLive is a visual layout tool where the
student can focus on the visual content as opposed to coding a page using HTML language. Students will create their own personal websites which will include digital images acquired via digital camera and/or scanners, interactive rollovers, hyperlinks, tables and simple animations.

The following course replaces ART 5067 Digital Photography & Imaging
ART 5091: Digital Imaging & Photographic Presentation
Students will learn important camera and lighting skills to take their digital imaging to a more professional level. In addition to hands-on exercises in the Photo Studio and on the computer, students will produce fine art prints, learn advanced image editing and presentation methods to prepare images for publications, exhibitions, electronic media, and the Internet. Three hours of required lab time per week. Prerequisite: Computer Graphics I

Asian Studies
ASN 5017: Tibetan Religions & Culture
Exploring the thought and practices of the Tibetan people, this course gives particular attention to the religious and cultural forces that have come to define a Tibetan identity. We will discuss the pre-Buddhist indigenous shamanic tradition of Bon, the assimilation of Indian Buddhism by the Tibetans, the history and geography of Tibet as a cultural domain, and modern western perceptions of Tibet. In seeking to understand the Tibetan identity, we will develop ongoing conversations around central themes such as the ritual life of Tibetan Buddhism, philosophical thought and literature in Tibet, and the role of monasticism in Tibetan culture. (Spring)

History
HIS 5102: Women and Gender in the History of Latin America
Women have long enjoyed a dubious celebrity in Latin America- alternately exalted as the pinnacle of virtue and benevolence or blamed as the epitome of betrayal and weakness. These contradictory images have often served to relegate women to the status of second-class citizens within Latin America. Yet women have not been passive in the creation of these images or this status. Throughout the history of Latin America, women have negotiated their status, at times using both negative and positive imagery to enhance their own stature. At the same time, women have used other categories of identity, such as race and class, to enhance their individual place within society. Beginning with the movements for independence, this course will examine how the status of women in Latin America has changed and discuss the tools women had to affect the meaning of gender roles. Our readings and analysis will explore women's roles in revolution, nation state formation, and feminist movements and how education, the Catholic Church, the workplace and the family informed women's movements and gender roles.

HIS 5115: Cannibalism in Latin American World
Anthropophagus - man-eater - was one of the first labels Europeans attached to the native peoples of the Americas. This course will study the historic and symbolic construction of cannibalism in the area today known as Latin America. It will examine: a) the practice of anthropophagy among the indigenous peoples of the area, in the 16th century - its aims, meanings, and changes; b) the construction, in Europe, from the 16th to the 19th centuries, of one of the most powerful symbols of savagery, cannibalism; c) the upside down turn Latin American artists did to the concept in the first half of the 20th century, transforming cannibalism in a new way of representing themselves and their relationship with the world.

HIS 5136: Crusades & Jihad
Is today's conflict between Muslims and Christians a direct result of The Crusades? This seminar will explore the medieval scene in Europe and the Holy Land to find out how tensions developed and perpetuated to divide our world into an East and a West. We will examine the controversial issues surrounding the origins of crusade and Jihad, explore both Eastern and Western perspectives on the major
events of the Crusades, and attempt to understand the course of the ever changing crusading movement and its legacy on both the Eastern and Western worlds.

Music
MUH 5235: Stephen Sondheim
Seminars in the history Musical Theatre explore the historical progression of the American musical from its origins in nineteenth-century operetta, vaudeville and minstrelsy to the present, exploring both the "show" quality for the musical and the "Business" aspects of the profession. Sondheim will introduce students to the musical theatre of Stephen Sondheim, focusing on the artistic and ideological construct of his musical theatre career. The class will employ a distinct method of instruction to provide a course based in theatrical theory and practice. Students will listen, view, read and discuss Sondheim's musical plays in an effort to apply theories of close reading and application to his lyrics and the texts of his collaborators, culminating in a major research project. This course will fulfill the W/R requirement of the College. Prerequisite: MUH/DTH 2235: American Musical Theatre preferred or other 2000 level Music History class with permission of instructor.

Philosophy
PHY 5007: Boredom
Why do we get bored? What is it about human beings that makes boredom possible? Is boredom avoidable? Or is it just something that we have to live with? That we are condemned to? Is boredom boring? These are some of the questions with which philosophers and human beings generally have been concerned for over two thousand years. They are the crucial questions that this course will raise. It will also address some of the answers philosophers have given to these questions. It will include readings from thinkers as diverse as Augustine and Sartre, Russell and Epicurus, Aquinas and Heidegger.

PHL.5040: The Problem Of Evil
Reading, discussion and writing dealing with evil, defined as undeserved suffering or harm. The problem is what can philosophy say about the collective evils of wars, the slaughter by weapons of mass destruction, state acts of genocide and terrorism as well as countless individual acts of murder and cruelty? Some explanations of evil argue an irresolvable division between good and evil, to evil as the absence of good and the condition of human freedom, to theodicies that explain God's ways to sustain a non-tragic worldview. Modern philosophies attempt to find prescriptions to conquer or endure evil in the processes of history, economics, psychology and ethics and these explanations run the gamut from "radical evil," to "beyond good and evil" and contrasts between "the banality of evil" and the paralysis of moral reflection confronted by the relativity of evil. No Prerequisites

Spanish
SPN 5051: Latin American Identity: History, Culture & Songs
Throughout history, societies have found different ways to record important events, and to describe their culture to present and future generations. Music has served as a vehicle to communicate feelings and to describe the most important historical events of a given society. This course will look at cultural themes and at certain contemporary historical events in Latin America, as recorded by popular songwriters and singers. This course will explore many cultural themes including: slavery, racism, migration, romance, religion, death, role of women, and poverty in Latin America. We will discuss many important contemporary historical events such as: The Mexican Revolution, The Cuban Revolution, The Great Depression and its effects in Puerto Rico, Slave Revolts, Civil wars in Central America, Deforestation in Brazil-Chico Mendez, The struggle of the Farm Workers-Cesar Chavez, etc. Each topic and/or event will be reviewed and discussed, through the use of the main textbook and other supporting literature. Students will also be exposed to song(s) written in reference to teach specific historical events or cultural themes. Every topic will be linked to specific songs, in order to provide students with the opportunity to gain a better understanding of the topics covered in the class. Students will be able to link history,
culture, and songs which will help them discover the connection among history, culture, and music in the region. There will be class discussions, a short paper presentation, as well as a final exam or project.

**The following are additional or replacement entries to the Full-time and Part-time Faculty list of pp. 201 - 218:**

**Vance L. Austin**  
*Associate Professor of Education*  
B.A. SUNY Empire State College  
M.S. College of New Rochelle  
Ph.D. Fordham University  
(Spring 2008)

**N. John Proctor**  
*Visiting Assistant Professor of Communication Studies*  
B.A. Murray State University  
M.A. Murray State University  
(Spring 2008)

**Jerry W. Willis**  
*Professor of Education*  
B.A. Union University  
M.A. Kansas University Medical Center  
Ph.D. University of Alabama  
(2007)
ADDENDUM to CATALOG 2007-2009
(Fall 2007)

This Addendum reflects emendations and additions to the 2007-2009 Manhattanville Catalog effective Fall 2007. The changes included herein supersede corresponding information found in sections of the catalog cited below.

Following are changes for the Art History Department:
Faculty and Professional Interests
Megan Cifarelli — Ancient art, Islamic art, Museum Studies
Gillian Greenhill Hannum — American art, Modern art, History of Photography
Lisa Rafanelli — Italian Renaissance and Baroque art, Northern Renaissance art, Medieval art

Adjunct Faculty
Deborah Saleeby-Mulligan — Contemporary art, African and Oceanic art, Mexican art

The following course description replaces that for ARH 4497: Internship:
ARH 4497: Internship (3 cr.)
Museums, galleries, historical societies, auction houses and other cultural institutions in Westchester and New York City offer many opportunities for internships. One day per week of work (or the equivalent), a written journal and overview paper, and the written evaluation of an on-site supervisor are required.

(Fall) (Spring)

Following are changes for the Art (Studio) Department:
Additional courses:
ART 4090: Art & Design for the Web
The objective of Art & Design for the Web is to learn the foundations of design for the World Wide Web. Using current web design applications, students will be introduced to the concepts of html page layout using what is referred to as WYSIWYG, or “what you see is what you get.” Students will focus on the visual content and compositional design of web pages. They will create their own personal website which will include digital images, interactive rollovers, hyperlinks, tables and simple animations. Prerequisite: Computer Graphics I. (Spring)

ART 4091: Digital Imaging and Photographic Presentation
Students will learn important camera and lighting skills to take their digital imaging to a more professional level. In addition to hands-on exercises in the Photo Studio and on the computer, students will produce fine art prints, learn advanced image editing and presentation methods to prepare images for publications, exhibitions, electronic media, and the Internet. Prerequisite: Computer Graphics I. (Fall) (Spring)
Following are changes for the Chemistry Department:
Faculty and Professional Interests
Darlene D'Alliessi Gandolfi — Organometallic Chemistry
Sapan Parikh

Adjunct Faculty
Kenneth Wilkowski

Additional course:
CHM 3049: Chemical Biology
This course presents organic chemistry in the context of molecules important in biochemistry and cell biology. The relevant functional groups, stereochemistry and reaction mechanisms are explained in relation to carbohydrates, lipids, proteins and nucleic acids, with extra attention for structure-activity relationships and kinetics of enzymatic reactions. Prerequisite: CHM 2002 and CHM 2006; BIO or CHM 3035/3036 are recommended. (Spring, alternate years)

Following are changes for the Dance & Theatre Department:
Additional course:
DTH 1003 - Acting for Non-majors (3 cr.)
Theatre is a practice that is both instinctive and learned. Making believe is second nature. This course is designed to introduce students to the basic tools and techniques of the actor’s craft, tools that are also very useful in daily life. These include: physical and vocal expression, sensory awareness, improvisation, listening, making artistic choices, ensemble awareness, flexibility, concentration, memorization, monologue, and scene study. Students will explore a wide variety of acting exercises, games and techniques, working with partners, in groups, as well as in the solo form. No prerequisite. (Fall & Spring.)

The following course replaces DTH 2212: History of 20th Century Dance:
DTH 2216: History of American Dance (3 cr.)
A survey course of American concert dance focusing on major trends and artists in ballet and modern dance. Beginning with the turn of the 20th century with Isadora Duncan, we will look at dances and dancers who developed a uniquely American vocabulary including: Martha Graham, Doris Humphrey, George Balanchine, Alvin Ailey, Merce Cunningham, Jerome Robbins, Twyla Tharp, Mark Morris, the Judson Dance Theatre and emerging artists of today. Material will be developed through lecture and discussion aided by guest speakers, videos, workshops and attendance at selected dance concerts. Prerequisites: DTH 1000: Creative Process and DTH 4101: Modern Dance Tech I or equivalent such as DTH 4102: Modern Dance Technique II or DTH 4103: Modern Dance Technique III. Offered every other Fall. (Fall ’07) (Fall ’09)

Additional course descriptions:
DTH 2245: Movement Studies (3 cr.)
This course is an exploration of the language of movement from various perspectives including Bartenieff Fundamentals and Laban's work in space harmony and effort analysis. Prerequisite: Creative Process and Modern Dance Tech I (or equivalent). Offered every other Fall. (Fall ’07) (Fall ’09)

DTH 4500: Stage Crew (1 credit for Non-Majors. No credit for Majors and Minors)
Stage crew offers the student the experience of working backstage on a production. Students are assigned to various areas including costumes, lights, sound and backstage crew. The student is required to participate in the entire technical/dress rehearsal process, and assist at all performances and strike. No prerequisite. FACO (Fall/Spring)
Following are changes for the Economics Finance & Management Department:
Additional course:
MGT 2027: Management of Workforce Diversity
Management of Workforce Diversity is a study of issues surrounding organizational performance in an increasingly diverse environment. The reality of differences in gender, ethnicity, nationality and religion, sexual preference, age, physical characteristics, social customs and global culture will be discussed and examined against the needs and issues affecting organizations in the news today. The emphasis is on how social identity and cultural diversity in all its forms have implications for the achievement of organizational success.

Following are changes for the English Department:
Changes in requirements for Creative and Professional Writing:
The Creative and Professional Writing Concentration requires ENW 2030: Approaches to Creative Writing, completed with a grade of C+ or better, and twelve additional courses, as follows:
• Six literature courses, one of which must be in American literature. Since students must pass the Senior Comprehensive Exam in literature, they are strongly urged to take as many of the core courses as possible beyond those required:
  o English I, English II or Shakespeare
  o English III
  o English IV, American Literature I or II
  o English V or American Literature III
  o One elective literature course
  o Senior Comprehensive Exam (ENG 3998).
• Five Writing Courses, as follows:
  o Narrative Writing Seminar (it is highly recommended that students take this in the sophomore year, since it is a prerequisite for upper level writing courses)
  o Four of the following electives in writing: Advanced Writing with Research, Fiction Writing Workshop (repeatable for credit), Journalism (repeatable for credit), Memoir Writing, Playwriting, Poetry Workshop (repeatable for credit), Screenwriting I (repeatable for credit), Screenwriting II (repeatable for credit), Writing for the Media.
• Senior Writing Portfolio (ENW 3998)

Minor in Creative and Professional Writing
ENW 2030: Approaches to Creative Writing
• Narrative Writing Seminar
• two writing (ENW) courses, and
• two literature (ENG) courses.

Additional course descriptions:
ENG 2075: Introduction to Asian Literature
This course is an introduction to some of the critical issues and debates in Asian literary studies. Through a survey of Asian Literature—and by this I mean literature from Japan, China, and India—since 1930’s, students will explore some of the political, social, literary, and religious developments in these areas. We will look at some of the major developments such as the Japanese invasion of Manchuria in the 1930s, the defeat and reconstruction of Japan, the partitioning of India in 1947, the Cultural Revolution in China, etc. Representative texts will be studied with attention to their historical background and the aesthetic and cultural values that informed them. Throughout the course, students will focus on the convergence of
religion and gender with race and ethnicity. Readings will include Xiao Hong’s Field of Life and Death, Yu Hua’s Chronicle of a Blood Merchant, Shauna Singh Baldwin’s What the Body Remembers.

ENG 3107: Writing Africa: Colonial/Post-Colonial Discourse and African Literature
The end of colonialism in the 20th Century has in recent years given rise to studies devoted to re-examining the history, politics, language, and literary representations of the colonial era. Much of this work is coming from writers in the ex-colonies who are attempting to re-define themselves within the western canon. This class will examine African writers as they attempt to grapple with the history of European representation of Africa. We will examine some of the most recent debates such as African versus European languages, Negritude, Pan-Africanism, gender, identity and the current ethnic problems that have led to genocide in some areas. Readings will include: Emmanuel Dongala’s Fire of Origins, Ferdinand Oyono’s The Old Man and the Medal, Ama Ata Aidoo’s Our Sister Killjoy, Ousman Sembene’s God’s Bits of Wood, Philip Gourevitch’s We wish to Inform you that Tomorrow we will be Killed with our Families: Stories from Rwanda.

ENW 3007: Narrative Writing Seminar (3 cr.)
A seminar in the study and practice of writing forms other than expository. Through experimentation in various genres including short story, dramatic, autobiographical and creative non-fiction, students develop critical sensitivity to technique in their own and others’ work as well as awareness of their own authorial voice. Prerequisite: ENW 2030: Approaches to Creative Writing completed with a grade of C+ or better (Fall) (Spring)

ENG 3113: The Victorian Novel
This course will explore the variety in subject matter and style offered by British authors in what is often considered the "golden age" of the novel. We will begin by comparing "condition of England" novels from the middle of the nineteenth century, which attempt to balance a critique of industrialism with conventional sentimentalism and romance. We will next look at the development of detective and "sensation" fiction. Finally, we will consider fictional representations of the liberated "New Woman" in the 1890s. Throughout, we will attend to changes in literary techniques such as characterization and narrative, as well as in conceptions of the roles of authors and readers. Our authors will include Charlotte Brontë, Elizabeth Gaskell, Charles Dickens, Wilkie Collins, and George Gissing.

The following course description replaces that for ENW 4011: Journalism
ENW 4011: Journalism (3 cr.)
Students will learn about news, feature and article writing as well as plan and carry out reporting assignments on topics of current interest. The course will include discussion of such issues as objectivity, ethics, investigation and interpretation. Occasionally the class will visit or be visited by working journalists. This class is repeatable for credit. (Fall) (Spring)

Following are changes for the French Department:
Additional course description:
FRN 2055A: French Cinema: Readings and Discussion (1-credit for French majors and minors)
This 1-credit course is offered in conjunction with FRN 2055: French Cinema: From the Nouvelle Vague to the cinéma de banlieu, is a required corequisite of FRN 2055 for French majors and minors. In addition to attending the regular class meetings for FRN 2055, this course will consist of discussions in French of the films and include additional readings in French. (Spring ’08)
Following are changes for the History Department:

HIS 1015: Survey of Modern Latin America
Nineteenth and twentieth century Latin America were periods of intense political, social, and economic transformation. This introductory course will cover many of the principle themes that contributed to these changes, including the dissolution of the Spanish and Portuguese empires, the emergence of the independent republics, the problems of state formation, integration into the world economy, the struggle for democracy, and the changing patterns of gender, ethnic and racial relationships. The course surveys the factors common to the modern histories of Latin American nations as well as significant cultural and political differences between them.

HIS 1021: History of the Caribbean
This course provides an introduction to the history of the Caribbean since the early nineteenth century. It is organized around the concept of a dialogue between "national" political histories--that is, the formation of independent states after centuries of Spanish colonial rule and the heterogeneous experiences and histories of workers, farmers, peasants, artisans, slaves, and women. Within this framework we will also examine aspects of the social and cultural history and economic development of the region, including the study of land and labor systems, gender relations, religion, race and ethnicity, community and class formation, and state formation.

HIS 2074: History of Mexico
This course will provide students with a concentrated introduction to the social, political, and economic history of Mexico. We will explore how regional identities, gender relations, and political and economic struggles informed Mexico's path to independence, the struggles between liberalism and conservatism in the formation of the state in the nineteenth century, peasant struggles over land and sovereignty, modernization; authoritarian rule and struggles for democratization; the Mexican Revolution; relations with the United States; women's movements, populism; the post-revolutionary state; the rise and decline of the Revolutionary Institutional Party (PRI), and recent reformist and revolutionary challenges to the state and neo liberal policies.

HIS 2083: Latin America: A Century of Social Change and Revolution
Twentieth century Latin America was a period of intense political, social, and economic transformation. Traditional historical approaches have emphasized the centrality of elites and state structures in fostering revolution while downplaying the essential role women, peasants, workers, and indigenous peoples played in shaping revolutionary activity and post revolutionary state structures. A more complete understanding of revolutionary processes can only be attained through incorporating subalterns' visions and ideas as they sought to shape their own revolutionary agenda. We will focus primarily on the revolutions in Guatemala 1944-1954, Cuba 1959, Chile 1973, and Nicaragua 1979. Key questions we will explore in this course include: Were social relationships transformed in all of the revolutions examined? Why or why not? If so how? How did race and gender factor into revolutionary activity? Who benefited and why? What role did foreign powers play in spurring revolutionary activity and why? This course will emphasize the theoretical questions behind social change that led to the violent transformations in Latin American societies.

HIS 3102: Women and Gender in the History of Latin America
Women have long enjoyed a dubious celebrity in Latin America- alternately exalted as the pinnacle of virtue and benevolence or blamed as the epitome of betrayal and weakness. These contradictory images have often served to relegate women to the status of second-class citizens within Latin America. Yet women have not been passive in the creation of these images or this status. Throughout the history of Latin America, women have negotiated their status, at times using both negative and positive imagery to enhance their own stature. At the same time, women have used other categories of identity, such as race and class, to enhance their individual place within society. Beginning with the movements for independence, this course will examine how the status of women in Latin America has changed and
discuss the tools women had to affect the meaning of gender roles. Our readings and analysis will explore women's roles in revolution, nation state formation, and feminist movements and how education, the Catholic Church, the workplace and the family informed women's movements and gender roles.

HIS 3104: Modern Latin American Revolutions
This seminar will provide students with an introduction to the internal social, political, and economic influences that led to revolution in Mexico and Cuba and counterrevolution in Guatemala and Chile, while also taking into account the influence of the United States and the cold war. This course, however, will not explore social change through the lens of the United States. Rather, we will examine how regional identities, women, peasants, and workers in each nation, shaped revolutionary movements and post-revolutionary state structures.

HIS 3140: Natives and Newcomers in Latin America
This course will analyze some of the first contacts between Europeans and the indigenous peoples in the area today known as Latin America. It will examine the interests and the emotions as well as the material and cultural exchanges that were involved in these encounters, and also the violence and upheaval that characterized the process virtually from its beginnings. It will also consider the symbols and archetypes of these first encounters, which have influenced Latin American culture down to the present. Course material will mainly include historical documents produced during this period.

**Following are changes for the Music Department:**

Additional courses:
MUH 2235: History of American Musical Theatre (3 cr.)
This course for majors and non-majors explores the history of musical theatre - one of America’s original art forms - from its origins in the 19th Century to the present. The class will explore all aspects of the development of the musical, including art song, plot and character form, lyric and song use and ideological context. Particular emphasis will focus on composers and lyricists, including Gershwin, Porter, Rogers and Hammerstein, Lerner and Lowe, Kander and Ebb, Herman, Bernstein and Sondheim. Course includes listening and viewing assignments working toward a research project. This course meets the WR requirement for writing and research.

MUA 4440: Performance Project/Musical Theatre* (2 credits each term.)
The Departments of Dance & Theatre and Music offer this workshop on the process and craft of theatre with music. The workshop will stress training in physical movement and choreography, vocal production and dramatic presentation. Though not focused on the production of full-length musicals and operas, the workshop culminates in a public performance of works developed throughout the semester. **Prerequisite:** DTH, MUA 4442 Music Theatre Lab or permission of the Instructor. (Fall, Spring)

**Following are changes for the Philosophy Department:**

**Faculty and Professional Interests**
Raymond Langley—Nineteenth century philosophy, existentialism, contemporary post-structuralism
Billy Joe Lucas—Recent developments in logic and applications of logic to philosophy, ethics and moral philosophy, philosophy of religion
Siobhan Nash-Marshall—Medieval Philosophy

New course descriptions:
PHL 1030: The Undefinable Other: Women According to the Philosophers
What exactly does it mean to be a male, or a female? Philosophers have been puzzled by this question for nearly three thousand years. The ontological status of gender-hood (just how one is to define gender
metaphysically) is the subject of this course, which will examine the first attempts of Western Philosophers to come to terms with this problem, from the Pre-Socratics to the High Medievals.

PHL 2072: Medieval Philosophy
The most important philosophical problems for medievals concerned matters of faith, and the relation between faith and human reason. Can we rationally prove that God exists? Just what does it mean for God to be transcendent? Can the human mind know God? What is the relation between man and God? Are human beings free? This course is an introduction to these problems, and to the great medieval systems of thought that were constructed in order to answer them.

PHL 3066: Augustine and Aquinas
Augustine and Aquinas are two of the great pillars of Western thought generally, and of Christian philosophy specifically. Both constructed extraordinary theological systems which deal with the tenets drawn from revelation. Both also dealt with exquisitely philosophical problems such as the objectivity of human knowledge, the nature of reality, the nature of man's ultimate end, without explicitly recurring to theological tenets. This course will give an overview of their philosophical thought. The problems we shall cover include: (1) Is human knowledge objective?; (2) can man know God?; (3) how does faith alter rational systems? (4) what is the human person?; (4) what is the will?

**Following are changes for the Physics Department:**

New course descriptions:

**PHY 1012: The Universe (3 cr.)**
A survey, designed for non-science students, of astronomy—our planet, our solar system, stars, galaxies, and the universe as a whole. The course will cover the history and dynamics of the solar system; the structure, formation, and life cycle of stars, and the physical processes within them; the clustering of stars in galaxies and beyond; and a look at the origins and possible fates of the universe itself. Students will be introduced to the fundamental laws of physics in an astronomical context, as well as the types of observation and deduction used by astronomers to construct theories. Some high-school algebra required. This course can be used to satisfy the College distribution requirement in science, but does not fulfill any physics requirements for science majors or medical school admission. *(Spring, alternate years)*

**PHY 1016: Sound and Music (3 cr.)**
This course is an introduction for non-scientists to the physical principles governing musical sound: how it is produced, transmitted and stored, and perceived by listeners. Topics covered will include the physics of vibration and its application to different types of instruments; sound quality and the harmonic series; basics of the science of hearing; music recording and reproduction; and the propagation of sound waves. Some musical background may be helpful but is not required. Basic mathematics (high-school algebra); can be used to satisfy the College distribution requirements in science, but does not fulfill any physics requirements for science majors or medical school admission. *(Fall, alternate years)*

**PHY 1024: From Galileo To Einstein (3 cr.)**
A historical survey for non-science majors of fundamental concepts in physics, concentrating especially on the contributions made by major figures such as Galileo, Newton, Faraday, Maxwell, Einstein, and Bohr. The course emphasizes the logical and philosophical foundations of important discoveries and theories as well as their content and applications. Also considered will be the nature of scientific theories in general and how they become accepted. Topics may include the laws of motion; momentum, energy, and heat; gravity and the solar system; electromagnetism; relativity; quantum mechanics. High-school algebra required; can be used to
satisfy the College distribution requirements in science, but does not fulfill any physics requirements for science majors or medical school admission. \textit{(Fall, alternate years)}

PHY 1030: How Things Work (3 cr.)
A look at the physics behind everyday life, at a level suited for non-science students. We examine common household objects and machines (for example, bicycles, air conditioners, and microwave ovens) to discover how they operate, their history, and their relation to one another. Underlying physical principles discussed in the course include mechanics and motion, fluid flow, heat, electricity, magnetism, light, and nuclear energy. Basic mathematics (high-school algebra); can be used to satisfy the College distribution requirement in science, but does not fulfill any physics requirements for science majors or medical school admission. \textit{(Spring, alternate years)}

\textbf{Following are changes for the Psychology Department:}

\textbf{Transfer Credits}
For students wishing to major in Psychology, no more than one-half of the major courses (i.e., no more than 6 courses) can be transferred to Manhattanville from another academic institution. Similarly, for students wishing to minor in Psychology, no more than one-half of the courses (i.e., no more than 2 courses) can be transferred from another academic institution. Students wishing to transfer courses from another institution to be used for either their Psychology major or minor must receive written approval of the Chairperson, preferably prior to the completion of said courses (see Academic Advising Office to obtain a “Transfer Credit Approval Form”). This written approval then should be placed in the student's Portfolio. For students transferring a two-semester Introductory or General Psychology course from another institution for major or minor credit, both semesters will be applied toward either PSY 1004 (major credit) or PSY 1017 (minor credit). Students receiving either a “4” or a “5” on an high school AP Psychology exam can apply that credit toward PSY 1017 upon presenting the Chairperson with the appropriate documentation confirming the student’s AP exam score.

The following replace course descriptions found on pp. 124-129:

PSY 2001: Developmental Psychology: Infancy Through Late Childhood (3 cr.)
This course is a survey of the existing evidence on systematic, stable changes that occur from conception through late childhood. It will explore the current theories about child development and then proceed to examine what current research can tell us about: children's capabilities, changes in these capabilities that occur over time, influences of the environment on children's characteristics, and influences of children on their own environments and development. \textit{Recommended:} PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. \textit{(Fall ’07 & ’08) (Spring ’08 & ’09)}

PSY 2002: Developmental Psychology: Early Through Late Adolescence (3 cr.)
This course takes a developmental approach to the study of theories and research about identity, intimacy, effects of school, factors affecting academic performance, and peer and parent relationships. \textit{Prerequisite:} PSY 2001: Developmental Psychology Infancy Through Late Childhood. \textit{(Fall ’07 & ’08) (Spring ’08 & ’09)}

PSY 2004: Physiological Bases of Behavior (3 cr.)
This course surveys the current information on brain-behavior relationships. Emphasis is placed on a critical approach to the methods of investigation and how these methods affect our ideas about brain function. The aim is to provide a description of how physiological systems contribute to, cause, or maintain various forms of behavior. Basic concepts in neurophysiology and neurochemistry also will be covered. Physiological processes mediating sensation, perception, development, motivation, hunger, thirst, sleep, arousal, learning, memory, language, mental illness, and consciousness will be examined. \textit{Recommended:} PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. \textit{(Spring ’08 & ’09)}
PSY 2006: Industrial/Organizational Psychology (3 cr.)
This course will introduce students to the study of industrial/organizational psychology, the branch of psychology that is concerned with the study of human behavior in work settings. Through lectures, case studies, and group exercises, students will learn to apply psychological principles to understand human behavior at work and how to change it to meet individual and group objectives. Topics covered in the course will include: job analysis, personnel selection, performance appraisal, assessment validity, the legal context for personnel decisions, work motivation, work attitudes, leadership, and occupational health. Recommended: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Fall '07 & '08)

PSY 2007: Human Psychological Assessment (3 cr.)
This introductory course will examine theories, techniques, and practices concerning the measurement of psychological variables. Major topics include test construction and validation, with attention to statistical techniques; appropriate test use, including legal and ethical issues; and major tests for measuring mental abilities, achievement, personality, and psychopathology. Recommended: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Offering is tentative based on student interest.)

PSY 2008: Sensation and Perception (3 cr.)
Sensation and Perception provides for the study of the anatomy and functioning of the sense organs and their associated neural structures. It also examines the adaptability of the organism in acquiring and using information from the environment. The major theories in the fields of sensation and perception will be considered. Recommended: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Offering is tentative based on student interest.)

PSY 2009: Social Psychology (3 cr.)
This course studies how other people affect individuals' behaviors, thoughts, and feelings. Social psychology focuses on the situational, social, and interpersonal factors that affect the individual. Questions to be addressed include: How do people influence one another? How can we understand prejudice? What makes people obey or resist authority? How do people form impressions of one another? How accurate are people in their judgment of others? Recommended: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Fall '07 & '08) (Spring '08 & '09)

PSY 2011: Abnormal Psychology (3 cr.)
This course is designed to survey major psychological disorders, including mood disorders, anxiety disorders, personality disorders, schizophrenia, and eating disorders. It begins with general consideration of the study of psychopathology, including philosophical and historical perspectives on the concept of abnormality, as well as issues of assessment and diagnosis. Then, using an integrative theoretical framework, the course examines the clinical descriptions, origins, treatments, and outcomes of specific psychological disorders. A broad sampling of current topics and controversies in the field of abnormal psychology will be highlighted. Lecture material is supplemented with discussion of case material and films. Prerequisite: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Fall '07 & '08) (Spring '08 & '09)

PSY 2012: Statistics for the Social Sciences (3 cr.)
This course is an introduction to elementary statistics for psychology majors or other social science majors. Topics include: techniques for organizing and displaying data (e.g., tables and graphs), statistical techniques for describing data (e.g., percentages, averages, and variability), and statistical techniques for determining relationships or differences (e.g., correlation, probability, z-scores, t-tests, and ANOVA’s, and tests of proportionality). Recommended: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Fall '07 & '08) (Spring '08 & '09)
PSY 2018: Drug Use and Abuse (3 cr.)
This course surveys the physiological and behavioral effects of “recreational” drugs, drugs of abuse, and drugs used to treat mental illness. Drugs to be discussed include: crack/cocaine, amphetamines, nicotine, caffeine, alcohol, inhalants, marijuana, anabolic steroids, hallucinogens, antidepressants, antipsychotics, and antianxiety agents. Issues related to drug tolerance and dependence, and substance abuse treatment and prevention will also be discussed. Recommended: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Spring ’08 & ’09)

PSY 2024: Psychology and the Law (3 cr.)
The purpose of this course is to provide the student with an overview of psychological theory and data as they relate to the criminal justice system, specifically as they apply in law enforcement, the courts, and in corrections. Specific focus will be given to understanding crime and delinquency, and the effectiveness of the criminal justice system as that system responds to the challenge of crime in a free society. Topics to be covered may include: the insanity defense, eyewitness testimony, involuntary commitment, forensic assessment, and child custody. Recommended: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Spring ’08 & ’09)

PSY 2025: Human Sexuality (3 cr.)
This course will examine the physiological, cognitive, social, emotional, and clinical factors affecting human sexuality. Topics include: social and biological foundations of human sexuality; human reproduction and contraception; cross-cultural perspectives on sexual behavior and contemporary society; gender roles and stereotyping; current and controversial issues in sex education; and the effects of economics, class, public policy, and politics on expression of human sexuality. Recommended: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Fall ’07 & ’08) (Spring ’08 & ’09)

PSY 2033: Statistics for the Social Sciences Lab (1 cr.)
Bi-weekly laboratory sessions will instruct students on how computer programs are used for the statistical analysis and management of data. Both Excel and Statistica software programs will be used. Although not required, co-registration with PSY 2012 is strongly encouraged. Recommended: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. “Prerequisite or Co-requisite: PSY 2012: Statistics for the Social Sciences.” (Fall ’07 & ’08) (Spring ’08 & ’09)

PSY 2034: Laboratory Methods in Biopsychology (3 cr.)
This lab-based course will review often-used methods employed in biopsychology laboratory research. The initial portion of the course will cover animal care and handling issues, stereotaxic and other surgical techniques, brain lesions, drug preparation and administration, and basic histological and light microscopy methods. This will be followed by a review of various behavioral methods used by biopsychologists in assessing learning, memory, eating, drinking, analgesia, locomotion, motor strength and activity, and drug dependence and tolerance. (The maximum number of registrants is 10; work with laboratory animals is required.) Recommended: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Offering is tentative based on student interest.)

PSY 2036: Personality Psychology (3 cr.)
This lecture-based course is intended to introduce students to the theory and research of personality psychology. Personality psychology refers to the systematic investigation of people's enduring characteristic patterns of behavior, thoughts, and feelings. This course examines the major theoretical approaches to personality, critically evaluating assumptions and ideas, relevant research, and clinical implications. Emphasis is placed on the value of alternative viewpoints. The appreciation of various personality theories provides a solid foundation for exploring issues of assessment, psychopathology, and behavior change. Recommended: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Fall ’07 & ’08)
PSY 2040: Research Methods in Psychology (4 cr.)
This course introduces students to research designs and methodologies used to answer questions in various areas of psychology. These include: experiments, quasi-experiments, alternate designs, correlation, anonymous surveys, and naturalistic observations. Important issues such as generation of hypotheses, theory building, randomization, sampling, scales of measurement, matching, validity, reliability, confounds, controls, searching and reading scholarly literature, and research ethics will also be covered. Students will also learn how to select and apply appropriate statistical analyses to particular sets of data, interpret the statistical findings, and relate them to the empirical question under investigation. Finally, students will be taught how to present their research data in manuscript form according to the stylistic guidelines of the American Psychological Association. **Prerequisite:** PSY 2012: Statistics for the Social Sciences.  *(Fall '07 & '08) (Spring '08 & '09)*

PSY 2041: Environmental Psychology (3 cr.)
Environmental psychology examines the interrelationship between environments and human behavior. This course will provide a basic understanding of the field, its history, development, and interdisciplinary components. In addition, it will examine the social, cultural, psychological and political issues involved in the production, use, design, and occupation of space, place, and nature. A focus will be placed on the applied nature of the field. **Recommended:** PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology.  *(Offering is tentative based on student interest.)*

PSY 2042: Psychology and Culture (3 cr.)
This course introduces students to the area of cultural psychology, a sub-discipline of psychology that focuses on how culture influences how people think and behave. Students will examine the ways in which culture influences cognition, development, emotion, the self, personality, cultural values and psychological orientations, morality, concepts of gender, and mental health. In addition, the course will focus on the processes of globalization, immigration, and intergroup conflict and social change and how they pertain to our understanding of culture. **Recommended:** PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology.  *(Fall '07 and Fall '08)*

PSY 2044: Cognitive Psychology (3 cr.)
Historical and contemporary approaches to the study of the mind including developmental theorists will be surveyed. Topics may include: consciousness, attention, memory, perceptual processes, emotion, information processing, imagery, concepts, language, problem solving, reasoning, intelligence, and creativity. **Recommended:** PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology.  *(Fall '07 & '08) (Spring '08 & '09)*

PSY 2046: Psychology of Identity (3 cr.)
This introductory level course examines the ways in which psychology can help us to understand the development of identity. It will emphasize the influence of socialization experiences, the role of maturation, and the importance of social construction, as well as an examination of the linkage between development of identity and sociocultural contexts. **Recommended:** PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology.  *(Spring '08 and Spring '09)*

PSY 2048: Learning and Memory (3 cr.)
This survey will take a cognitive approach to an overview of basic principles of learning and memory in humans and non-human animals. It will examine several different theories of how learning occurs and how learned information is stored in memory. Some of the topics covered will be classical and operant conditioning (including fear conditioning, generalization, discrimination, punishment, reinforcement, taste aversion, and learned helplessness), habituation, implicit and explicit memory (including interference, forgetting, decay, encoding and retrieval mechanisms, short and long term memory, spatial memory, amnesia, infantile amnesia and eyewitness testimony), and comparative memory across species.
Recommended: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Fall '07)

PSY 2049: Health Psychology (3 cr.)
This course is designed to provide students with a general introduction to the field of Health Psychology. A variety of topics will be included: compliance with the medical system; stress and its relationship to illness; stress and its relationship to pain; causes, treatment, and prevention of a number of diseases; sociocultural factors in disease; and coping with illness. Recommended: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Fall '07 & '08) (Spring '08 & '09)

PSY 2061: Psychology of Motivation (3 cr.)
This course will examine the major principles of motivated behavior by examining various issues and controversies in the field from both a theoretical and an empirical perspective. Such issues include the foundational bases and organizing principles of motivation; analysis of some basic motivational systems such as hunger, thirst, sex, sleep, work, play, pleasure, and aggression; and the role that emotions and self-regulation play in modulating these motivational systems. Recommended: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Offering is tentative based on student interest.)

PSY 2062: Psychology of Women (3 cr.)
Students will examine literature and research on women's roles, psychological development, sex differences, parenthood, motherhood, marriage, divorce, and careers. Attention will also be paid to the legal and economic position of women, feminist movements, and the historical changes in women's positions in society. Recommended: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Fall '07 & '08) (Spring '08 & '09)

PSY 3004: History and Systems of Psychology (3 cr.)
Although psychology as a formal discipline is little more than a century old, psychological questions and phenomena have been the source of curiosity for millennia. This lecture/discussion course is designed to trace the intellectual roots of psychology (beginning with the early Greeks) by examining persistent ideas, methods of inquiry, significant individuals, and events that have conspiried to produce psychology as we know it today. Prerequisite: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology (for juniors and seniors only). (Spring '08 & '09)

PSY 3010: Psychology of the Self (3 cr.)
As a complement to Psychology of Relationships, this seminar will deal with the growth of the Self and how it is conceived and constructed. This material will be examined from historical, developmental, therapeutic, and physiological perspectives and will bring in the subjective experience of the infant and of the person who is developing. Thus, it will contain an experiential appreciation of the self and its conceptualization. This will include information from Developmental Psychology, Social Analysis, and Neuroscience. Included in this course will be readings from Erich Fromm, Mihaly Csikszentmihalyi, William James, Ronald. D. Laing, Ulric Neisser, and Daniel Stern. Secondary material will deal with the works of Mary Calkins, George Herbert Mead Erik Erikson, Carl Rogers, Antonio Damasio, Jaak Panksepp and Social Constructionism. Recommended: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Fall '07 & '08)

PSY 3013: Psychology of Relationships (3 cr.)
Persistent patterns of dealing with significant others are examined from birth through adulthood. John Bowlby, Ronald Laing, Carl Rogers, Jean Baker Miller, and other topical writers are assigned. Topics include: roles, attachment, love, commitment, symbiosis, autonomy, mutuality, and intimacy. This course will make use of group interaction. Recommended: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Fall '07 & '08) (Spring '08 & '09)
PSY 3021: Theories of Psychotherapy (3 cr.)
This seminar course is intended to introduce students to contemporary American psychotherapy. It attempts to define and compare various approaches to psychotherapy within the context of the history of the mental health profession in America. In so doing, it will consider elements common to all psychotherapies. It will explore the relationship between therapist and client as well as the evolving perceptions of its role in the therapy process. Particular emphasis will be given to empathy and empathic responding. In addition, the course will briefly discuss other topics pertaining to psychotherapy such as law and ethics, multicultural diversity, outcome research, and clinical practice. Prerequisite: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Offering is tentative based on student interest.)

PSY 3025: Psychology of Experience (3 cr.)
Early psychologists, including Wilhelm Wundt and William James, presumed that psychology meant a psychology of experience. This was also true of Freud and Psychoanalysis. It was not true for many years in America thanks to the popularity of John B. Watson and all those who were swayed by the school of Behaviorism. This seminar-discussion course considers several major sources in Early Psychology, including material from William James, Humanistic Psychology, Psychoanalysis, Csikszentmihalyi & Positive Psychology. Recommended: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Fall '07 & '08)

PSY 3037: Folk Psychology (3 cr.)
This course examines the psychology of everyday assumptions. It will assess assumptions that seem immediately given (normality, health, relationships, self, gender identity, morality, etc.) and which provide the cultural structure of Folk Psychology. Topics also include: cognitive science, cultural psychology, social constructionism, and narrative as a vehicle for Folk Psychology. Recommended: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Spring '08 & '09)

PSY 3042: Clinical Psychology (3 cr.)
This seminar course is intended to introduce students to the field of clinical psychology. The course begins with an examination of the historical development, philosophical issues and theoretical bases pertinent to the study of clinical psychology. Using an integrative theoretical framework, the course examines a broad sampling of current topics and controversies in the field of clinical psychology, including: the concept of abnormality, assessment, issues of diagnosis and classification, clinical judgment, the nature and evaluation of psychological intervention, and forensic psychology. Prerequisites: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology, PSY: 2036 Personality Psychology, and PSY 2011: Abnormal Psychology. (Offering is tentative based on student interest.)

PSY 3056: Death, Dying and Bereavement (3 cr.)
The course will offer opportunities to understand the changing demographics of death and terminal illness in America; to compare cultural and developmental differences in approaches to death and dying; to explore some highly controversial current topics in the field; to become acquainted with resources in this area; and to recognize and appreciate one’s own attitudes and reactions to death and dying. This will be accomplished through lectures, videos, class discussions, and presentations. Lectures from individuals “on the front line,” who work in various related fields may also be incorporated. Prerequisite: either PSY 2001: Developmental Psychology: Infancy through late childhood or PSY 2002: Developmental Psychology: Early through late adolescence. (Fall '07 & ‘08) (Spring ’08 & 09)

PSY 3058: Qualitative Approaches to Psychology (4 cr.)
This course introduces students to the theory and practice of qualitative research methods. Qualitative and quantitative approaches to research will be discussed as different (not opposing) approaches,
influenced and driven by different theoretical perspectives, assumptions, and research questions. Students will acquire knowledge about the historical context of qualitative research. In addition, students will gain specific knowledge and practice in the major qualitative research approaches including interview and ethnography. Methods of analysis for qualitative data will also be examined and utilized. Writing skills will be emphasized. Prerequisite: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Fall '07 & '08)

PSY 3064: The Philosophy of Psychology (3 cr.)
This upper level seminar course will explore the philosophical foundations of scientific psychology. The course will consider the problematic nature of the concept of mind from Descartes to the present. Students will explore various theories postulated to explain the relationship between the brain and the mind. In so doing, students will contemplate the ambiguities surrounding relevant concepts such as causation, reductionism, and explanation. Readings will include primary sources from both psychology and philosophy. Recommended: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Offering is tentative based on student interest.)

PSY 4025: Research and Writing Experience (3 cr.)
In consultation with and under the direction of a full-time faculty member within the Psychology Department, students in this course will work independently on a well-defined empirical research project. Students will be required to complete all aspects of the research process including: generating a research hypothesis and surveying the literature, constructing the study’s methodology, collecting and statistically analyzing data, and writing the results up in manuscript form according to the stylistic guidelines of the American Psychological Association. Prerequisites: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology, PSY 2012: Statistics for the Social Sciences, and PSY 2040: Research Methods in Psychology. (Fall '07 & '08) (Spring '08 & '09)

PSY 4030: Field Work Experience (3 cr.)
Students who have arranged an acceptable field work placement and who wish to obtain course credit and supervision should sign up for this course. Weekly meetings with a full-time Psychology Department faculty supervisor and a paper including: a description of the institution and work experience, personal insights and benefits, and a connection to research literature in Psychology are required. Prerequisites: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology and four psychology elective courses. (Fall '07 & '08) (Spring '08 & '09)

Following are changes for the Spanish Department:

Adjunct Faculty
Marcellus Miglioranzi --- Language
Didier Orellana --- Language
Lourdes Ravelo --- Language
Carolina Rodriguez --- Language
Ana Sabater -- Language
Marjorie Venegas --- Language
Laura Williamson --- Language

A major in Spanish includes:
• Nine courses conducted in Spanish, including:
  o SPN 2032: Analysis of Latin American Literary Texts,
  o SPN 3016: Latin American Civilization in the Arts,
  o SPN 3020: Spanish Civilization Past and Present and
  o three courses each in Latin American Literature and Spanish Literature.
• A Senior Thesis
Following are changes for the World Religions Department:
The correct course number for WREL 1017 Advanced Arabic is WREL 1021:
WREL 1021: Advanced Arabic (3cr.)
Arabic language instruction at the advanced level. This course explores the experiences of Arabic in the original texts while teaching advanced oral and written skills. Prerequisite: AFS 1015: Introductory Quranic Arabic.

Following are changes to the Joint B.A./Graduate Degree Programs listings:
Complete information for current joint degree programs is presented in the handbook, Joint Degree Programs, available in the Academic Advising Office and distributed electronically in September 2007 to all undergraduates.

Following are additions to the Graduate Courses listings:
Art (Studio)
ART 5090: Art & Design for the Web
The objective of Art & Design for the Web is to learn the foundations of design for the World Wide Web. Using current web design applications, students will be introduced to the concepts of html page layout using what is referred to as WYSIWYG, or “what you see is what you get.” Students will focus on the visual content and compositional design of web pages. They will create their own personal website which will include digital images, interactive rollovers, hyperlinks, tables and simple animations. Prerequisite: Computer Graphics I. (Spring)

ART 5091: Digital Imaging and Photographic Presentation
Students will learn important camera and lighting skills to take their digital imaging to a more professional level. In addition to hands-on exercises in the Photo Studio and on the computer, students will produce fine art prints, learn advanced image editing and presentation methods to prepare images for publications, exhibitions, electronic media, and the Internet. Prerequisite: Computer Graphics I. (Fall) (Spring)

English
ENG 5107: Writing Africa: Colonial/Post-Colonial Discourse and African Literature
The end of colonialism in the 20th Century has in recent years given rise to studies devoted to re-examining the history, politics, language, and literary representations of the colonial era. Much of this work is coming from writers in the ex-colonies who are attempting to re-define themselves within the western canon. This class will examine African writers as they attempt to grapple with the history of European representation of Africa. We will examine some of the most recent debates such as African versus European languages, Negritude, Pan-Africanism, gender, identity and the current ethnic problems that have led to genocide in some areas. Readings will include: Emmanuel Dongala’s Fire of Origins, Ferdinand Oyono’s The Old Man and the Medal, Ama Ata Aidoo’s Our Sister Killjoy, Ousman Sembene’s God’s Bits of Wood, Philip Gourevitch’s We wish to Inform you that Tomorrow we will be Killed with our Families: Stories from Rwanda.

ENG 5113: The Victorian Novel (3cr.)
This course will explore the variety in subject matter and style offered by British authors in what is often considered the "golden age" of the novel. We will begin by comparing "condition of England" novels from the middle of the nineteenth century, which attempt to balance a critique of industrialism with conventional sentimentalism and romance. We will next look at the development of detective and "sensation" fiction. Finally, we will consider fictional representations of the liberated "New Woman" in the 1890s. Throughout, we will attend to changes in literary techniques such as characterization and
narrative, as well as in conceptions of the roles of authors and readers. Our authors will include Charlotte Brontë, Elizabeth Gaskell, Charles Dickens, Wilkie Collins, and George Gissing.

**Education**

The following course replaces EDAD5002: Communicating Effectively as a Teacher Leader (3 cr.)
EDAD5002: Teacher Leader within the Learning Organization (3 cr.)
This course introduces the basic vision of the Educational Leadership program: to develop in participants the ability to view schools and school districts as systems that have the capacity to become Learning Organizations. Specific emphasis is placed on leadership self-assessment, means to develop and support productive teams, practical application in facilitating effective meetings, and the ability to differentiate roles and responsibilities in leading school improvement work.

The following course replaces EDAD5003: Supporting Student Learning as a Teacher Leader (3 cr.)
EDAD5003: Communicating Effectively as a Teacher Leader (3 cr.)
This course supports the development of effective communication and human relations skills that are crucial to the Teacher Leader role by examining the practical interplay between the two in a variety of situations. Specific attention will be directed to understanding the theory and practice of conflict resolution and adult learning theory. Through case simulations and field-based work, Teacher Leaders will apply their understanding to support day-to-day communications and interactions with colleagues and other school community constituents.

**History**

HIS 5102: Women and Gender in the History of Latin America
Women have long enjoyed a dubious celebrity in Latin America- alternately exalted as the pinnacle of virtue and benevolence or blamed as the epitome of betrayal and weakness. These contradictory images have often served to relegate women to the status of second-class citizens within Latin America. Yet women have not been passive in the creation of these images or this status. Throughout the history of Latin America, women have negotiated their status, at times using both negative and positive imagery to enhance their own stature. At the same time, women have used other categories of identity, such as race and class, to enhance their individual place within society. Beginning with the movements for independence, this course will examine how the status of women in Latin America has changed and discuss the tools women had to affect the meaning of gender roles. Our readings and analysis will explore women's roles in revolution, nation state formation, and feminist movements and how education, the Catholic Church, the workplace and the family informed women's movements and gender roles.

HIS 5104: Modern Latin American Revolutions
This seminar will provide students with an introduction to the internal social, political, and economic influences that led to revolution in Mexico and Cuba and counterrevolution in Guatemala and Chile, while also taking into account the influence of the United States and the cold war. This course, however, will not explore social change through the lens of the United States. Rather, we will examine how regional identities, women, peasants, and workers in each nation, shaped revolutionary movements and post-revolutionary state structures.

HIS 5140: Natives and Newcomers in Latin America
This course will analyze some of the first contacts between Europeans and the indigenous peoples in the area today known as Latin America. It will examine the interests and the emotions as well as the material and cultural exchanges that were involved in these encounters, and also the violence and upheaval that characterized the process virtually from its beginnings. It will also consider the symbols and archetypes of these first encounters, which have influenced Latin American culture down to the present. Course material will mainly include historical documents produced during this period.
Philosophy
PHL 5066: Augustine and Aquinas
Augustine and Aquinas are two of the great pillars of Western thought generally, and of Christian philosophy specifically. Both constructed extraordinary theological systems which deal with the tenets drawn from revelation. Both also dealt with exquisitely philosophical problems such as the objectivity of human knowledge, the nature of reality, the nature of man's ultimate end, without explicitly recurring to theological tenets. This course will give an overview of their philosophical thought. The problems we shall cover include: (1) Is human knowledge objective?; (2) can man know God?; (3) how does faith alter rational systems? (4) what is the human person?; (4) what is the will?

Psychology
PSY 5020: History and Systems of Psychology (3 cr.)
Although psychology as a formal discipline is little more than a century old, psychological questions and phenomena have been the source of curiosity for millennia. This lecture/discussion course is designed to trace the intellectual roots of psychology (beginning with the early Greeks) by examining persistent ideas, methods of inquiry, significant individuals, and events that have conspired to produce psychology as we know it today. Prerequisite: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology (for juniors and seniors only). (Spring '08 & '09)

PSY 5021: Theories of Psychotherapy (3 cr.)
This seminar course is intended to introduce students to contemporary American psychotherapy. It attempts to define and compare various approaches to psychotherapy within the context of the history of the mental health profession in America. In so doing, it will consider elements common to all psychotherapies. It will explore the relationship between therapist and client as well as the evolving perceptions of its role in the therapy process. Particular emphasis will be given to empathy and empathic responding. In addition, the course will briefly discuss other topics pertaining to psychotherapy such as law and ethics, multicultural diversity, outcome research, and clinical practice. Prerequisite: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology. (Offering is tentative based on student interest.)

PSY 5042: Clinical Psychology (3 cr.)
This seminar course is intended to introduce students to the field of clinical psychology. The course begins with an examination of the historical development, philosophical issues and theoretical bases pertinent to the study of clinical psychology. Using an integrative theoretical framework, the course examines a broad sampling of current topics and controversies in the field of clinical psychology, including: the concept of abnormality, assessment, issues of diagnosis and classification, clinical judgment, the nature and evaluation of psychological intervention, and forensic psychology. Prerequisites: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology, PSY: 2036 Personality Psychology, and PSY 2011: Abnormal Psychology. (Offering is tentative based on student interest.)

The following course description replaces that for PSY 5056: Death, Dying and Bereavement
PSY 5056: Death, Dying and Bereavement (3 cr.)
The course will offer opportunities to understand the changing demographics of death and terminal illness in America; to compare cultural and developmental differences in approaches to death and dying; to explore some highly controversial current topics in the field; to become acquainted with resources in this area; and to recognize and appreciate one’s own attitudes and reactions to death and dying. This will be accomplished through lectures, videos, class discussions, and presentations. Lectures from individuals “on the front line,” who work in various related fields may also be incorporated. Prerequisite: either PSY 2001: Developmental Psychology: Infancy through late childhood or PSY 2002: Developmental Psychology: Early through late adolescence. (Fall '07 & '08) (Spring '08 & 09)
The following are additional or replacement entries to the Full-time and Part-time Faculty list of pp. 201 - 218:

**Pauline Assenza**  
Instructor of Management  
B.A., Connecticut College  
M.A., University of New Haven  
(2007)

**Megan Cifarelli**  
*Assistant Professor of Art History*  
B.A., University of Notre Dame  
M.A., M.Phil., Ph.D., Columbia University  
(1998)

**Diane W. Gomez**  
*Assistant Professor of Education*  
B.A. SUNY Albany  
M.A. Hunter College  
M.S. Queens College  
Ph.D. Fordham University  
(2007)

**Siobhan Nash-Marshall**  
Associate Professor of Philosophy  
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(2007)

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Ph.D. Yale University  
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For further information, please contact:

**Undergraduate Admissions**

<table>
<thead>
<tr>
<th>Phone</th>
<th>Fax</th>
<th>E-mail</th>
<th>Jose Flores, Vice President for Enrollment Management and Student Development</th>
</tr>
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<tbody>
<tr>
<td>(800) 328-4553</td>
<td>(914) 694-1732</td>
<td><a href="mailto:admissions@mville.edu">admissions@mville.edu</a></td>
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**School of Education**

<table>
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<td>(914) 323-5142</td>
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<td><a href="mailto:edschool@mville.edu">edschool@mville.edu</a></td>
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**School of Graduate & Professional Studies**

<table>
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<tr>
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<tr>
<td>(914) 323-5418</td>
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</table>

Or visit us on the web at [http://www.mville.edu](http://www.mville.edu)
April 2007

It is my pleasure to introduce you to Manhattanville College, where our mission is to educate students to become ethically and socially responsible leaders for the global community.

We are committed to doing this by ensuring three things:

• the full intellectual, ethical and social development of each student within a community of engaged scholars and teachers;
• the application of students’ development as independent leaders and creative thinkers, to their career and professional goals; and
• a diverse campus community whose members know, care about and support each other and actively engage the world beyond.

At Manhattanville, we believe a value-based liberal arts education is the best preparation for future success. Here, students are challenged to achieve academic excellence: striving to learn more, to keep learning, and to set the highest possible standards for themselves, all in a nurturing community that focuses on the individual needs of each student.

Manhattanville prides itself on being a caring, personalized environment. We seek to bring compassion to every decision, and sensitivity to every problem — always based on mutual respect and individual responsibility for one’s own conduct and actions. My door is always open to any member of the Manhattanville Community.

Finally, Manhattanville is proud of its special commitment to social awareness, that special calling to service that compels us to give something of ourselves back to the community. We recognize that working to make the world a better place is an integral part of a comprehensive higher education.

Sincerely,

[Signature]

Richard A. Berman
President
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INVENTORY OF UNDERGRADUATE PROGRAMS ................................................................. 9</td>
</tr>
<tr>
<td>INVENTORY OF GRADUATE PROGRAMS ............................................................................ 10</td>
</tr>
<tr>
<td>UNDERGRADUATE PROGRAMS .......................................................................................... 11</td>
</tr>
<tr>
<td>Bachelor of Arts........................................................................................................ 11</td>
</tr>
<tr>
<td>Part-Time Study........................................................................................................... 11</td>
</tr>
<tr>
<td>Accelerated Study........................................................................................................ 11</td>
</tr>
<tr>
<td>Bachelor of Fine Arts .................................................................................................. 11</td>
</tr>
<tr>
<td>Bachelor of Music ........................................................................................................ 12</td>
</tr>
<tr>
<td>Adult Accelerated Bachelor of Science Degree Completion Program ......................... 12</td>
</tr>
<tr>
<td>GRADUATE PROGRAMS .................................................................................................. 12</td>
</tr>
<tr>
<td>School of Graduate and Professional Studies ............................................................. 12</td>
</tr>
<tr>
<td>School of Education .................................................................................................... 12</td>
</tr>
<tr>
<td>FULL-TIME UNDERGRADUATE DEGREE REQUIREMENTS .............................................. 12</td>
</tr>
<tr>
<td>The Portfolio System ................................................................................................... 12</td>
</tr>
<tr>
<td>The Preceptorial .......................................................................................................... 13</td>
</tr>
<tr>
<td>College Writing Competency ....................................................................................... 13</td>
</tr>
<tr>
<td>Library Skills .............................................................................................................. 14</td>
</tr>
<tr>
<td>The Major and the Minor ............................................................................................. 14</td>
</tr>
<tr>
<td>General Education Distribution Requirements ......................................................... 14</td>
</tr>
<tr>
<td>Graduation Credit Requirements .................................................................................. 14</td>
</tr>
<tr>
<td>Grading and Evaluations .............................................................................................. 14</td>
</tr>
<tr>
<td>Academic Integrity ...................................................................................................... 15</td>
</tr>
<tr>
<td>Forms of Academic Dishonesty .................................................................................... 15</td>
</tr>
<tr>
<td>Procedures Regarding Violations of Code of Academic Integrity ............................... 15</td>
</tr>
<tr>
<td>Academic Probation and Dismissal .............................................................................. 16</td>
</tr>
<tr>
<td>Grievance Procedures ................................................................................................ 16</td>
</tr>
<tr>
<td>Residency Requirements ............................................................................................. 17</td>
</tr>
<tr>
<td>Registration Requirements ......................................................................................... 17</td>
</tr>
<tr>
<td>Withdrawals ................................................................................................................ 17</td>
</tr>
<tr>
<td>Student Retention and Student Graduation Rates ...................................................... 17</td>
</tr>
<tr>
<td>TYPES OF COURSES .................................................................................................. 18</td>
</tr>
<tr>
<td>Lecture ......................................................................................................................... 18</td>
</tr>
<tr>
<td>Tutorial ......................................................................................................................... 18</td>
</tr>
<tr>
<td>Seminar ....................................................................................................................... 18</td>
</tr>
<tr>
<td>Fourth Credit Option for Community Service ......................................................... 18</td>
</tr>
<tr>
<td>Internship ..................................................................................................................... 18</td>
</tr>
<tr>
<td>Independent Study ....................................................................................................... 18</td>
</tr>
<tr>
<td>Topic</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>LIBRARY INFORMATION SERVICES</td>
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<td>THE CASTLE SCHOLARS PROGRAM</td>
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<tr>
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<tr>
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<td>POST-BACCALAUREATE PRE-HEALTH PROFESSIONS PROGRAM</td>
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<tr>
<td>“COOPERATIVE” STUDY ABROAD PROGRAMS</td>
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</tr>
<tr>
<td>ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES</td>
</tr>
<tr>
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<td>Sociology and Anthropology</td>
</tr>
<tr>
<td>Spanish</td>
</tr>
<tr>
<td>Women's Studies Program</td>
</tr>
<tr>
<td>World Religions</td>
</tr>
<tr>
<td>Bachelor's Degrees in Accelerated Formats</td>
</tr>
<tr>
<td>Bachelor of Science in Behavioral Studies</td>
</tr>
<tr>
<td>Bachelor of Science/Master of Arts in Teaching</td>
</tr>
<tr>
<td>Bachelor of Science in Organizational Management</td>
</tr>
<tr>
<td>Bachelor of Science in Communications Management</td>
</tr>
<tr>
<td>Dual Degree Programs</td>
</tr>
<tr>
<td>Manhattanville College Programs</td>
</tr>
<tr>
<td>Manhattanville College: B.A./Fordham University Graduate School of Social Service, Marymount Campus: M.S.W.</td>
</tr>
<tr>
<td>Manhattanville College: B.A. Computer Science/Polytechnic University: M.S. Computer Science</td>
</tr>
</tbody>
</table>
### SCHOOL OF GRADUATE & PROFESSIONAL STUDIES PROGRAMS

- **Master of Arts in Liberal Studies** .......................................................... 146
- **Master of Arts in Writing** ........................................................................ 146
- **Master of Science in Leadership and Strategic Management** ...................... 146
- **Master of Science in Integrated Marketing Communications** .................... 147
- **Master of Science in International Management** ...................................... 147
- **Certificate in Non-Profit Leadership** .......................................................... 147
- **Master of Science in Sport Business Management** ..................................... 147

### SCHOOL OF EDUCATION GRADUATE PROGRAMS

- **Master of Arts in Teaching/Master of Professional Studies Diploma/Certification** ......................................................... 148
- **Advanced Certification Programs** ................................................................. 148
- **Individual Evaluation Certification and Extension Programs** ..................... 148
- **Student/Supervised Clinical Field Experience Requirements** ....................... 148

### GRADUATE COURSE OFFERINGS

- **African Studies** .......................................................................................... 150
- **Art History** ................................................................................................ 151
- **Art (Studio)** ............................................................................................... 152
- **Asian Studies** ............................................................................................ 155
- **Biology** ....................................................................................................... 156
- **Chemistry** .................................................................................................. 158
- **Communication Studies** ........................................................................... 158
- **Education** .................................................................................................. 158
- **English** ....................................................................................................... 174
- **French** ........................................................................................................ 175
- **History** ....................................................................................................... 176
- **Holocaust and Genocide Studies** ................................................................. 178
- **Irish Studies** ............................................................................................... 178
- **Italian** ......................................................................................................... 178
- **Latin American Studies** ............................................................................ 179
- **Library and Information Studies** ................................................................. 179
- **Mathematics** .............................................................................................. 179
- **Music History and Education** .................................................................... 180
- **Philosophy** ................................................................................................. 181
- **Physics** ....................................................................................................... 181
- **Political Science and Legal Studies** ............................................................ 182
- **Psychology** ............................................................................................... 183
SOCIETY AND ANTHROPOLOGY ............................................................................................................................... 186
SPANISH ................................................................................................................................................................. 186
WOMEN’S STUDIES .................................................................................................................................................... 187
WORLD RELIGIONS .................................................................................................................................................... 187

ADMISSIONS ................................................................................................................................................................. 188
  UNDERGRADUATE .................................................................................................................................................... 188
  GRADUATE & PROFESSIONAL STUDIES ................................................................................................................. 190
  SCHOOL OF EDUCATION ......................................................................................................................................... 190

TUITION AND FEES .................................................................................................................................................... 191

FINANCIAL ASSISTANCE ........................................................................................................................................... 192

BOARD OF TRUSTEES .................................................................................................................................................. 198

ADMINISTRATION ....................................................................................................................................................... 198

FACULTY .................................................................................................................................................................... 200

HISTORY & EDUCATIONAL COMMITMENT ........................................................................................................... 219

EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION POLICY ........................................... 220

INDEX ........................................................................................................................................................................ 221

DIRECTIONS ............................................................................................................................................................... 223
INVENTORY OF UNDERGRADUATE PROGRAMS

Manhattanville is accredited by the Middle States Association of Colleges and Secondary Schools and is chartered by the Regents of the State of New York. Each program registered with the New York State Education Department is assigned a Higher Education General Information Survey (HEGIS) code number, which can be found below. Only those programs currently offered are listed. Manhattanville also offers several minors and areas of concentration. Students must discuss their academic plan with their advisors, as enrollment in programs other than those registered or otherwise approved may jeopardize their eligibility for certain student aid awards.

BACHELOR OF ARTS DEGREES AND CONCENTRATIONS

0313  American Studies
1002  Art (Studio)
      Digital Media/Graphic Design
      Two-Dimensional Design
      Three-Dimensional Design
1003  Art History
0301  Asian Studies
0414  Biochemistry
0401  Biology
      Neuroscience
1905  Chemistry
1504  Classics
0601  Communication Studies
0701  Computer Science
1008  Dance and Theatre
      Dance
      Theatre
      Dance Therapy
      Theatre Education
2204  Economics
1501  English
      American Literature
      British Literature
      Creative and Professional Writing
      English Education
      Film Studies
      International Literature in English
0420  Environmental Studies
0504  Finance
1102  French
1103  German
2205  History
      Social Studies
0399  International Studies
0506  Management
      Human Resources
      International Management
      Marketing
1701  Mathematics
1005  Music
      Music Management
      Music Theatre
1509  Philosophy
1902  Physics
2207  Political Science
      Criminal Law
      Legal Studies
2001  Psychology
1510  Religion
1101  Romance Languages
4901  Self Designed Major
2208  Sociology
      Self Designed Major
1105  Spanish

BACHELOR OF FINE ARTS
1002  Fine Arts

BACHELOR OF ARTS PROGRAMS IN TEACHER EDUCATION

Childhood and Early Childhood:

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Middle Childhood & Adolescence (Grades 5-12):

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<td>1902</td>
<td>Adolesc Ed:Physics &amp; Mid Child Ed:Physics</td>
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<tr>
<td>1501</td>
<td>Adolesc Ed:English &amp; Mid Child Ed:English</td>
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<tr>
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<td>Adolesc Ed:Math &amp; Mid Child Ed:Math</td>
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<td>Adolesc Ed:French &amp; Mid Child Ed:French</td>
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<td>1104</td>
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<td>1105</td>
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BACHELOR OF FINE ARTS IN ART EDUCATION

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BACHELOR OF MUSIC EDUCATION

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BACHELOR OF ARTS AND MASTER OF ARTS IN TEACHING (DUAL DEGREE HONORS PROGRAM)

Childhood and Early Childhood

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<td>Early Childhood, Birth-Gr 2</td>
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Middle Childhood and Adolescence (Grades 5-12)

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<td>2201</td>
<td>Soc Stu 7-12; Soc Stu 5-9 (Specialist Option)</td>
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BACHELOR OF ARTS AND MASTER OF PROFESSIONAL STUDIES (DUAL DEGREE PROGRAM)

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BACHELOR OF MUSIC AND MASTER OF ARTS IN TEACHING (DUAL DEGREE PROGRAM)

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BACHELOR OF MUSIC AND MASTER OF ARTS IN TEACHING (DUAL DEGREE PROGRAM)

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BACHELOR OF SCIENCE AND MASTER OF ARTS IN TEACHING (DUAL DEGREE PROGRAM)
0802.00 Childhood, Grs 1-6
0823.00 Early Childhood, Birth – Gr 2
0802.00 Chldhd, Gr 1-6 and Early Chldhd, Birth-Gr 2

BACHELOR OF SCIENCE AND MASTER OF PROFESSIONAL STUDIES (DUAL DEGREE PROGRAM)
0808.00 Childhood Ed 1-6 & Spec Ed: (Chldhd)

BACHELOR OF SCIENCE DEGREE
2201 Behavioral Studies
0506 Organizational Management
0699 Communications Management

UNDERGRADUATE CERTIFICATE PROGRAMS
5003 Finance
5004 Management

INVENTORY OF GRADUATE PROGRAMS
Following is a list of graduate programs which are registered with the New York State Education Department. Preceding each field is its Higher Education General Information Survey (HEGIS) code number. Students should be aware that enrollment in other than registered or otherwise approved programs may jeopardize their eligibility for certain student aid awards.

MASTER OF ARTS DEGREE
4901 Liberal Studies
1507 Writing

MASTER OF ARTS IN TEACHING DEGREE
Childhood and Early Childhood
0823.00 Early Childhood, Birth-Gr. 2
0802.00 Childhood, Gr. 1-6
0802.00 Childhood, Gr 1-6 and Early Childhood, Birth – Gr 2

Special Programs
0831.00 Visual Arts Education
0833.00 Music Education
0835.00 Physical Education and Sports Pedagogy

Adolescence and Middle Childhood (Grades 7-12 and 5-9: Specialist Option)
0401.01 Biology (Adolesc Ed/Mid Chldhd Ed)
1905.01 Chemistry (Adolesc Ed/Mid Chldhd Ed)
1902.01 Physics (Adolesc Ed)
1501.01 English (Adolesc Ed/Mid Chldhd Ed)
2201.01 Social Studies (Adolesc Ed/Mid Chldhd Ed)
1701.01 Mathematics (Adolesc Ed/Mid Chldhd Ed)
1101.00 Teaching of a Second Language (French, Italian, Latin, Spanish)

MASTER OF EDUCATION
0801.00 Educational Studies

MASTER OF PROFESSIONAL STUDIES DEGREE
Special Education Programs
0808.00 Special Ed.: Early Childhood
0808.00 Special Ed.: Childhood
0808.00 Special Ed.: Early Childhood/Childhood
0808.00 Special Ed.: Middle Childhood/Adolescence

Literacy Programs
0830.00 Literacy (Birth – Gr 6 OR Literacy Gr 5-12)

TESOL Program
1508.00 Teaching English to Speakers of Oth Lang (TESOL), All Grades

Combined programs
0808.00 Childhood Ed and Special Ed
0401.01 Biology (Adol Ed/Mid Chldhd Ed & Sp Ed)
1905.01 Chemistry (Adolesc Ed/Mid Chldhd Ed & Sp Ed)
1501.01 English (Adolesc Ed/Mid Chldhd Ed and Sp Ed)
1701.01 Math (Adolesc Ed/Mid Chldhd Ed and Sp Ed)
2201.01 Social Studies (Adolesc Ed/Mid Chldhd Ed and Sp Ed)
0830.01 Literacy and Spec (Ed Chldhd/Chldhd)
0830.01 Literacy and Spec Ed (Adolesc Ed/Middle Chldhd Ed)

Leadership Programs
0827.00 Educational Leadership

PROFESSIONAL DIPLOMA
Leadership Program
0828.00 Educational Leadership

ADVANCED CERTIFICATE (Post Masters)
Adolescence and Middle Childhood
0401.01 Biology (Adolesc Ed/Mid Chldhd Ed)
1905.01 Chemistry (Adolesc Ed/Mid Chldhd Ed)
1917.01 Earth Science (Adolesc Ed/Mid Chldhd Ed)
1501.01 English (Adolesc Ed/Mid Chldhd Ed)
2201.01 Social Studies (Adolesc Ed/Mid Chldhd Ed)
1701.01 Mathematics (Adolesc Ed/Mid Chldhd Ed)
1902.01 Physics (Adolesc Ed/Mid Chldhd Ed)
1101.00 Teaching of a Second Language 7-12 (French, Italian Latin, Spanish)

The Arts
0831.00 Visual Arts Education
0832.00 Music Education

Special Education Programs
0808.00 Special Ed: Early Childhood
0808.00 Special Ed: Childhood
0808.00 Special Ed: Early Childhood/Childhood
0808.00 Special Ed: Middle Childhood/Adolescence
0808.00 Special Ed: Gr. 5-9 Generalist Option

Literacy Programs
830.01 Literacy Education (Birth – Gr. 6 OR Gr 5-12)

TESOL Programs
1508.0 Teaching English to Speakers of Oth Lang

EDUCATIONAL LEADERSHIP PROGRAMS
0828.00 Teacher Leaders (non-certification)

MASTER OF SCIENCE DEGREE
0506 Leadership and Strategic Management
0515 Organizational Management and Human Resource Development
0599 Sport Business Management
0699 Integrated Marketing Communications
0513 International Management
UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS

The majority of Manhattanville’s undergraduates pursue the Bachelor of Arts degree. Some freshmen know the academic area or areas in which they want to concentrate; most do not. Consequently, it is possible to begin work in a major field the first year, but there is no need to declare a major until the second semester of the sophomore year. All students must complete a minimum of 90 credits in the liberal arts and sciences to meet New York State requirements for the Bachelor of Arts degree. All courses listed under the various departments are considered “liberal arts” unless an asterisk follows the course title.

The Self-Designed Major: If a student’s interests lie outside or between the areas of existing departments or programs, he or she may propose to the Board on Academic Standards a self-designed major program of study. The Board on Academic Standards approves all self-designed majors. The student’s proposal must include a carefully thought-out rationale stating the goals of the program and the means of attaining them with the courses chosen. Self-designed majors are by nature interdisciplinary and involve courses from two or more departments. The student must consult with faculty from the departments from which courses are drawn and obtain their signatures on all portfolio forms requiring major departmental approval. Students considering self-designed majors are advised to discuss their case with the Academic Dean or the chairperson of the Board on Academic Standards. Examples of recent self-designed majors include Social Justice, Ethics and Society, the Economics of the Performing Arts, Political Economy, Art and Society, Italian Civilization, and German Cultural Studies.

Double Major: Qualified students may pursue the requirements for major study in two departments as long as both majors lead to a Bachelor of Arts degree. (Majors leading to two separate degrees, for example a B.A. and B.F.A., are not usually possible.) Students develop such programs with the guidance of academic departments and the approval of the Board on Academic Standards. Students majoring in Education are required to be double-majors: they must have a second major in a liberal arts field. (Students pursuing a double major are not required to have a minor.)

Teacher Certification: A major in Education is available, with which students acquire provisional New York State teacher certification at the elementary or secondary school level. All students considering a teaching career are strongly encouraged to discuss their plans with an advisor in the School of Education as soon as possible. Also, since not all states have uniform requirements, students wishing to teach in a state other than New York should contact the appropriate state’s education department to learn what specific requirements they will need to meet. All majors in Education, except for Music Education and Art Education, are necessarily double majors: they must also have a second major in a liberal arts field. (For further information please see the School of Education Undergraduate Catalog.)

Preparation for Professional and Graduate Study: A Pre-Health Professions Advisory Committee advises students who are preparing for medical school and careers in health. (See Pre-Professional Studies for pre-health requirements.) Students preparing for law school can consult with the Pre-Law advisor; students preparing for business school or other types of graduate study should work with a faculty advisor in the appropriate department.

Joint Programs with Graduate Schools: Manhattanville College’s close relationship with various graduate institutions can facilitate a student’s progress toward a career in physical therapy, speech language pathology, social work, dentistry, computer science, or publishing. (For more information, see separate section on Joint Programs.)

PART-TIME STUDY

Part-time undergraduates are not mandated to work within the Portfolio System, so degree requirements for them are somewhat different from those for full-time students. They, too, must satisfy the criteria set by the departments selected as their major and minor fields. However, although they must complete a minimum of 120 credits (60 of them at Manhattanville), they may do so over a longer period of time.

Despite the fact that they are not required to assemble portfolios, part-time students are urged to develop solid writing skills and be conversant in the use of information technology in order to pursue academic research, and to acquire breadth, as well as depth, in their studies. Part-time students must complete the minimum number of credits in the liberal arts and sciences required by their specific degree program in order to meet New York State requirements for the bachelor’s degree.

In addition to the major and minor, they are encouraged to plan their work so that they acquaint themselves with a variety of academic areas. A special advisor in the Academic Advising Office assists part-time students in this effort.

ACCELERATED STUDY

Most Bachelor of Arts students complete their degrees in eight semesters. It is possible to accelerate the degree program and graduate in less than 8 semesters, if special permission is granted, but students interested in doing this must present a plan to the Board on Academic Standards no later than a year prior to the planned graduation. The College requires the equivalent of eight semesters of attendance (at least four while a student at Manhattanville), unless the Board on Academic Standards grants special permission.

The criteria applied by the Board on Academic Standards in evaluating accelerated study and early graduation requests include overall excellence as demonstrated by both the transcript and the work submitted, at least two-thirds of courses above the introductory level, and demonstration at an early stage of careful planning and direction.

Early graduation through an accelerated program of study is not usually open to students enrolled in the Bachelor of Music program, candidates in the Bachelor of Fine Arts program, or those who wish to do student teaching in order to gain New York State provisional teaching certification within the Bachelor of Arts program.

BACHELOR OF FINE ARTS

The Bachelor of Fine Arts is designed to prepare the art student for graduate study or for professional work in a wide variety of related areas. Specialization in painting, sculpture, printmaking, graphic design, or photography is available. (Students completing a B.F.A. usually may not earn a B.A. in another field simultaneously.) All students must complete a minimum of 30 credits in the liberal arts and sciences to meet New York State requirements for the Bachelor of Fine Arts degree.
BACHELOR OF MUSIC
A professionally oriented Bachelor of Music degree program is offered in Music Education for students interested in entering the teaching profession. The Bachelor of Music degree may be taken together with the Master of Arts in Teaching in a combined degree program offered by the Music Department with the School of Education. The Music Department has prepared a Handbook for Music Majors with details of these programs, as well as the Bachelor of Arts in Music, the Concentration in Music Management, and the Bachelor of Arts in Musical Theatre. Interested students should contact the Music Department for details. All students must complete a minimum of 30 credits in the liberal arts and sciences to meet New York State requirements for the Bachelor of Music degree.

ADULT ACCELERATED BACHELOR OF SCIENCE DEGREE COMPLETION PROGRAM
Manhattanville offers three Bachelor of Science Degrees in an accelerated format for adult students. The degrees are in Behavioral Studies, Organizational Management and Communications Management. Students who have completed an Associate’s degree or who have accumulated sixty to seventy-five undergraduate credits with a G.P.A. of 2.5 and have a minimum of two years work experience are eligible for the program. Classes meet in the evenings and/or weekends and are scheduled in eight-week modules. The program may be completed in less than two years. A new term begins in September, October, January, February and April. Applications are accepted throughout the year under Manhattanville’s rolling admissions policy.

GRADUATE PROGRAMS
Manhattanville believes that education is a life-long process. Graduate programs are offered in the same value-oriented Manhattanville tradition as our undergraduate programs. In fact, students who may be returning to the campus environment after many years away respond very enthusiastically to our personalized community of faculty and staff.

SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES
The School of Graduate and Professional Studies offers the following programs: Master of Arts in Liberal Studies, Master of Arts in Writing, Master of Science in Leadership and Strategic Management, Master of Science in Organizational Management and Human Resource Development, Master of Science in Integrated Marketing Communications, Master of Science in International Management, Master of Science in Sport Business Management and Graduate Certificate in Nonprofit Leadership. Course and program descriptions for these programs can be accessed online at: http://www.mville.edu/graduate.

SCHOOL OF EDUCATION
The School of Education offers the following degree programs: Master of Arts in Teaching, Master of Professional Studies and Professional Diploma (School Building Leader only). Advanced certificate programs are available for students who have completed Master’s degrees. The School of Education, in conjunction with some of the College’s academic departments, also offers programs that lead to the Bachelor of Arts, Bachelor of Fine Arts, and the Bachelor of Music.

FULL-TIME UNDERGRADUATE DEGREE REQUIREMENTS
THE PORTFOLIO SYSTEM
Manhattanville College’s mission is “to educate students to become ethically and socially responsible leaders for the global community by ensuring

- The full intellectual, ethical and social development of each student within a community of engaged scholars and teachers,
- The application of students’ development as independent leaders and creative thinkers, to their career and professional goals, and
- A diverse campus community whose members know, care about, and support each other and actively engage in the world beyond.”

In crafting and assessing a program of study, the mission of Manhattanville College provides an invaluable guide.

At the heart of Manhattanville’s distinctive approach to undergraduate education is the Portfolio System. The main goal of the Portfolio is to assist students in planning their courses of study, exploring educational options within the context of the liberal arts. For many students, the Portfolio serves as a guide toward opening conversations regarding career goals with an academic advisor; for others, it aids in reflecting on the educational process.

The chief goals of the Manhattanville Portfolio System, a key component of the Manhattanville experience, are:

- To provide students with an opportunity to design a personalized program of study;
- To encourage students to reflect upon their academic and extracurricular choices through the individual components of the Portfolio System;
- To assist in the professional development of the student as he/she contemplates the next stage of his/her academic career;
- To learn to assess these curricular choices.

Ultimately, the Portfolio reflects a student’s entire college career; it is both a system of planning and assessment and a repository for the student’s best work. Among the primary materials included in the Portfolio are:

- A Freshman year essay;
- A Study Plan outlining all coursework to be counted toward the degree;
- A Program Evaluation Essay, providing a rationale for the student’s choice of courses, serving as a basis for conversation with a student’s advisor regarding a personal evaluation of the current state of progress;
- A Global Awareness Essay, indicating how the student utilized his/her education to develop a broader or deeper awareness of other cultures;
- A resume developed in consultation with the Office of Career Services;
- For consideration for Portfolio Honors, there is an interview requirement;
- Specific examples of work in writing and research.
Submission and approval of the Portfolio is a requirement for graduation.

In its totality, the Portfolio System encourages students to be active participants in their academic and extracurricular pursuits and to gain an expanded perspective through the examination of the relationships between their choices, the College mission and the world around them.

At the conclusion of the formal written review, the Board on Academic Standards may recommend exceptional portfolios for “Portfolio Honors.” Both formal portfolio reviews will appear on the student’s official transcript with a Pass/Fail notation. Students who submit a complete portfolio that is judged satisfactory by the Board on Academic Standards will receive a Pass. Students who submit a reasonably complete portfolio, but are required to resubmit one or more items, may receive a Grade Deferred (GD), with material to be submitted by the date specified by the Board. Students who do not submit a portfolio, or who submit a seriously incomplete portfolio, or who, after receiving a GD, fail to revise their portfolios to the satisfaction of the Board on Academic Standards will receive an F for the portfolio that semester. If allowed to continue at the College, they will be required to submit again in the following semester and be graded appropriately. Students who fail to submit the portfolio on schedule are liable to dismissal from the College.

THE PRECEPTORIAL
The Preceptorial is a year-long, seminar-style course required of all Manhattanville freshmen. It is intended to foster the intellectual development of students and provide a foundation for college-level academic work through an introduction to the liberal arts tradition of world civilization. Beginning in the Fall with the theme “Search for the Good Life”, students read and discuss classic texts by such intellects as Plato and Adam Smith, or sacred scriptures from both East and West. Preceptorial classes are kept purposefully small in order to facilitate careful consideration of the ideas contained in these texts, ideas that have influenced people, institutions, and whole societies for hundreds, sometimes thousands of years. In the Spring the Preceptorial moves on to “Search for a Good World”, focusing on more contemporary, global texts reflecting the increased interaction of different peoples, cultures, and civilizations—the modern situation that has created new issues, concerns, and opportunities. The Preceptorial’s overall mission is to provide a setting in which students may increase their awareness of the world, both ancient and modern, to strengthen academic skills such as reading, speaking, and analyzing as a foundation for further study, as well as a richer and more meaningful life; to help students get to know well a diverse group of their fellow students while engaging in a common intellectual endeavor; and to insure that they develop, through regular contact, a constructive relationship with their academic advisor that will serve them well as they proceed beyond their freshman year at Manhattanville. The teacher of the Preceptorial (the Preceptor) is also the student’s academic advisor until the student declares a major and selects an advisor in his or her major field. In addition to guiding the student to plan appropriate courses for both Freshman semesters, the Preceptor introduces him/her to the Manhattanville Portfolio System and establishes a mentoring relationship that facilitates a successful adjustment to college.

COLLEGE WRITING COMPETENCY
Writing competency is met with two requirements at Manhattanville. First, a student must take ENC 4010: The Freshman Writing Seminar and pass it with a C or above. Second, a student must take two courses designated as Writing and/or Writing Intensive with Research (W/WR) prior to senior year.

The Freshman Writing Seminar: ENC 4010
In the first or second semester at Manhattanville, every freshman must take ENC 4010: the Freshman Writing Seminar (exemptions are granted only to students who have completed the Advanced Placement English Language and Composition or the English Literature and Composition Exams with a 4 or 5). In this course, students explore writing strategies and develop critical reading skills by engaging in a variety of texts based around a theme linked to the liberal arts tradition. Students compose a variety of drafts to learn editing skills and to acquire a tone and style appropriate to the academic community.

Learning Outcomes of the Freshman Writing Seminar
At the conclusion of ENC 4010, each student can expect:

- To understand the inter-related processes of writing, reading, speaking, listening, and viewing;
- To demonstrate a competence with the grammatical structures of English;
- To identify the difference between the informative and manipulative uses of the English language and other media;
- To formulate questions at varying levels of abstraction which elicit critical responses, as well as facts and inferences;
- To incorporate techniques of prewriting, exploration and planning (such as free writing, focused free writing, brainstorming, modeling, mapping, webbing, outlining) to the composition of an essay;
- To recognize useful methods of re-thinking and restructuring as well as revising, editing, and proofreading essays;
- To understand how to put together a solid argumentative essay, demonstrating competence in applying evidence, techniques for citing materials, analysis and a clear and useful structure;
- To demonstrate a knowledge of and ability to write within the main genres of a discipline – to produce a summary, an analysis, a comparison essay, and a close reading in all fields, as well as other specific forms within the discipline studied, such as an ethnography in Anthropology;
- To understand how to incorporate and appropriately cite documented secondary sources;
- To have honed essential speaking skills;
- To interrogate a text from the standpoint of a discipline and apply the academic discourse of that field in discussion and written assignments.

W / WR Courses
A course designated as W (Writing Intensive) or W/R (Writing Intensive with Research) integrates a significant number of writing assignments within the teaching of subject matter. One goal of the W or W/R course is to help students to see writing as a process of planning, drafting, re-imagining, revising and editing.

Courses with a W designation must require formal essays and other representative genres of writing within the discipline. Although the number of assignments and pages will vary by class, students should complete approximately fifteen pages of revised and polished work.

Classes designated as W/R include, among other writing assignments, a paper that integrates at least six secondary sources. In W/R classes, the students hone their research skills and learn to more effectively incorporate citations, paraphrase, and summary of secondary material. Documentation of sources varies by discipline (i.e., MLA for English and modern foreign languages; APA for psychology, etc.). Through directed guidance and feedback in both W and WR courses, either from
the professor or a writing consultant, students are encouraged to read, analyze and think more rigorously, and to produce incisive, elegant essays, lab reports, case studies, or other forms of writing.

**LIBRARY SKILLS**
Students must take a one-credit Library and Information Sciences course, which must be completed with a grade of C or above to meet College requirements. The course may be chosen from one of the several different Foundations in Research courses or an Information Literacy Lab.

**THE MAJOR AND THE MINOR**
The completion of a Bachelor’s degree requires a major and a minor. The specific requirements of the major and the minor are provided in information given later by each department. If more than one major is fulfilled, the student does not have to pursue a separate minor. More than one area of major or minor study is allowed, but courses may not be double-counted for more than one area of concentration. If a student elects to major in two disciplines that have certain common requirements, an appropriate number of electives should be added in one of the two disciplines.

**GENERAL EDUCATION DISTRIBUTION REQUIREMENTS**
The faculty and administration of Manhattanville College firmly believe that the best preparation for a rapidly changing world lies in a widely ranging liberal arts education. Specific jobs, technologies, and ideologies may come and go, but in order to remain both vocationally competitive and intellectually supple, world citizens will need analytical, communicative, and deliberative skills. The best liberal arts education includes course work from all five areas of the college curriculum: Mathematics and Science, Social Sciences, Humanities, Foreign Languages, and the Fine Arts. Developments in computers and technology will increasingly affect our lives, and an understanding of basic mathematical concepts and scientific method will prepare students to actively participate in the next wave of technological evolution. As our population rises, attendant social problems will demand the creative application of the social sciences; likewise, the humanities provide historical, literary, and philosophical perspectives to past, present and future. As our world grows more interdependent, the ability to communicate in other languages will become even more important, and persons with bi-lingual and multi-lingual skills will be in high demand. Finally, the arts provide a window into the human soul. The ability to discover one’s own creativity or appreciate the artistic expression of others enriches both the individual and society as a whole. Students at Manhattanville College are encouraged to explore all these areas as they develop and integrate their personalized study plans within the Portfolio System. As a minimal acceptable distribution for graduation, students must take at least 6 credits each from four of the following five areas:

1) Mathematics and Science (including Computer Science)
2) Social Sciences
3) Humanities
4) Foreign Languages
5) Fine Arts

The distribution value of IDS courses will be determined by their content. English composition (ENC) courses may not count toward fulfillment of liberal arts distribution requirements. Each semester the course schedule lists the distribution value of that semester’s courses.

**GRADUATION CREDIT REQUIREMENTS**
To qualify for a Bachelor’s degree, all students must complete a minimum of 120 credits with an overall average of C (2.0) or better, and with individual grades of C- or better in all courses used for the major and minor, except where individual departments specify that the minimal grade must be higher. Some major programs, including Education, Music and Dance/Theatre, exceed 120 credits. Transfer students may apply credits earned at another college or university at a level of C- or better and approved by the Academic Dean to their Manhattanville program. (Students seeking to have courses taken at another institution count toward the major or minor must have the relevant department approve the courses. Certain departments require higher than a C- for major or minor credit.) In general up to 60 credits may be accepted as transfer credit; 60 credits and 4 semesters of work must be completed at Manhattanville. In calculating transfer credit, grades are not transferred, only credits.

Students must complete all requirements (including total credits, minimum G.P.A. major and minor, writing and library skills requirements, minimum number of liberal arts credits for their degree, and the two portfolio reviews) in order to be eligible for graduation and participation in the commencement ceremony.

Note: The B.A. degree requires 90 liberal arts credits, the B.S. degree requires 60 liberal arts credits and the B.F.A. and B.Mus degrees require 30 liberal arts credits.

**GRADING AND EVALUATIONS**
The College maintains the following letter grading system:

A. (4.0), for work of exceptional quality that demonstrates deep insight into the material of the course and mastery of the discipline’s method of inquiry. It may also commote outstanding creativity and originality of thought.

B. (3.0), for work of good quality that demonstrates a thorough grasp of the material of the course and the discipline’s method of inquiry.

C. (2.0), for work that is satisfactory in quantity and demonstrates an acceptable acquaintance with the material and the method.

D. (1.0), for work that only minimally meets the standards of the course.

F. (0.0), for work that is unsatisfactory and/or incomplete, showing little or no mastery of the material or method of inquiry. F is also used when a student withdraws from a course after the withdrawal deadline.

P. (no grade point value), for satisfactory work in a course taken on a Pass/Fail basis. (A maximum of four Pass/Fail credits may be taken in any one semester.)

W. for a course from which the student has withdrawn, with the approval of the instructor and advisor, or the Academic Dean, before the withdrawal deadline.

Incomplete (GD) is given only for extraordinary reasons (for instance, serious illness or death in the family) and means that an instructor granted an extension for a period established by the Academic Dean. Ordinarily, incompletes must be finished by the beginning of the subsequent semester. Until then, no grade is entered on the transcript. If the work is not completed by the stipulated deadline, the student receives a grade of F.

In addition, the instructor has the option of awarding grades of A- (3.75), B+ (3.5), and B- (2.75), and C+ (2.5), and C- (1.75). Students (except those on probation) may choose to take up to 4 credits a semester on a Pass/Fail rather than a letter grade basis. However, this grading option must be indicated on the registration form and can only be changed up to the end of the Add/Drop period. Thereafter the decision cannot be changed.
Academic dishonesty is a serious form of misconduct in an educational community. It threatens the relationship of trust that must exist among members of that community. As such, it warrants the most serious of responses, including expulsion from the college. It is each student’s responsibility to become familiar with these materials and with related procedures and sanctions. In cases where academic dishonesty is suspected, both faculty members and students have an obligation to bring the matter to the attention of the Academic Dean for appropriate action.

Minor offenses usually relate to more technical matters, are isolated or limited in scope, and are not committed for the purpose of academic advantage. Improper citation, failure to use quotation marks around a direct quote or to acknowledge a source in-text or on a Works Cited page, when these instances are isolated and limited, are examples of minor offenses. How such offenses are sanctioned is usually determined by the individual instructor’s evaluation of the impact of these technical errors within the context of the structure and content of the particular course. Faculty members do not need to report minor offenses to the Academic Dean.

Major offenses relate to anything that constitutes an action that results in an unearned academic advantage or inexcusable gross negligence. These include, but are not limited to:

1. Plagiarism: This consists of offering as one’s own work the words, ideas or arguments of another. Appropriate citation (including page numbers) with quotation marks, references or footnotes, is required when using another’s work; the failure to do so constitutes plagiarism. Copying homework and answers on an exam or report, submitting a term paper from the archives of a group or from another student, procuring a paper from any source (electronic or otherwise) and submitting it as one’s own are further examples of plagiarism.
2. False citation: Providing false information about a source is academic dishonesty. This includes citing a title, author and page as if it were from one source when, in fact, it is from a different source, or including information that did not come from the cited source.
3. Cheating on exams.
4. Unauthorized collaboration on academic assignments.
5. Multiple submissions: Work done for one course cannot be submitted for another course without the express permission of the teacher.
6. Aiding another student in the commission of academic dishonesty.
7. For all assignments for computer-related courses, students are required to acknowledge any information, from word texts to full programs, that is not their own.
8. Computer abuse: Infringing on the rights of other students to gain access to the College computer system, destroying or infecting files, and copying files or programs without permission are considered academically dishonest.
9. Forgery: Signing any faculty member or administrator’s name to a college form or document without express permission.
10. Falsification: Altering any official college document, paper or examination to mislead others; or, any deception (written, oral, or electronic) of a College official in an attempt to circumvent College academic policy.
11. Destruction, theft or displacement of library materials.

For proven or uncontested major acts of academic dishonesty, the instructor may impose one of the following sanctions:

Failure of the assignment or failure of the course.

The primary responsibility for identifying a code violation, and determining the penalty in terms of the grade for both the assignment in question and the course, lies with the instructor of the course. When an instructor has found what he/she considers to be a major offense (or if someone witnesses what he/she considers to be a major offense), the Academic Advising Office is contacted. The instructor (or other person witnessing or suspecting academic dishonesty) and the Dean will decide together whether the offense is of a serious nature. If it is determined that a major offense has occurred, the instructor will contact the student and inform him/her of the findings and the penalty that will be imposed within the course, and the student will be informed that he/she must meet with the designated investigating Dean. Students will not be permitted to withdraw from a course for which an offense has been reported, unless the Board on Academic Standards permits such a withdrawal as a result of a disciplinary hearing.

All further disciplinary procedures will proceed in the following manner:

For a first offense:

- The student and instructor will meet to discuss the matter. If the student accepts responsibility for the offense and the penalty imposed by the instructor, and has no prior violation of the Code of Academic Integrity on his/her record, the student and professor will complete an “Admission of Academic Dishonesty” agreement, and submit the agreement to the investigating Academic Dean, who will place the agreement in the student’s file for tracking purposes.

- For a first offense, no further sanction beyond that imposed by the instructor will be made. However, the student waives his/her right for a formal hearing on the matter and consents to the instructor’s penalty. The agreement will remain a part of the student’s record until the completion of the degree; if there are no further violations of the Code of
Academic Integrity, the agreement will be removed from the student’s record. The student, should he/she reconsider his/her consent to the agreement, may void the document within ten (10) days of signing the agreement, and request a disciplinary hearing by the Board on Academic Standards.

- Where the student disputes the finding of the instructor, the student may contact the designated investigating Dean, and request a formal review by the Board on Academic Standards. The Board may uphold the finding and sanction, overturn the finding and sanction, or impose an alternative sanction, should the Board determine that the finding was not handled in the appropriate manner, or if the penalty imposed was not in keeping with the polices of the course as stated in the course syllabus.

For a second or later offense:

- The student and instructor will meet to discuss the matter. If the student accepts responsibility for the offense and the penalty imposed by the instructor, the student will be obliged to meet with the designated investigating dean and the Board on Academic Standards, and will have a chance to present his/her case. The Board will then impose a sanction (in addition to the instructor’s sanction) in line with the severity of the infraction and the record of the student involved. A list of possible sanctions appears below.

- Where the student disputes the findings of the instructor, the student may ask for a formal review by a committee consisting of the Academic Dean, the Provost and Dean of Faculty, and the Senior Vice President and General Counsel (hereafter referred to as the Appeals Committee). The Appeals Committee may uphold the initial sanction, impose a lesser sanction, or impose a more severe sanction as a result of the appeal.

- If the sanction imposed by the Board involves suspension or expulsion from the College, the student may appeal the sanction to the Appeals Committee within 48 hours of notification of the Board’s decision. Such an appeal will only be considered on the basis of procedural unfairness or new evidence that might have resulted in a different decision.

Sanctions that may be imposed for a second offense are as follows (one, or a combination of sanctions, may be imposed, depending on the severity of the infraction, and the student’s prior academic integrity record):

- Restriction of academic privileges, which may include disqualification for eligibility for co-operative study abroad programs, Semester in New York City program, or the Castle Scholars Program.
- Disqualification for Dean’s List, Latin honors, or portfolio honors, should the student otherwise be eligible for those honors.
- Placement upon academic probation, with a requirement to complete additional coursework that will address the particular areas of weakness that resulted in the second offense. Completion of specified coursework with a certain grade will be required to remove the student from probationary standing. If this sanction would result in a second semester of academic probation for the student, the student is liable for dismissal from the College (please refer to the “Academic Probation and Dismissal” section of the College Catalog for further clarification of the dismissal and appeal process).
- Suspension from the College for one or more semesters. Students are entitled to readmission to the College at the end of their suspension.
- Expulsion from the College.

Students qualify for academic probation if any of the following applies:

- The cumulative grade point average is below 2.0 at the end of one semester;
- The student completes less than 10 credits successfully, e.g., as a result of a withdrawal and/or low grades; or,
- For students entering the College prior to Fall 2005: the student fails to complete ENC 2085 or other specified writing and research intensive course, with a C or better during their first three semesters.
- For students entering the College in Fall 2005 or later: the student fails to complete ENC 4010: First Year Writing Seminar with a C or better before their first portfolio review.

Students qualify for academic dismissal if any of the following applies:

- The semester grade point average is below 1.50 at the end of one semester;
- Academic probation of any kind is incurred for a second time, including a cumulative grade point average that is below 2.0 for a second time; or
- The portfolio is not submitted by the end of the semester in which it is due, or has not been resubmitted with required revisions by the end of the Add/Drop period following the semester in which it was due; or it has received an F for the second time.

Students who have been dismissed may appeal that decision to the Academic Appeals Committee. This Committee, which consists of the Academic Dean, the Associate Academic Dean and the Vice President for Student Affairs, investigates each appeal by consulting with teachers and relevant college staff. The decision of the Committee, which is normally final, is conveyed to the student and the parents in writing. Further appeals can only be considered on the basis of procedural unfairness or new evidence that might have resulted in a different decision. Such appeals should be directed to the President within 48 hours after receiving the letter from the Appeals Committee.

The college reserves the right to remove a student from a course if the student’s behavior is judged to impair other students’ learning.

Grievance Procedures

At Manhattanville grievance procedures exist for students who feel they have received biased or unfair treatment by a faculty member in a class, or as reflected in a grade for academic work. Meant to protect students’ rights, these procedures are as follows:

- Students with complaints should first attempt to resolve the issue by discussing their problem with the faculty member involved. This must happen within one semester of the claimed instance of unfair treatment. If the student cannot locate the teacher, he/she should contact the Academic Dean.
- In the event that the discussion with the faculty member does not resolve the matter to the student’s satisfaction, the student should go to the head of the department or program and explain his/her grievance, submitting a summary of that grievance in writing. (If the department chair is one and the same as the faculty member identified in the grievance, the student should go to the Academic Dean.) This must occur within 5 business days of the discussion with the faculty member. The department or program head will investigate the matter, consulting with the faculty
member identified in the grievance, as well as with other members of the department, and going over pertinent records and documents, in an effort to achieve a fair resolution of the grievance. The resolution will be given in writing to the student and a copy sent to the Academic Dean’s Office.

- In the event that the grievance cannot be resolved to the student’s satisfaction within the department, within 5 business days after the receipt of the chair’s letter the student should make a formal complaint to the Grievance Committee, attaching all pertinent documents and evidence. The Grievance Committee is chaired by the Provost, and in addition to him/her, consists of the Academic Dean or, in the case of graduate students, the Dean of the Graduate Program, and the Chairperson of the Faculty. In cases where any one of these members must be excused due to their involvement in the grievance or his/her inability to attend, the chair of the Board on Academic Standards, or another member of this committee, will stand in for that position. Once the grievance is received in writing, the Grievance Committee reviews the available materials, consults with the student and the faculty member, as well as with the department. After consultation and review of the materials, the Grievance Committee votes and the decision is conveyed by letter to the concerned parties.

- The decision of the Grievance Committee may be appealed to the President only on the basis of procedural unfairness or new evidence that might result in a different decision. Such an appeal must be made in writing within 5 business days after receipt of the letter from the Grievance Committee.

- For grievances regarding charges of academic dishonesty or for misconduct in the residence halls, please see the Manhattanville Student Handbook and Code of Community Conduct. For grievances regarding academic dismissal, see the section in the catalog on Academic Probation and Dismissal. For grievances regarding grades received as a result of academic dishonesty, follow the grievance procedure above.

**RESIDENCY REQUIREMENTS**

The fulltime undergraduate residency requirement stipulates that students complete at least one-half of the credits required for their degree and at least one-half of their major courses at Manhattanville. Approval for any exceptions must be sought from the Board on Academic Standards.

**REGISTRATION REQUIREMENTS**

All students, including those planning to take music lessons, write senior papers or complete comprehensive examinations, independent studies or internships, must register before each fall and spring session, each summer session and intersession. A pre-registration period for undergraduates is held during each preceding semester for scheduling convenience. A mail-in option for registration is available for graduates and part-time undergraduates. Note that space availability is sometimes limited for classes and that pre-registration is strongly advised. Full-time undergraduates have the option of registering on-line with their advisors, using web-based registration.

Work cannot be credited toward a degree unless a student registers on the published dates. All fees are payable on or before these dates.

The College has a cooperative arrangement with the State University of New York at Purchase which allows students to cross-register for certain courses (with the approval of the academic advisor and Academic Advising Office) and also to use the specialized library holdings.

**WITHDRAWALS**

Students may withdraw form courses without penalty until the published date. The course then appears on their transcript with a “W” instead of a grade. In order to withdraw, students must obtain the signature of the instructor of the course as well as their faculty advisor. If the students wish to withdraw after the withdrawal deadline, they must present their appeal to the Academic Dean, who grants such requests only in rare instances of serious illness or family crisis, and only with the faculty member’s endorsement.

Please note that students who are in danger of failing a course due to violations of the Code of Academic Integrity are not allowed to withdraw from the course to avoid a failing grade in the course.

**STUDENT RETENTION AND STUDENT GRADUATION RATES**

Studies indicate that, each year, a sizeable proportion of the nation’s college students withdraw from the institution in which they are enrolled. The reasons for these withdrawals vary. Some students have changed their minds about career or personal goals and have decided either to enter the job market or to enroll in another college or university with a different kind of curriculum. Others have found it difficult to meet the College’s academic expectations. In some cases, the student’s family moves from the area in which the college is located. Sometimes students decide that college is not the right place to be at this particular point in his or her life. Usually those students who decide to stay at a particular college have found that they fit into the value system of the campus. It is a place where they perform well academically, where they can participate in the curriculum, and where the student and the institution share common educational goals. The number of students who stay at Manhattanville is considerably above the national average. For the most recent year for which information is available, an average of 58% of entering students has graduated within five years of their entry.
**Types of Courses**

**Lecture**
Characterized by a formal presentation of material by the professor, lecture courses may include student discussion. (In language and science areas, it may also include recitation and laboratory work.)

**Tutorial**
The tutorial format is intended for a small group of students and consists of individual instruction, intensive discussion and problem-solving, rather than lectures.

**Seminar**
The 3000-level seminar is characterized by the active role expected of students in the preparation and discussion of class material, and assumes some prior familiarity of the student with the discipline. Most seminars require students to produce a term paper requiring the ability to do independent research.

**Fourth Credit Option for Community Service**
The Fourth Credit Option awards students an additional credit to an existing course for the learning that takes place when 30 hours of relevant community service or public service is combined with an academic course and service leadership seminars. While directly linked to a course, the one credit added for service stands as an independent grade/credit. Up to three credits earned through the Fourth Credit Option can be used as elective credits towards graduation requirements. A list of courses for which the Fourth Credit Option is possible is published prior to registration each semester.

**Internship**
Internships for academic credit enable qualified juniors and seniors to integrate their academic studies with supervised work experiences related to their curriculum and interests. An internship can be done on a part-time basis during the academic year or on a full or part-time basis during the summer. Students usually register for internships under their major departments and must secure a faculty sponsor from that department; however, they may also do one internship outside the department for interdisciplinary credit. Working with their faculty sponsor, students identify learning objectives and formulate an academic project related to the internship. In addition, the employer evaluates the student’s work. The Office of Career Services assists students as they identify and apply for internship opportunities. A maximum of nine internship credits may be applied to the degree.

**Independent Study**
The independent study offers selected students an opportunity to work with considerable autonomy in areas not covered in the regular curriculum, under the guidance of an appropriate full-time faculty member. (In rare cases part-time faculty may, with the approval of the department chair and the provost, oversee independent studies.) Independent Studies are usually reserved for upper class students in areas in which they have an appropriate background. Independent Studies are not available in foreign languages, except for advanced literary or cultural study. In order to ensure sufficient planning, students usually obtain a faculty supervisor and register for the Independent Study in the semester preceding the one in which it will be taken: i.e., during pre-registration. The proposal for Independent Study work must be approved by the faculty evaluator, and should focus on at least one of these options:

- Special Readings: The student sets up and works through a reading list approved by the faculty evaluator. A substantial piece of written research is often produced.
- Research Project and Field Work: In consultation with a faculty member qualified in the chosen area, the student prepares a proposal for a research project, which is carried out under faculty supervision either in an academic setting or in the field and culminates in a formal paper. After completing the project, the student submits a written report to the faculty evaluator, along with an appraisal by the fieldwork supervisor. Normally the equivalent of only one semester of fieldwork can be applied toward the degree.
- Audit

Students auditing a course listen to the lectures or discussions, but do not actively participate. Any course, with the exception of language learning courses, can be audited with the permission of the instructor and assuming the availability of space and resources. However, since it carries no credit, the course will not be recorded on the student’s transcript. Where class size is limited, regular students take precedence over auditors.

**Summer School**
Manhattanville has two summer sessions in which resident, commuter and visiting students can take liberal arts courses in the humanities, foreign languages, sciences, social sciences and fine arts. In addition to a broad selection of offerings at the undergraduate level, graduate programs are available in education, creative writing, communications, human resources, leadership, and the humanities. Manhattanville also offers a special summer program for high school juniors and seniors.

**Honors Options**
Manhattanville seeks to challenge high achieving students and encourages them to explore new areas of interest beyond the normal intellectual parameters during their entire undergraduate career.

**The Castle Scholars Program**
The Castle Scholars Program offers students of exceptional ability a broader and more intensive program of study than the usual college curriculum. It provides motivated students in any major field with challenging, cross-disciplinary courses that encourage their academic and personal growth.

Participation in the Castle Scholars Program encourages intellectual exchange among students and faculty and fosters independent initiative in academic and creative realms. Advised and mentored by the Program Director, Castle Scholars are well-prepared for success in graduate and professional schools, as well as in the professional world.

Admission to the Castle Scholars Program is by application to the Director. Freshmen who receive a Board of Trustees Scholarship are eligible to apply, as are sophomores, juniors, and transfer students with a cumulative GPA of 3.4. Students must be in good academic standing in their non-academic activities as well as in order to be considered for admission to the Program.

**Departmental Honors**
Several departments at the College offer an honors program within the major, to which qualified undergraduates are ordinarily admitted in their fourth semester, with a review for continuation in the program at the end of the sixth semester. Individual departments set the standards for acceptance into
students must complete at least fifteen semester hours, with a minimum of twelve hours taken for letter grades. This achievement is noted on students' transcripts for each semester hour. This effect on their transcripts.

PORTFOLIO HONORS
One of the special honors students may receive at the College is “Portfolio Honors”. This involves an additional optional review of qualified portfolios by the Board on Academic Standards following the final Portfolio Review. Although the Board invites certain students to submit for Honors, students may also take it upon themselves to submit their portfolios for Honors Review. Generally, the Board looks for exceptional breadth in the liberal arts, an excellent Program Evaluation Essay and advanced examples of academic achievement. Portfolio Honors are announced at Baccalaureate and students receive a notation to this effect on their transcripts.

THE DEAN’S LIST
The Dean’s List honors full-time students who achieve at least a 3.6 average during a particular semester. To be eligible, students must complete at least fifteen semester hours, with a minimum of twelve hours taken for letter grades. This achievement is noted on students' transcripts for each semester in which they fulfill these requirements.

DEGREE WITH HONORS
At a special Honors Convocation held the evening before Commencement, the College awards graduating seniors several kinds of academic distinction:
1) Portfolio Honors. During the senior year The Board on Academic Standards conducts an optional formal review of qualified portfolios. If awarded Portfolio Honors, a student’s transcript and diploma will reflect the distinction.
2) College Honors (Castle Scholars Program). For students who have maintained at least a 3.4 G.P.A. and completed the program requirements (see description under “College Honors Program” above)
3) Departmental Honors. Each department has its own criteria to confer honors. Normally, they are based on at least a B+ average in major courses and a similar level of achievement on the senior evaluation
4) At Commencement, the College awards Latin Honors. These awards are based on the following cumulative grade point averages:
   • cum laude — 3.7,
   • magna cum laude — 3.8, and
   • summa cum laude — 3.9

PRE-PROFESSIONAL STUDIES
LAW
Manhattanville offers several options for students interested in pursuing a career in law. Although many students interested in the legal profession major in Political Science with a concentration in Legal Studies or in Criminal Law, it is also possible to pursue other majors, while minoring in Legal Studies or Criminal Law. Details regarding Political Science, the Legal Studies and Criminal Law concentrations, and the minors in Legal Studies and Criminal Law are listed under Political Science in the Academic Departments section below. Students interested in law should seek advice early on from both the prelaw advisor and the chair of the Political Science department.

PRE-HEALTH PROFESSIONS
The Pre-Health Professions Advisory Committee (PHPAC) is available to assist students in preparing for admission to a medical and dental school. Students considering a career in one of these fields should contact a member of the PHPAC, or the Academic Advising Office, as soon as possible upon admission to Manhattanville, to plan their schedules. Note: Students are strongly advised to begin taking the requisite courses in the first semester of their study at Manhattanville.

Standardized examinations are part of the admission process to many programs. As an example, according to the 1999 edition of American Medical Colleges, which administers the MCAT (Medical College Admission Test):

“The MCAT assesses mastery of basic concepts in biology, chemistry (general and organic), and physics; facility with scientific problem solving and critical thinking; and writing skills. The skills and concepts tested by the MCAT are those identified by physicians and medical educators as prerequisite for the practice of medicine. Medical school faculty hope that testing for these skills on the MCAT will encourage undergraduates with broad educational backgrounds to consider careers in the health professions and will stimulate premedical students to investigate a wide variety of course offerings outside the natural sciences.”

The MCAT is usually taken at the end of the student's Junior year, with application to medical school made in the fall of the Senior year (for admission in the fall immediately after graduation). While a student can major in any subject (Manhattanville does not offer a “Pre-Health” or “Pre-Med” major), a minimal program of preparation for the MCAT, and for admission to medical school, would be achieved by completing the minor in Pre-Medical/Pre-Dental Studies by the end of his/her Junior year. The core courses that would accomplish this minor are:

- Principles of Biology I, II
- Principles of Chemistry I, II with labs
- Organic Chemistry I, II with labs
- Calculus I, II
- College or University Physics I, II
- First-Year Writing Seminar
- One course in English Literature

It is highly recommended that two or more of these courses be taken in the first semester at Manhattanville. The sequence in which these courses are taken should be discussed with an academic advisor, preferably from the proposed major program or department, and a member of the PHPAC.

Students interested in programs other than medical, dental, or veterinary school should complete the courses for the minor in Health Sciences. These include:

- Principles of Biology I, II
- Principles of Chemistry I, II with labs
- Organic Chemistry I with lab
- Statistics for the Social Sciences
- Anatomy and Physiology

Note: Students interested in the Pre-Health program who choose to major in Biology, Chemistry, or Biochemistry must complete an additional minor, along with any of the required Pre-Health courses not covered in the major or minor. Furthermore, they must notify the PHPAC of their interest in the Pre-Health program.
Additional courses directly related to the chosen profession may also be needed for admission. Students interested in a career in medicine, dentistry, or other health sciences should notify the PHPAC (or the Academic Advising Office) as early as possible in their academic career to ensure that they get the best possible advice.

Admission to graduate programs in the Health Professions is highly selective. To compete successfully for admission, students must maintain a minimum 3.25 cumulative G.P.A. and a 3.25 G.P.A. in the courses listed above while at Manhattanville. Students should be aware that some professional schools require a G.P.A. higher than 3.25.

Besides advising and consultation, the PHPAC provides an Official Committee Recommendation Letter (PHPAC Letter) upon a student’s request. To request a PHPAC Letter, the student:

1) should have successfully completed six semesters of college, at least two of which were at Manhattanville;
2) should have a 3.25 G.P.A. as described above;
3) must have completed at least one science course, preferably two or more, at Manhattanville College. It is recommended that all core courses be completed at Manhattanville;
4) must get approval from the PHPAC for core courses taken elsewhere;
5) in the post-baccalaureate program, must complete at least half of the core courses at Manhattanville College; and
6) must submit a complete PHPAC Letter Request Form and supply all of the requested information, including the appropriate standardized test results, by the 15th of June that precedes application deadlines.

Any student who is unable to meet these requirements should contact a member of the PHPAC as soon as possible to discuss his/her options. Note that without the standardized test result, PHPAC may not have enough information to evaluate the student. Therefore, for students taking the MCAT (or appropriate counterpart) in the late summer, PHPAC may not be able to begin deliberation until Mid-October, when the test result(s) becomes available. This may result in the delay of the PHPAC letter.

Students should pick up the necessary forms from a PHPAC member or the Academic Advising Office before the end of the sixth semester. Students who request a PHPAC Letter will be evaluated by the Committee and receive one of the following ratings:

1. Highly Recommended
2. Recommended
3. Recommended with Reservation
4. Not Recommended

The PHPAC will notify students who fall into categories 3 or 4 before any letters are sent to the professional schools. This will allow the students to reevaluate their applications.

PHPAC members: Zhang Chen (Physics), Annemarie Bettica (Biology), Darlene GandoHifi (Chemistry), Van Hartmann (English), George Schreer (Psychology), and Edward Schwartz (Mathematics)

### Post-baccalaureate Pre-Health Professions Program

For college graduates who are interested in entering medical, dental, veterinary or any other of the health-related professional schools, this program provides students an opportunity to complete pre-medical requirements. The program is designed both for students who are lacking one or more of the pre-medical requirements or who would like to retake undergraduate courses in order to improve their grades or prepare for the MCAT or DAT exams.

The required courses are offered in the Summer Session as well as during the academic year. Students apply for admission through the Part-time Program, which is under the umbrella of the Academic Dean. They are assigned a Pre-Health Professions Advisor who assists in designing an individual program of study to fulfill the course requirements established by the Pre-Health Professions Committee.

A minor in Health Sciences or Pre-Medical Studies may be chosen through an interdisciplinary selection of courses. These minors are not available to Chemistry, Biology and Biochemistry majors.

### Off-Campus Study

Manhattanville College encourages students to consider enriching their undergraduate academic experience through study off campus or abroad. The director of Study Abroad works out of the Academic Dean’s office and assists students in researching study abroad possibilities. There are literally hundreds of options for study abroad through reputable American institutions in countries around the world for which students can receive academic credit. For students with high G.P.A.’s (at least 3.2) there exists the possibility of acceptance to one of the Manhattanville "cooperative programs," which have been specifically selected for Manhattanville students, who are allowed to take all their Manhattanville scholarships and aid with them.

**"Cooperative" Study Abroad Programs**

Participation in Manhattanville’s “cooperative programs” for study abroad means that students pay Manhattanville tuition and are able to use most of their Manhattanville institutional aid as well as federal financial aid. Course titles from Manhattanville cooperative programs appear on the Manhattanville College transcript and grades are calculated into the grade point average. The cooperative programs are competitive and students applying to them must demonstrate maturity and academic excellence (a cumulative G.P.A. of 3.2 or better) and present a convincing rationale. They must submit their application by the published deadline and have had their portfolios approved by the Board on Academic Standards. (Students intending to study abroad in the first semester of their senior year must complete their Final Portfolio review in the second semester of their junior year.) In addition, for all programs outside the US and England, students must have completed at least one year of appropriate foreign language study. Ordinarily, students request to spend a junior semester abroad; in rare instances, second semester sophomores or first semester seniors can be approved. Students are not allowed to spend their final semester of study off-campus. Spaces on Manhattanville’s cooperative programs are reserved exclusively for those students approved by the College. Students are encouraged to prepare a strong rationale and work with the Study Abroad director before the published deadline.

*Applications for both the Fall and Spring of the following academic year must be submitted by the Spring deadline of the previous academic year.*
**England**
The program at St. Clare’s in Oxford is Manhattanville’s oldest cooperative program. It offers students the opportunity to take British-style tutorials with distinguished British faculty. The program is especially strong in the Humanities, including English Literature, Philosophy, History, and Art History. Although St. Clare’s is not part of the Oxford University system, students are free to participate in the University’s extra-curricular activities. Housing is in private quarters arranged by St. Clare’s.

The **Center for Medieval and Renaissance Studies**, affiliated with Keble College in Oxford, provides specialized training in Medieval or Renaissance studies, along with more general courses in the Liberal Arts. Housing is in the Center’s own dormitories.

**Ireland**
The program in Galway is offered in cooperation with the University College Galway, one of Ireland’s oldest and most prestigious institutions of higher education. Courses are offered in a variety of fields such as Economics, English, Foreign Languages, Geography, History, Legal Science, Mathematics and Philosophy. Housing for students can be arranged in the university facility, or students may choose to board with an Irish family.

**Spain**
The International Educational Services (IES) Madrid program is offered in cooperation with the Universidad Complutense de Madrid. All program courses are taught in Spanish; students may take special courses taught by Spanish faculty at the IES Center, or if language proficiency allows, directly at the University. Students are usually housed with private families.

The **Seville** program is conducted in cooperation with the College Consortium for International Studies (CCIS) and the University of Seville and offers courses in Spanish language and literature, Spanish art, history and politics as well as business and culture studies. The Seville program does not require advanced proficiency in Spanish — courses are available in both English and Spanish. Housing is provided in Spanish homes.

**Italy**
The Florence program, which is conducted in cooperation with the CCIS, is based at the Scuola Lorenzo de’Medici, a private institution which has an international student enrollment of approximately 500 students. The school offers courses in Italian language, studio art, art history, and Italian culture. Students have the option of living in shared furnished apartments, staying at the Residenza Universitaria Fiorentina, or arranging their own housing.

The Rome program, also conducted in cooperation with CCIS, is based at the American University of Rome, a small school with a student body of about 250 students. Courses are offered in Italian language and literature, communications, philosophy, Italian and European history, international business, and international relations. In addition, internships are offered to qualified students at Italian and international institutions. Except for language courses, all classes are conducted in English. Students live in off-campus apartments leased by the university.

**Japan**
A direct exchange program is offered with Kansai-Gaidai University in Osaka. In addition to intensive study of Japanese, coursework in English is offered in a variety of disciplines, including Asian studies, international business, art, political science, and history. Students are encouraged to stay with a Japanese host family.

Study is also possible for women at Sacred Heart University in Tokyo. This program requires extensive previous study of Japanese.

**France**
The IES Paris program offers students with French proficiency courses in art history, French, sociology, literature/theatre, business and economics. Housing is arranged through IES in French homes.

**Germany**
Another IES program is offered in Berlin in cooperation with the renowned Humboldt University. All courses are taught in German and students may choose classes in art history, business, cinema, economics, literature and politics. In addition, the IES Berlin program offers internship opportunities in a wide variety of subjects. Housing is arranged in German homes or apartment.

**World Capitals Program**
Qualified students may apply for a semester in Santiago, Buenos Aires, Prague, Moscow, Jerusalem, Brussels, and South Africa through the American University “World Capitals Program”. These possibilities are all “cooperative programs” and allow students to take their Manhattanville financial aid with them. The Santiago and Buenos Aires possibilities require an advanced level of Spanish. Internships and/or field-work are available on most programs. Types of courses offered and housing arrangements vary by program.

- **Brussels**
  - European Union (fall or spring)
  - Int'l Marketing (fall)
- **Buenos Aires** (fall)
- **Jerusalem** (spring)
- **Moscow** (fall or spring)
- **Prague**
  - Cinema Studies (fall or spring)
  - Film Production (fall or spring)
  - Humanities & Social Science (fall or spring)
  - Photography (fall or spring)
- **Santiago** (spring)
- **South Africa** (fall)

**“NON-COOPERATIVE” STUDY ABROAD PROGRAMS**
For students with special needs and interests, or for those who cannot meet the criteria of the cooperative programs, many “non-cooperative” possibilities exist. In contrast to Manhattanville’s cooperative programs, students on non-cooperative programs are not able to take their Manhattanville institutional aid. Financing non-cooperative programs relies entirely on the student’s federal or state financial aid and personal funds. Credits for non-cooperative programs will be issued as transfer credits only in block format; individual courses and grades will not appear on the transcript. Students interested in cooperative as well as non-cooperative programs should work with the study abroad advisor as early as possible. The College will only award transfer credit toward the student’s degree for coursework approved beforehand.

**DOMESTIC STUDY**
Manhattanville offers several opportunities for off-campus study within the United States.
Students live in apartments in the city of Washington. Readings, thoughtful discussions, papers and examinations. A project. The seminars are academically rigorous, with required readings, thoughtful discussions, papers and examinations. Students live in apartments in the city of Washington.

**SEMESTER IN NEW YORK CITY**

A particularly exciting opportunity for sophomores, juniors and first semester seniors, Manhattanville’s Semester in New York City is a unique immersion program, in which students study, live and work in New York City. Living in historic Brooklyn Heights in a lovely student residential facility, students take courses with Manhattanville faculty in Manhattan. The Office of Career Services assists students as they identify and apply for credit-bearing and career-boosting internships in the City in such fields as the arts, finance, communication, government, law and social service.

**INTERNSHIPS**

The Manhattanville Internship Program offers students an important link between the academic and professional worlds. The College’s location in southern Westchester County, near New York City and Fairfield County, Connecticut, offers easy access to many nearby corporate, governmental and not-for-profit organizations, where students gain valuable experience in internships that complement their course work. The Office of Career Services assists students as they identify and apply for internship opportunities.

Qualified juniors and seniors can integrate their academic studies with supervised work experiences by doing an internship on a part-time basis during the academic year or on a full or part-time basis during the summer. Students usually register for internships under their major departments and must secure a faculty sponsor from that department. They may also do one internship outside the department for interdisciplinary credit. Working with their faculty sponsor, students identify learning objectives and formulate an academic project related to the internship. In addition, the employer evaluates the student’s work. A maximum of nine internship credits may be applied to the degree.

**Internships for International Students**

For Manhattanville’s international students, the Internship Program enhances the experience of studying abroad. In addition to the benefits of enriching course work with practical experience, internships provide international students with an introduction to U.S. businesses and professions. The Office of International Student Services works closely with the Office of Career Services to ensure that all legal requirements are satisfied in arranging internships for international students.

**ENGLISH LANGUAGE INSTITUTE (ELI)**

The ELI offers a variety of courses from high beginner to an advanced level of English language proficiency. These courses are suitable for students who wish to improve their English language ability for academic, business, professional and social purposes. The Intensive Program fulfills the United States Immigration Services visa requirements for fulltime study of English.

**Faculty and Professional Interests**

**Judith H. Lewis (Director)**—Reading, vocabulary, communication skills

**Marguerite Salomon**—Writing, conversation, Business English

**Joy Scantlebury**—Reading, conversation, grammar

**Adjunct Faculty**

**Helen Tsoukanov**—Grammar, TOEFL, cross-cultural communication

**Raymonde Burke**—Conversation, English for Specific Purposes

**Claire Castel**—Grammar, Cultural Psychology, TOEFL

**Janet Jones**—Grammar, Writing

**Helen Mangini**—Reading, American Culture

**Gabrielle McCree**—Grammar, conversation

The members of the ELI faculty are all qualified teachers of English to speakers of other languages. Each teacher has an MA in TESOL or a related field, and brings to the program extensive teaching experience in the United States and abroad including Europe, Asia, Latin America, the Middle East, and Africa. Many are fluent in languages other than English and all are sensitive to cultural adjustments common to foreign students.

**INTENSIVE PROGRAMS**

The intensive program is an academically rigorous 22.5 hour-a-week program. It consists of classes in the basic skill areas: grammar, reading/vocabulary, writing, listening, and speaking. In addition, there is an ESL Through American Culture course, and, depending upon the student’s level of English proficiency, either a TOEFL preparation course or a group tutorial. Students also participate in Cultural Applications, weekly cultural excursions that provide students with the practical experience necessary to develop English proficiency and achieve communicative competence.

**PART-TIME COURSES**

Students who wish to attend classes part-time may select one or more courses in the Intensive and/or General Programs. The General program offers a wide variety of courses that may include: Grammar & Conversation, Integrated Skills, Business English, Vocabulary & Conversation Skills Builder, Cultural Psychology, Conversation Confidence and TOEFL Preparation. Evening and Saturday classes are also available.

**COLLEGE PREP PROGRAM**

The Manhattanville College Prep Program for International Students serves highly qualified international applicants who meet the College’s academic requirements, but have not yet attained the minimum 550 TOEFL score (213 CBT; 80 iBT) necessary for matriculation into the College. Through intensive English instruction, continuous academic advisement, and the opportunity to take College courses when the appropriate TOEFL score is achieved, students are prepared for entry into the College (matriculation) upon their achievement of a core of no less than 550 on the TOEFL.

**SUMMER PROGRAMS**

The ELI offers 2 summer sessions of Intensive and General courses. Special programs can also be arranged to suit the needs of specific groups of students.
CREDIT-BEARING COURSES
Each semester the ELI offers several credit-bearing, content-area courses with ESL support.

Fall 2007:
IDS 1080: Introduction to Fiction (2 credits)
IDS 1081: Cross-Cultural Communication (2 credits)

Spring 2008:
IDS 1037: Themes in American Literature (2 credits)
IDS 1045: American Pop Culture: Critical Issues (2 credits)

Further details are available at the ELI website: http://www.mville.edu/eli/

EDUCATIONAL SUPPORT

ACADEMIC ADVISING
Academic advising at Manhattanville is the province of the faculty. Most full-time faculty members serve as advisors, either for departmental majors or for freshmen and sophomores. All entering freshmen are assigned an advisor, known as a “preceptor”, who is also their instructor in the required freshman course called the Preceptorial. This merger of instructional and advising functions is the key to Manhattanville’s special commitment to mentoring students in their first year of college. In addition to introducing the student to academic discourse and encouraging active learning in the Preceptorial, the preceptor helps the student define educational goals and develop a study program for both semesters of the freshman year.

The Office of the Academic Dean, located on the ground floor (G-8) of Founder’s Hall, houses the Center for Academic Advising, maintains students’ academic records, coordinates the advising system, administers the Castle Scholars Honors Program, manages the operation of the Portfolio System, and provides a wide array of advising functions. Students seeking help in the preparation of their portfolios may make an appointment with a special portfolio advisor. Seniors considering graduate study are urged to consult with the graduate advisor. And students wishing to pursue study abroad must formally apply under the guidance of the study abroad director. Transfer students are assigned to advisors in their chosen manor, or are advised by the academic dean responsible for transfer students.

The Academic Dean coordinates and supervises these academic advising functions, and communicates the results of all portfolio reviews directly to the students. The Dean is also the primary translator of academic policy for students. The Dean hears all appeals for exception to specific regulations and authorizes credit overloads, incompletes, and late adds, drops or withdrawals when appropriate and justified. Her special responsibility is to monitor the progress of all students in academic difficulty. The Dean supervises all of the College’s special support programs for provisional and probation students. The Dean also serves as a consultant to faculty and a participant on faculty and administrative committees regarding matters of advising and academic standards and policy.

In conjunction with Office of Career Services, the Academic Advising office helps students who plan to attend graduate school upon graduation from Manhattanville. Career Services works with students to help them start preparing early for the various graduate school entrance exams. The Academic Advising office provides counseling on graduate school opportunities and helps students to apply for the wide variety of scholarships/fellowships available for graduate study. For more information on graduate entrance exam preparation contact Associate Dean Mary Kornman at (914) 323-5484; for more information on scholarship possibilities and the applications process/deadlines contact Associate Dean Imma De Stefanis at (914) 323-5238.

ACADEMIC RESOURCE CENTER
The Academic Resource Center provides support services to all Manhattanville students who wish to improve their competence in any area of study. Instruction for individuals and small groups is available by appointment and in regularly scheduled tutorial sessions.

The Academic Resource Center has developed interactive learning modules of Supplemental Instruction for students in many major introductory courses. The Center also maintains a peer tutor bank for assistance in most course areas.

Professional tutoring is available in mathematics, reading, writing, and study skills. Writing labs offer help with work in progress, including portfolio requirements and research papers.

COLLEGE SCIENCE AND TECHNOLOGY ENTRY PROGRAM (C.S.T.E.P)
The New York Department of Education funds the College Science and Technology Entry Program (CSTEP). CSTEP is designed to increase the number of historically under-represented and economically disadvantaged undergraduate students who are interested in pursuing a pre-professional and professional program of study that leads to professional licensure or to scientific, technical, or health related careers.

Among the careers students can pursue and which are licensed by the State are accountancy, dentistry, medicine, nursing, physical therapy, psychology, and social work. In order to be accepted in the program, students must meet the state eligibility guidelines and need to demonstrate academic ability as well as desire and potential to succeed in a CSTEP targeted career.

CSTEP in conjunction with the college provides a tailored academic support service to ensure that students will maintain their career choice, including seminars, mentors, Round Table Meetings, and internships.

CSTEP students have the option to participate in the five-week, pre-freshman summer program prior to the start of their freshman year. This experience benefits students and helps them to ease into the transition from high school to college life. For additional information, contact Uriel Reid, CSTEP Director, at (914) 323-5101.

HIGHER EDUCATION LEARNING PROGRAM (HELP)
HELP offers a full range of individualized services designed to accommodate the needs of any student with a diagnosed learning disability. The services include: one-on-one tutoring; note-taking strategies; study skills; time management; organizational support; program planning; assistance with test-taking. Fees to cover these services are added on to the regular tuition and fees assessed by the school. For further information, contact Eleanor Schwartz at 914 – 323 – 5313.
ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Mission and Philosophy
Manhattanville College seeks to enroll students who show evidence of academic ability, personal achievement, and a willingness to meet challenges. The College welcomes students with diverse backgrounds, interests, and talents, including qualified students who have disabilities.

Section 504 of the Americans with Disabilities Act (ADA)
In accordance with Section 504 of the Rehabilitation Act of 1973, Manhattanville College strives to ensure that “no otherwise qualified individual with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program administered by the College.”

ADA Committee
Manhattanville’s ADA Committee is comprised of administrators and faculty members. The ADA Committee meets regularly to review College policies and students’ requests for accommodations, and to ensure that reasonable accommodations are provided. Refer to the ADA brochure for a list of reasonable accommodations.

Self-Identification
At the beginning of each semester, students who expect accommodations related to a disability should contact the ADA Coordinator in writing at least a month in prior to the beginning of a semester and provide supporting written documentation of the disability. Students should then inform any professor for whose class they are requesting accommodations. By contacting the ADA Coordinator each semester, providing documentation, and informing professors in a timely manner, students enable the College to address their needs and make informed and fair decisions about accommodations.

Documentation
Acceptable documentation may include a letter from a physician, psychologist, psychiatrist, or other diagnostician in the field related to the disability. Students who have physical disabilities should have a physician provide comprehensive and current data to identify and verify the individual’s specific functional limitations if the limitations are not immediately apparent. Meetings, programs, and activities can be moved to accessible locations if the ADA Coordinator is notified in advance. Students who have learning disabilities should submit a recent (within five years) psycho-educational evaluation. Documentation for any disability should identify the disability, describe its impact on academic functioning, and provide a rationale for recommended accommodations. Again, documentation should be provided in a timely manner, at least one month prior to the beginning of a semester. Information necessary to assure effective implementation of accommodations will be shared with faculty. All documentation is confidential and documentation should be submitted to:

Jean Baldassare, Director of Disability Services
Founder’s, G-32B
Manhattanville College
2900 Purchase Street
Purchase, NY 10577
914-323-7127

Eligibility
Any qualified student who has a “physical or mental impairment, which results in a substantial limitation of one or more life activities” is eligible to receive reasonable accommodations. Reasonable academic and physical accommodations include, but are not limited to: extended time on examinations, substitution of similar or related work for a non-fundamental program requirement; advance notice regarding booklists for visually impaired and some learning disabled students; use in the classroom of academic aides, such as note takers and sign language interpreters; early advisement and assistance with registration; and accessibility for students who use wheelchairs and those with mobility impairments.

LIBRARY INFORMATION SERVICES
The Manhattanville College Library is the intellectual center of Manhattanville, containing vast print collections and an excellent array of electronic resources to meet the diverse information needs of its students, faculty and community. The Library is committed to preparing Manhattanville students for a lifetime of learning in an information technology-based society.

The Library, which is recognized as one of the foremost undergraduate teaching libraries in the country, offers an outstanding instructional program. This exceptional program emphasizes critical thinking about information needs and evaluating sources of information for relevance, reliability and objectivity. The Library has a strong tradition in offering accurate, thorough, prompt, courteous, and confidential service. Its extensive service hours are designed to meet the needs of the Manhattanville community.

FACILITIES
As a gateway to information, the Library is both a repository of accumulated knowledge and an access point to current resources. The Library building houses, throughout its six floors, nearly 250,000 volumes of books and journals, and thousands of electronic journals and other multimedia resources. Computers, with Internet access, Microsoft Office and specific Manhattanville software, are located in the Reference Commons, the Stacks, the Current Periodicals Room, the Café, the two labs, and the Educational Resource Center (ERC). In addition, the ERC computers have a variety of curriculum software for teacher training.

The public spaces of the Library offer comfortable areas for study and research. Large rooms on the main floor provide tables for comfortable, quiet study. Group study areas with blackboards are located on the second floor. There are carrels for private study on each of the book tiers and there are also private carrels with computers on the fourth tier. The Educational Resource Center provides materials for teacher training and children’s literature. It also has educational software for curriculum design. The Library has music listening facilities for accessing one of the richest collections at Manhattanville. Video viewing areas are available for private or group use.

On the lowest floor is the Center for Computing Resources, which provides PCs and MACs and a printer for assignment preparation. The second floor lab has computers, microfilm readers and tables for group study. The Rare Books Room contains unique manuscripts, incunabula and historic records. Archives of Manhattanville's history are also housed in the Library. At the beginning of each semester, students can reserve a carrel for their individual use.

The Library also houses the Café, one of the most popular spots on campus. Here students can study, use computers, study, talk and enjoy coffee, sandwiches and salads.
COLLECTIONS
In addition to the quarter of a million volumes and 40,000 bound periodicals, there are extensive audiovisual and microform collections. The Library currently subscribes to hundreds of print journals, and, through various electronic services, has access to over 20,000 electronic journals. The Library also has thousands of electronic books, an exceptional array of online reference tools, indexes and abstracts, and full-text books, newspapers and journals. These can all be found on the Library's web site (http://www.mville.edu/library), along with the Castle Cat, the online catalog of materials owned by Manhattanville. Castle Cat is accessible to anyone from the Internet. The subscription databases can be remotely accessed off-campus, by members of the Manhattanville community twenty-four hours a day, seven days a week. Reserve collections consist of special materials requested by professors for class use. These are kept at the Circulation Desk. The Library also offers an extensive electronic reserve system, where articles placed on reserve are available on-line and can be accessed from computers in the library, in the residence halls or from home.

EXPANDED HOURS
During the academic term, the library is open around the clock except for the first two weeks of each semester. Special schedules are implemented during holiday periods and summer sessions. The Library's web page should be checked for updates. The Library has a unique self-checkout system, which can be utilized for twenty-four hour borrowing.

RARE BOOK AND ARCHIVES
The Rare Book Department contains 2,320 volumes consisting of manuscripts, incunabula, 17th Century prints, first editions and other valuable items. The subject areas of special interest are: correspondence of the Civil War Period; early American texts; Catholic Church history in the United States; liturgical music; first editions of English and American literature; and literary and historical autographs. The Archives house documents and published materials relating to Manhattanville’s history.

AUDIO/VISUAL SERVICES
The library has comfortable listening and viewing areas for videos, CDs, etc.

EXTENDED RESOURCES
The Library is an electronic doorway to libraries and Internet resources from all over the world. Books and periodical articles may be borrowed on Interlibrary Loan from other libraries in the region, state, country, and even internationally. In addition, there is reciprocal borrowing with the Purchase College (SUNY) Library that is just a couple of miles away. Students may also borrow materials from any Westchester County Public Library with a special library card provided by the Purchase Public Library. A METRO card, which is obtained at the Library's reference desk, admits students to specialized libraries in the New York metropolitan area.

REFERENCE
The Reference Commons houses a collection of thousands of volumes and electronic resources. There are print and electronic encyclopedias, dictionaries, directories, and indexes. Reference librarians are available most days from 9:00 AM until 11:00 PM. The Library offers its students 24/7 online, real-time, reference service which can be accessed from the Internet, and extensive online reference resources and tools such as RefWorks and Turnitin.com, which help students in the preparation of research assignments.

WORKSHOPS
Workshops are given on Research Techniques, RefWorks, New Databases. The Library offers several credit courses in Information Research and 24/7 online, real-time, reference service.

FACILITIES AND RESOURCES

ACADEMIC COMPUTING SERVICES
Computing services at Manhattanville are state-of-the-art and readily accessible to students in many locations on the campus. There are seven multimedia enabled state-of-the-art Windows XP based computer labs available for student use. These labs are used for computer-oriented and assisted course instruction and they are also available to students for use during non-class hours. Housed in the computer lab facilities are 125 Dual Core Pentium computers, which are all connected to the campus Intranet and the global Internet. All of the computer labs have at least one ADA compatible workstation for use as needed.

Students may also take advantage of more than 150 high-speed computers in the College Library for quick access to the Internet, and to research the on-line catalog, databases, journals and books of the College as well as the holdings of libraries all over the world. All of the computers in the computing labs and in the library are enabled with audio connections for students to connect headphones to listen to audio based media (CD’s, mp3’s etc.) and USB ports to connect flash memory sticks to store and transfer their personal papers and files.

Students have access to the Center for Computing Resources (CCR) that is housed in the basement of the College Library. In the CCR facility, there are twelve additional state-of-the-art Dual Core Pentium computers, two Macintosh G4 computers, and a high-speed laser printer. The CCR is an area where students may go if they require a quiet area to concentrate, write papers and complete research while using computing facilities. The CCR also serves as the eighth multimedia enabled computer lab when needed.

The College also provides students with access to outstanding Macintosh computer facilities in several academic departments and areas of study. For example, the Music Department has twelve e-MAC networked systems for music instruction and composition. In addition, there is a Smart Music computing lab that enables students to enhance their accompaniment skills by playing along with a computer generated orchestra or music group. The Music Department also has a state of the art computer enabled music studio that aids students in learning how to make professional recorded music. The Studio Art Department has fourteen state-of-the-art dual processor G5 MAC systems in the Studio Art MAC Lab with scanners, color lasers, large format printing, and digital video editing capabilities. Computing facilities are also available for student use in a range of academic departments, such as, for example: Chemistry, Biology, Sociology, Psychology and Art History. The Communications Studies Department has a new “Communications Studio” with ten computer-based video editing workstations where students learn and hone video editing skills. The studio enables students to produce the “YNOT NEWS” and other videos for use in the College’s Internet-accessible Streaming Media Center, the student run cable TV station, and for other academic purposes.
Manhattanville also provides on-line instruction to enhance learning by making course material available through the College’s Internet based course delivery system, Blackboard http://blackboard.mville.edu/. Classroom materials for over 260 College courses can be accessed remotely.

The Manhattanville campus has a network infrastructure that equals that of many major universities and exceeds that of many colleges of comparable size. The campus network is copper and fiber optics based and has a 1-gigabit per second backbone, which allows access to campus information and computing resources at extremely high speeds. Additionally, Manhattanville College’s connections to the global Internet is a 100 megabit per second redundant fiber optics line and is equivalent in capacity to 71 individual T-1 lines, which allows students, faculty and administrators access to the Internet and World Wide Web at very high speeds. Manhattanville’s campus networking facilities are in the top tier of universities and colleges nationwide.

THE ART STUDIO
The art facilities include studios for painting, design, sculpture, printmaking, ceramics, photography, and digital media/graphic design. The ceramics studio is equipped with two Skutt Kilnmaster automatic kilns and eleven electric wheels. The print shop has two Brand printing presses, with large rollers for intaglio, and a Vandercook 219 proving press for type and letter press blocks. There is a digital media/graphic design facility equipped with Macintosh high-end computers, including individual state-of-the-art stations for each student. There are digital video cameras, printers, digital still cameras, and extra large format Epson printers. The “wet” photography laboratory has all new color and black & white equipment, with 15 enlarger stations, developing, drying, and mounting equipment, 4 x 5 view cameras, and lighting studio.

The Art Gallery in Manhattanville’s new Student Center will provide exhibition space for professional shows. An integral part of the art student’s experience at Manhattanville revolves around these exhibits. Past shows have included contemporary artists, such as Christo, printmakers from Egypt, contemporary artists from India, contemporary British Printmakers, as well as artists such as William Gropper, whose artwork comments on political and social issues of the past. In conjunction with their exhibitions, many guest artists give lectures and workshops for the Manhattanville students. Also, Brownson Gallery provides space for art class and student shows throughout the school year.

THE BENZIGER STUDENT CENTER
The Benziger Building adjoins the Chapel and Reid Hall. Here are housed the Sandra P. Rose Pavilion, student and faculty dining facilities, rooms for public functions, the College bookstore and the post office. The College’s cafe and pub, open throughout the week and on weekends, is located on the ground floor. Benziger is the location of diverse activities such as art shows, movies, midnight breakfasts, and dances.

CAREER SERVICES
The College offers comprehensive career development services to enable students to integrate academic studies with career aspirations. In addition to administering the College’s Internship Program, the Office of Career Services provides workshops on resumes, interviews and job searches; advice on career planning and self-assessment; special events and speakers on specific professional areas, including special events for School of Education students; mock interview and recruitment events; assistance with campus employment; and listings of part-time and summer employment opportunities.

STUDENT EMPLOYMENT
All available jobs on campus are listed with the Office of Career Services. Federal Work Study (FWS) and Campus Employment (CEM) are the two programs which make up Student Employment. FWS is a financial award and is given as part of the financial aid package. Students who do not have an FWS award may apply for jobs on campus under the campus employment program.

THE CHAPEL
The O’Byrne College Chapel was completed in 1963 due to the generosity of Manhattanville’s alumnus and friends. The Chapel, which seats a thousand persons, provides a focus for the religious life of the campus as well as a dramatic setting for convocations, concerts, and lectures.

FOREIGN LANGUAGE LABORATORY
Many foreign language courses taught at Manhattanville have out-of-class assignments for aural-oral practice. In most cases this involves accessing the selected language from the desk-tops of the Colleges computer labs, which are connected to the College’s Language Lab server. The computer labs are in multiple locations across the campus, where students can readily access the language server. All of the computer labs include multiple, state-of-the art computer workstations, equipped with audio and storage usb connections. The main language resource facilities are located in: Brownson 115; Brownson Wing 2; Library G7- electronic classroom, the Library Center for Computing Resources - CCR; and the MECC Facility in the English Language Institute.

PERFORMING ARTS FACILITIES
The Music Building, adjacent to Brownson Hall, includes: two “smart” classrooms; a music theory studio classroom; Pius X Hall, an acoustically superior auditorium; ample music studios and practice rooms; an electronic music laboratory with computer workstations and class piano laboratory; and a sound-proofed audio recording studio for chamber ensembles. Pius X Hall has a high quality projection system and is wired to the studio control room for recording of larger groups.

Brownson Hall includes facilities for staging productions of the Music and the Dance & Theatre Departments. The Little Theatre, a 125-seat performing space is equipped with modern lighting and sound equipment. Costume and scene shops and storage areas are adjacent. The Experimental Theatre, a flexible black box space is located in the basement of Founders Hall. A modern dance studio with mirrored walls is located in the Kennedy Building. Dressing facilities with showers are adjacent to the studios. The annual Shakespeare production takes place in the West Room, the great hall of Reid Castle. Departmental productions as well as productions by student organizations, such as the Dance Ensemble, Minds in Motion and Player’s Guild, perform in these spaces, as well as in various site-specific area around the campus. Participation in these events is open to all students.

RESIDENCE FACILITIES
All students are housed in one of four facilities on campus. In addition to student rooms, each building has: study lounges; vending machines; kitchens (for light cooking); extension and pay phones; and for a nominal fee, washers and dryers. Cable TV services are provided in each student room. All student rooms are equipped with Campus Link telephones that provide local and long distance service. (Details are available when students check into the residence halls.) Although there are some
single rooms available, most students share double rooms. Each student is provided with a bed, mattress, desk, desk chair, closet, and dresser and/or closet organizer in their room. All rooms have internet connections. Smoking is not permitted in the residence halls.

**SCIENCE LABORATORIES**
The departments of Biology, Chemistry, and Physics maintain well-equipped laboratory facilities adjacent to classrooms in Brownson Hall. The Chemistry Department laboratories have been enriched by research grants from the National Science Foundation, the National Institutes of Health, and other major foundations. The laboratory equipment includes FT-IR, FT-NMR and UV-visible spectrophotometers, as well as HPLC and GC units. The Chemistry Department’s computers are available for computational chemistry and molecular modeling.

The Electron Microscopy Center of the Biology Department has scanning and transmission electron microscopes, ultramicrotomes, and a dark room for the development of photomicrographs. Recent renovations have provided several new laboratory spaces for research and teaching, including: a cold storage room and waste management facility, a “smart classroom” which makes possible technology-enhanced instruction of biology classes, seminars and research presentations, and a state-of-the-art research Tissue Culture Facility. This facility supports the long-term maintenance and experimentation of suspension and adherent cell lines and explant cultures for both classroom and research endeavors. For further information, consult the Biology Department description, below.

The Physics Department laboratory’s recent acquisitions include modern, cutting-edge instruments, including apparatus for mechanics, thermodynamics, geometric and wave optics, electronics, etc. It also has a state-of-art computer-based instructional laboratory component. Students use physical sensors interfaced with computers to perform digital data acquisition, processing, and analyzing, in addition to conventional experimentation. A set of advanced experiments can also be simulated on the computers.

**STUDENT MEDIA FACILITIES**
The campus newspaper, *Touchstone*, reports on campus events and offers student views on current issues. *Tower*, the Manhattanville yearbook, is written, edited and produced by students. A campus radio station, WMVL, offers news, music and occasional talk shows. The College also has a video and digital media production studio with editing and sound equipment; students produce a regular news and entertainment program streamed on the Web.

**STUDENT LIFE**
Students in large measure shape the quality of life on the Manhattanville campus. Elected representatives of the student body — commuters and residents — run the Student Government, which serves as a principal means of communication among the administration, faculty and student body. Student Government members serve on the College’s committees, *ad hoc* committees and faculty committees.

Life at Manhattanville centers around a diversity of activities — intellectual, social and athletic — designed to provide interesting and rewarding experiences that will enhance an individual’s development.

**CRIME STATISTICAL INFORMATION**
Vice President Greg Palmer, the chair of the Advisory Committee of Campus Safety will provide, upon request, all campus crime statistics as reported to the United States Department of Education. He can be reached at (914) 323-5194. Crime statistics can also be viewed at the Manhattanville web site (http://www.mville.edu) or the Campus Safety Pamphlet. Statistics can also be obtained from the United States Department of Education.

**VICE PRESIDENT FOR STUDENT AFFAIRS**
The Offices of the VP for Student Affairs and the Dean of Students oversee and coordinate the services of a number of student life offices: Athletics, Career Services, Commuter and Transfer Affairs, Counseling Center, Duchesne Center (Campus Ministry/Community Service), Health Services, International Student Services, Multicultural Student Affairs for Religion and Social Justice, Residence Life, and Student Activities.

**DEAN OF STUDENTS**
The Dean meets with students and staff to discuss pertinent student life issues and is responsible for the general well-being of students. The Dean serves as the Judicial Coordinator of the College and helps administer the Code of Conduct.

**COUNSELING**
The College counselors are readily available to meet with any student experiencing psychological, interpersonal or academic problems that interfere with his or her educational and/or personal development. Since the college years are often stressful, many students consult with a counselor to help make their experience at Manhattanville as valuable as possible.

The Counseling Service provides psychologists and a psychiatrist, all professionally trained and experienced in working with college students. Both short-term and longer-term psychotherapy and group therapy is available. The services are free of charge, completely confidential and can be individually arranged. Daytime and evening hours are available. Group discussions focusing on specific topics can also be arranged. In the event of a Leave of Absence, students may be required to meet with a clinician in the Counseling Center to be cleared for a return to the College.

**HEALTH SERVICES**
The Health Center, located on the ground floor of Spellman Hall, room G15, is serviced by physicians who specialize in adolescent medicine, and a highly qualified nursing staff. In addition the staff provides gynecological services, men’s health, and other support services. The Health center is open on week days and evenings and on Saturday afternoon. Health services are not available on Sundays, holidays or during vacation periods. Some members of security are Emergency Medical Technician (EMT) and are trained to handle health emergencies when the Health Center is closed.

The Health Center is responsible for providing for the health needs of the students. Its mission is to enhance the educational process by modifying or removing health barriers to learning, promoting optimal wellness, helping students make informed decisions, and assisting the student to be a self directed and good consumer of health care.

All full-time, registered undergraduate and English Language Institute students may use the Health Center free of charge. Students with special health problems or concerns and disabled students are encouraged to advise the Health Center of any
health problems or special needs prior to arrival on campus; the staff may offer recommendations and/or arrange special accommodations which may make their residential and academic adjustments easier.

A completed physical examination form and immunization form containing proof of immunity to measles, mumps and rubella as specified by NYS Public Health Law §2165, and signed by the private physician are required at the time of admission to the College. For newly entering students, these forms are due in the Health Center before the start of classes. These forms are confidential and must be on file in the Health Center before registration or residence life may take place. Health evaluations by other health care providers may be required thereafter at the discretion of the College physician. Manhattanville College holds a membership in the Downstate College Health Association, the New York Health Association and the American College Health Association.

OFFICE OF INTERNATIONAL STUDENT SERVICES
The Office of International Student Services (OISS) provides assistance to international students (undergraduate, graduate, and English Language Institute students) in many ways. Its staff counsels students on immigration matters, guides students through the cultural adjustment process and connects students to the services and activities available on the campus and in the community. The staff also educates students about their rights and responsibilities while in F-1 student status. The OISS acts as an advocate for all students in non-immigrant status (i.e., F-1, A-1, G-1, E-2, L-2).

COMMUTER LIFE
Commuting students are urged to participate in all aspects of campus life, including academic and student organizations and other on-campus activities. A Commuter Council represents commuter issues on campus and, in the person of the Council Chair, is also represented in Student Government.

Manhattanville also has a number of facilities for commuters during their days on campus. Student lounges, located in Brownson Hall and in the Library, provide spaces to study individually or in groups, as well as a place to relax and meet other students between classes. The Commuter Office in Founder’s Hall is always available for relaxation and meetings. Food services are available at the Benziger Dining Hall during normal meal times, and in the Benziger Café, the Internet Café in the Library and the Food Court in Brownson. Lockers and campus voice mailboxes are available for commuters, and may be requested at the Office of Commuter and Transfer Student Services. The Office also assists in coordinating social and academic programs for commuter and transfer student populations. Please contact the Office at (914) 323-3144 for more information.

RESIDENCE LIFE
The College employs seven full-time professional staff members, including four Resident Directors, a Director, an Assistant Director and an Administrative Assistant. There are 32 student Resident Advisors who have been trained extensively in interpersonal, counseling, and helping skills and are available to help students adjust to campus life. Resident Advisors provide extensive programming on a range of topics during the academic year.

The office is open 9 am to 5 pm, Monday through Friday; however, a Residence Director is on call 24 hours a day, seven days per week. In addition, there is a Resident Advisor on duty, daily, from 7 pm to 9 am in each of the buildings. The staff is readily available to handle emergencies, as well as any other problems such as homesickness, depression, roommate conflicts, etc., that may arise.

STUDENT ACTIVITIES AND ORGANIZATIONS
Manhattanville College offers an array of co-curricular activities designed to enhance the personal development of its students and the quality of their lives outside the classroom. Students have the opportunity to grow socially, intellectually and emotionally through programs developed by the Office of Student Activities and through the many student-run organizations on campus.

Student organizations at Manhattanville fulfill the cultural, intellectual, social and recreational interests of the student body. Among the approximately 50 organizations on campus are the International Student Organization, Amnesty International, Philosophy Club, Black Student Organization, the Latin American Student Association. The elected officials of Manhattanville Student Government Association represent all clubs and organizations. Students with an interest in print media may choose to serve on the Touchstone newspaper staff or may work for the Tower, the campus yearbook. The campus radio station, WMVL, satisfies those with an interest in broadcasting, and/or music. Any six students may start a club. All clubs are open to all students.

The Office of Student Activities also offers a New York City Trip program on the weekends and during the semester. This program allows Manhattanville students to purchase tickets for a Broadway show or sporting event at a discounted rate. Transportation to and from campus is provided for each event at no charge to the student.

THE CONNIE HOGARTH CENTER FOR SOCIAL ACTION
The Departments of Sociology and Political Science work closely with the Connie Hogarth Center for Social Action, which is located in the Gallery of Founder’s Hall.

The Center’s mission is to help the next generation of college-educated activists acquire, in the course of their undergraduate training, the practical skills and knowledge necessary for work in some field of social change. Recently retired after 23 years as Executive Director of the Westchester People’s Action Coalition (WESPAC), Connie Hogarth is recognized throughout the metropolitan area and the nation as a leading activist in various struggles for peace and justice.

The Center runs a lecture series and a mentoring program, supports student research and publishes a student-edited journal devoted to social change, helps locate internships and employment, and runs workshops in public speaking, the use of computers, fund raising, media access and organizing.

THE DUCHESNE CENTER FOR RELIGION AND SOCIAL JUSTICE
The Duchesne Center promotes the development of ethically and socially responsible leaders for the global community by emphasizing activism and reflection as inseparable components of this development. Global Citizenship, Community Service, Academic/Service-Learning, Leadership and Social Responsibility, and Religion and Spirituality are Duchesne’s five core areas designed to enhance the Manhattanville student college experience. Each core area offers students the chance to connect service, leadership, and civic participation with academics, resulting in learning opportunities that build upon
awareness of social, economic, political, and religious issues, skills for interacting with diverse communities, and the ability to be catalysts for change.

In furthering its goal to create a diverse community, Duchesne works closely with student organizations, academic departments, administrative offices, and community agencies to promote the exploration and celebration of culture and positive inter-group relationships. Through partnerships with social service, private, and government agencies, Duchesne also sponsors programs and opportunities for national and international service-learning.

New to the Duchesne Center is the Global Citizenship Program, formerly known as Multicultural Affairs. It inspires a spirit of community through the celebration of culture and the promotion of positive, meaningful relationships across diverse ethnic groups. The Program reflects the diversity of the Manhattanville community and creates a safe space where respectful, honest dialogue takes place and learning is a daily experience.

NEW YORK CITY TRIPS
Manhattanville’s beautiful campus is a mere 28 miles from New York City. The College likes to treat New York City as its “other” campus. Student Affairs plans a variety of trips to NYC each week ranging from theatre tickets to sporting events. A free van transports students to and from the City on Saturdays. All freshmen participate in at least three trips to the City in the first semester.

WESTCHESTER COUNTY
Westchester County offers a wide selection of movie theatres, restaurants and concert halls. Manhattanville’s free Valiant Express bus offers reliable and frequent transportation for students to White Plains and the railroad station.

ATHLETICS
Manhattanville has one of the most extensive small college intercollegiate programs in the East. The Manhattanville Athletics Department sponsors 15 intercollegiate teams in NCAA Division III sports. At the intercollegiate level, women compete in ice hockey, field hockey, soccer, basketball, softball, tennis, cheerleading and lacrosse. Men compete in eight sports — ice hockey, golf, soccer, basketball, baseball, lacrosse, and tennis. Club sports include horseback riding, karate, and swimming.

INTRAMURALS AND WELLNESS
The College is equally committed to the non-varsity athlete and the quality of life of the entire Manhattanville community. With this in mind, the Athletics Department has developed a Wellness program for students, faculty and staff. It includes a fully-equipped fitness center, as well as a comprehensive fitness program, and preventive-health clinics and workshops. Healthworks it is located in the Kennedy Building and is open from 7 am until 10 pm.

FACILITIES
Manhattanville’s indoor athletic facility is located in Kennedy Gym and includes a full-size gymnasium; a 25-yard, six-lane pool; and a state-of-the-art corporate wellness and fitness facility. A large mirrored dance/exercise studio is available for various kinds of dance, as well as aerobics and martial arts.

Outdoor athletic facilities include baseball and softball diamonds, soccer/lacrosse, field hockey/lacrosse, and utility fields, and six Har-Tru surfaced tennis courts.

Additionally, the training room is equipped with two whirlpools and equipment for hot and cold treatment. The Department’s head athletic trainer, assistant athletic trainer and student trainers, are available to all athletes for consultation and evaluation of performance with skill-specific power training programs and for treatment of injuries.

UNDERGRADUATE PROGRAMS OF STUDY (DEPARTMENTS)
Manhattanville students may choose from among the majors and minors in the departments and programs listed below:

African Studies (minor only)
American Studies
Art History
Studio Art (B.A. or B.F.A.)
Asian Studies
Biochemistry (major only)
Biology
Chemistry
Classics (minor only)
Communication Studies
Criminal Law (minor only; also exists as concentration within Political Science major)
Dance & Theatre
Economics, Finance and Management
Education (major only; must be combined with second major in liberal arts)
English
Environmental Studies
French
German (minor only)
History
Holocaust and Genocide Studies (minor only)
International Studies (major only)
Irish Studies (minor only)
Italian (minor only)
Latin American Studies (minor only)
Legal Studies (minor only; also exists as concentration within Political Science major)
Mathematics and Computer Science
Music (B.A. or B.Mus.)
Philosophy
Physics
Political Science
Psychology
Religious Studies (major only)
Sociology
Spanish
Women’s Studies (minor only)
World Religions

AFRICAN STUDIES PROGRAM
The interdisciplinary African Studies program provides students with an introduction to the complex experiences of Africa and Africans over space and time. The primary theme is the positioning of Africans as actors of their own history rather than the subjects of other peoples’ initiatives. Of special interest is their experience in the Americas, with a focus on their diverse political institutions and structures, economic, cultural, social and religious systems, and ideologies. The program covers Africa and the African-American, African-Caribbean, African-Latin and African-Asian diasporas. Such broad scope enables
students to develop a comprehensive and global perspective on the African experience worldwide.

Faculty and Professional Interests
Mohamed Mbodj (Director) — African and African-American history, Current issues, Race and ethnicity, Political history
James Jones — African and African-American religions, Islam, socio-cultural theory
Colin Morris — American history, Civil War and reconstruction, New York City History
Carmelo Comberiati — African music
David Eisenhower — Sociology, Racial oppression
Gillian Greenhill Hannum — Art history, Harlem Renaissance

Adjunct Faculty
Deborah Saleeb-Mulligan — African Art
Candace Hundle-Kamate — Afro-Caribbean Dance
Greta Levart — Non Western performance, Multicultural performance
Tabari Bomani — Caribbean culture and history
Seham Zidan — Quranic Arabic
Cynthia Metcalf — North Africa, Women in Islam

Although a traditional major in African Studies is not currently available, students may self-design an African Studies major. An International Studies major with a concentration in African Studies is also possible. Students who choose this option must take at least the following courses:

- AFS 1015: Introductory Quranic Arabic This course explores Arabic language instruction at the introductory level. There are more Arabic speakers on the African continent than anywhere else in the world. More than half of Africans are Muslims and therefore use Arabic in their daily devotions. *(Fall)*
- AFS 1016: Intermediate Quranic Arabic (3 cr.) Arabic language instruction at the intermediate level. *Prerequisite: AFS 1015: Introductory Quranic Arabic (Spring)*
- AFS 1017: Advanced Arabic (3cr.) Arabic language instruction at the advanced level. *Prerequisite: AFS 1015: Introductory Quranic Arabic* This course explores the experiences of Arabic in the original texts while teaching advanced oral and written skills.
- AFS 1020: Africa Discovered - Africa & Africans in World History (Freshman Honors Seminar) (3 cr.) Despite being the cradle of current human societies, Africa is still the continent linked to “discovery,” perhaps reflecting the prejudices or fantasies of outsiders; more likely, it suggests an Africa defined as the "other", especially in the West. The course covers the major historical periods from early humanity to the most recent. Only open to first-year students by invitation. *(Spring)*

AFS 1022: Europeans and Americans through African Eyes (Freshman Honors Seminar) (3 cr.) Most of the literature about the relations between Africans and Westerners is about the West’s views. Therefore little is known about what Africa and Africans think about Europe. This is due in part to the fact that most scholars rely heavily on European and American documents and perspectives. This course addresses the issue of how Africans have viewed Europe and North America through time. Only open to first-year students by invitation. *(Fall)*

AFS 2011: African Performance and Politics (3 cr.) This course explores performance and narrative in African culture. Through lectures and performances (live or taped), it will address the historicity of the arts, including the role and status of public intellectuals, the relevance of representation, and the validity of transposition and of translation. The readings will reflect the innovative multidisciplinary approach. *(Fall)*

AFS 2015: African Diaspora in South America (3 cr.) This course focuses on the peoples and cultures of African descent that have existed on the South American continent. Particular attention will be paid to this phenomenon as it manifests itself in Brazil.

AFS 2016: History of Jazz (3 cr.) The purpose of this course is to develop an understanding of, and insights into, the development of America’s great natural resource: jazz. Its musical ingredients will be examined critically through listening and participation. In addition, rock music, and its differences and relationships to jazz, will be explored. *(Spring)*

AFS 2019: Introduction to African Studies I (3 cr.) This course is an interdisciplinary, historical survey of African societies. It introduces major African political, social and cultural institutions and events from ancient times to the present. It aims to facilitate understanding of how African communities have faced the challenges of societal construction; encountered historical disruptions; and continued the process of reconstruction to the present. *(Fall)*

AFS 2021: Introduction to African Studies II (3 cr.) This course provides an interdisciplinary introduction to African historical and societal background in the Americas: the Diaspora; slavery; new social forms: family systems, social, cultural and religious institutions; the political and intellectual struggles for humanity and freedom; and cultural, economic, and political development. The approach aims for an historical understanding of African American, Afro-Caribbean, and Afro-Latino communities and Africa’s constant creativity and contributions to the larger multi-cultural stream. *(Spring)*

AFS 2024: Race, Religion and Culture (3 cr.) This course examines the complex interplay between race, religion and culture in a variety of contexts in the Western hemisphere. The course includes practice. *(Spring)*

AFS 2025: Urban Sociology (3 cr.) This course examines the historical development of cities, the socio-economic significance of the metropolis, and patterns of urban growth and decay. In addition, problems such as gentrification, homelessness, racial and ethnic tensions, fiscal crises and trends in urban politics will be explored. *(Fall)*

AFS 2026: Survey of African Art (3 cr.) A survey of African sculpture and decorative arts from sub-Saharan Africa. Works will be examined within a cultural and historical context. *(Spring)*
AFS 2029: Peoples and Cultures of the Caribbean (3 cr.)
This course examines the people and cultures of the Caribbean during three periods: Pre-Columbian, Colonization, Independence. Various socio-political movements that erupted during these periods will be analyzed by using different countries as case studies. Major trends will be noted while paying attention to the unique characteristics of each country used as a case study. (Fall)

AFS 2037: Stories of the Caribbean (3 cr.)
This course surveys recent writing in English by authors of Caribbean origins. The themes of the stories and novels are: the African Diaspora; the slave trade; colonial rule; the fight for independence and global identity. (Spring)

AFS 2080: Modern African History (3 cr.)
A survey of African history from the late 19th-century to the 1960’s, this course examines, the abolition of the slave trade and the rise of commodity commerce, European imperialism, African resistance and the imposition of colonial domination. Political, economic and social developments during the colonial period, the emergence of African freedom struggles and nationalism and the recovery of African independence will also be examined. (Fall)

AFS 2082: History of Ancient Africa (3 cr.)
This course is a survey of African history from the earliest times to 1800. Themes include the formation of early human communities in selected parts of Africa, the ancient kingdoms and civilizations of Egypt, Meroe, Axum and others, the Sudanic empires and kingdoms, East and Southern African kingdoms, the trans-Saharan trade system, the slave trade and its impact, and political and economic developments to 1800. (Fall)

AFS 2085: History of Contemporary Africa (3 cr.)
This course surveys aspects of the history of post-independence Africa since the 1950s. Themes examined include the national independence movements and liberation struggles, nation-building, political ideologies, the party systems, the military in politics, internal conflicts, civil wars, educational, social and cultural developments, neo-colonialism, economic dependency and development, foreign interference through structural adjustment programs, the movement for political change and the future of Africa. (Spring)

AFS 3009: History & Culture of Senegambia-Senegal, Gambia, & Cape-Verde (3 cr.)
The course focuses on history and society from local and comparative perspectives. It will be offered in conjunction with a summer trip to Senegal and the Gambia. (Spring).

AFS 3011: Afro-Brazilian History and Culture (3 cr.)
The course is linked to a trip to Brazil. Brazil is the largest South American country and harbors a Black population that is the largest outside of Africa, the second largest after Nigeria, and one that is far greater than that of the US. The course and the trip will cover the rich history of Blacks in Brazil and their interaction with Europeans and Native Americans. The sites of learning during the trip will be churches, museums, shrines, colleges, theatres, etc.

AFS 3013: African and Eastern Music (3 cr.)
This seminar in world music will introduce students to topics and techniques in ethno-musicology. After an initial survey of the music cultures of the Pacific basin, the musics of Africa, India, China and Japan will be studied in greater detail. Students will develop a major project based on one of these music cultures. A museum visit to study musical instruments will be an important component to the course. (Spring)

AFS 3014: African-American History (3 cr.)
This course surveys aspects of African-American history from earliest times to the present. The topics include: the African background; slavery and the trans-Atlantic slave trade; Blacks in the colonial period; the Civil War and reconstruction; Black migrations, civil and social rights struggles; and political and cultural nationalism (Harlem Renaissance, the Civil Rights and Black Power Movements). (Fall)

AFS 3015: Civil War and Reconstruction (3 cr.)
The issues of the era of the Civil War and Reconstruction will be analyzed from the perspective of military, political, and constitutional history. The complex role of race in the whole era will be evaluated from slavery to the “Re-union” era about 1890. (Spring)

AFS 3018: Women, the State and Politics in Africa (3 cr.)
This course examines the formal and informal participation of African women in politics, their interaction with the state and their role in society. Themes will include: the role of women in pre-colonial African society, women’s responses to colonial intervention and rule, African women in the independence struggle, in the post-colonial political economy and the military, and women’s contemporary political and social activism. (Spring)

AFS 3023: Racial Oppression (3 cr.)
This course examines the following aspects of U.S. racism: the role of racism in advancing reactionary domestic and foreign policies; the impact of social and economic policies on the Black, Hispanic, and Native American communities; the racist features of U.S. policies for Latin America, Africa, the Middle East, and the Far East; and the forms of domestic and international opposition to racism. (Spring)

AFS 3024: Black Nationalism in the 20th Century (3 cr.)
This course examines ideological and organizational expressions of Black American Nationalism in the 20th century. Themes to be examined include Black economic nationalism, political nationalism, cultural nationalism, the Harlem Renaissance, political radicalism, religious and cultural nationalism, Pan-Africanism, the Black Power movement, revolutionary nationalism and Black nationalism today. (Spring)

AFS 3028: The United States and Islam (3 cr.)
Al-Islam, a traditional monotheistic religion, has had a difficult interface with modern pluralistic culture in the United States. This course explores how this situation came to be. Particular emphasis will be placed on: early western ideas about Islam; immigration; African American Islam; Middle East politics; the media and the impact of the September 11, 2001 terrorist attack. United States social and foreign policy toward Muslims and Islamic countries are also examined. (Fall)

AFS 3030: Modern South Africa (3 cr.)
This course surveys the emergence of modern South Africa from the mid-19th century to the present. Topics include: early African societies; Dutch advent; British colonialism and its consequences; African state formation; the mining and industrial revolutions; the Union; African, Colored, Indian and Afrikaner nationalisms; the emergence of the apartheid system; post-apartheid political, economic and social developments; the varieties of resistance to apartheid up to the release of Mandela and the future of South Africa. (Fall)

AFS 3032: Malcolm X (3 cr.)
The ideological journey of the man who was born as Malcolm Little and died as El-Hajj Malik El-Shabazz is the focus of this course. The course also explores the political and religious
contexts in which Malcolm X developed, as a way of understanding political and religious life in the United States during the 40s, 50s and 60s. (Spring ’06)

AFS 3033: The Religious and Political Ideology of Martin Luther King, Jr. (3 cr.)
The ideological journey of a man who was a central figure in the Civil Rights movement of the 1960s is the focus of this course. In particular, this course will examine the socio-cultural context and the theological underpinnings of King’s particular form of non-violent direct action.

AFS 3035: Slavery through History (3 cr.)
The course focuses on slavery in a comparative perspective with a particular emphasis on Africa and the Americas, so students understand the differences while assessing the similarities. Topics discussed include the economics of slavery, the religious, ideological and political justifications, the ethical and legal considerations, women’s status and role, and changes in the systems from within and from without.

AFS 3038: Spanish Caribbean Literature (3 cr.)
Texts from Puerto Rico, the Dominican Republic, and Cuba are studied with special attention to the relationship of the works to their social and political context, and to the region’s history of slavery, colonization and decolonization. This course also includes literary works from some regions of Venezuela, Columbia and Panama, which share some aspects of Caribbean culture and history.

AFS 3041: Harlem Renaissance (3 cr.)
The course discusses the social, economic, cultural and literary significance of the New Negro Movement of the Harlem Renaissance from 1919 to 1929 and the impact it had on the self-defining of black people and the establishment of twentieth century Pan-Africanism. (Fall)

AFS 3045: The Art of Reading Latin American Poetry (3 cr.)
In this course focused on Latin America, students explore what is a poem and what are the appropriate ways of reading Latin American poets. Classes begin with a review of the technical devices of poetry — rhythm and metrics, imagery and language — and move on to explore a poem as the rhythmic revelation of intuitive truth. Major works written by such poets as Gabriela Mistral, Octavio Paz, Claribel Alegría, Luis Pales Matos, Gioconda Belli, Cesar Vallejo, etc. will be read.

AFS 3059: Islam in African History (3 cr.)
The course explores the centrality of Islam in African history, from the pre-colonial era to present times. Political events provide the framework while social change epitomizes the impact. Major themes include the diffusion of Islam, the role of slavery and conquest, women’s status and role, the economic frame of Islamization, and the currents political and social challenges. (Spring)

AFS 3088: History of Modern Nigeria (3 cr.)
This course examines the history of modern Nigeria from 1800 to the present. The subjects will include the 19th-century political and religious revolutions, the rise of commodity commerce, Christian missionary activity, British imperialism and Nigerian resistance, colonial rule and its political, economic, and cultural aspects, Nigerian freedom struggles, the attainment of independence, political, economic and social developments since independence. (Fall)

AFS 3092: Women, Religion, and Social Change (3 cr.)
This course will examine the role of women of African descent in various efforts to eradicate discrimination based on race in the western hemisphere. In particular the course will focus on the socio-cultural effects of religion, slavery and discriminatory laws and customs, and the impact they have upon the role of women of African descent in the western hemisphere. (Fall)

AFS 3097: African Politics (3 cr.)
This course focuses contemporary politics in continental Africa including: theoretical debates on methodology and contending definitions. It includes case studies of selected African countries with a focus on intricate webs of social relations, political struggles and change, political economy, international relations, colonization and neo-colonialism. (Spring)

AFS 3098: Africa in World Politics (3 cr.)
This course focuses on the foreign policies of major African states: their relationships with industrialized countries in Western Europe and North America; their relationships with other developing countries in the Third World; their intra-regional conflicts; and their participation in global affairs through the United Nations and its specialized agencies for the promotion of human rights, economic and social development of the third World nations. (Spring)

AFS 3112: Africa Discovered – Africa and Africans in World History (3cr.)
Despite being the cradle from which all current human societies probably emerged, Africa is still the continent associated with "discovery". This may reflect the prejudices or fantasies of outsiders, but more likely the perception of Africa as the "other," especially in the West. This course covers the major historical periods from early humanity to the present. The main objective is to acquaint students with the process through which the dominant West elaborates and popularizes its vision of Africa and Africans. (Spring)

AFS 3126: Europe and its Empires (3 cr.)
The current postcolonial era is replete with the failure of many political experiences in the Third world, but the phenomenon is better understood by looking at its origins, the colonial state. The course covers Europe's expansion from the 15th- to the 20th-century and focuses on colonial regimes in America, Asia, and Africa. Some of the themes discussed are: nationalism, imperialism, assimilation, association, globality, hegemony, indigence, emancipation, culture, civilization, religion, and race. (Spring)

AMERICAN STUDIES PROGRAM
American Studies at Manhattanville is the interdisciplinary study of North American culture and society. Both the major and minor are offered. Flexibility and an individualized approach are hallmarks of the program; students self-design much of their program of study through participating departments such as Art History, Education, English, History, Music, Philosophy, Political Science, Sociology and World Religions. Successful completion of a major or minor in American Studies requires comprehensive study of North America’s social and political institutions and traditions, spiritual beliefs, ideologies, economic systems, literature, film, and art. The program’s required core course sequence focuses on introducing students to the interdisciplinary methods of American Studies through study of the cultural geography of American places.

A degree in American Studies provides an excellent preparation for entry into many careers, and also for graduate study in the humanities, social sciences or professional programs. Recent Manhattanville graduates are pursuing careers in teaching, academic publishing, finance, marketing, non-profit work and
broadcasting and graduate study in English, History, Management, Political Science, Sociology, and Law.

Faculty and Professional Interests
Colin Morris (Director) — American thought, political and religious history, cultural geography
Lawson Bowling — Recent U.S. social and economic history
John Carney—American government, political theory
Carmelo Comberiati — Music in American culture
Peter Gardella — Religion in America
Gillian Greenhill Hannum — American art history
Nancy Harris — American women, education, sports
Van Hartmann — American literature, American film
James Jones — African American religions
Raymond Langley — American philosophy
Mohamed Mbodj — African-American history
Patricia Misciagno — U.S. Presidency, women
John Murray — Mass media, science and technology
Matthew Pauley — Constitutional law
Anthony Piccolo — 19th and 20th century American literature, poetry
Eric Slater — Urban America
Scott Stoddart—American film, popular culture, literature
Joan Rudel Weinreich — American education
Kwan Ha Yim — U.S. diplomacy

Adjunct Faculty
Andrew Bodenrader—American literature and ideas
Harvey Rachlin — Popular music, music business
Donald Richards — Immigration, antebellum America

Major Requirements
The major in American Studies requires successful completion of a total of ten 3-credit courses and a senior evaluation, for a total of 33 credits. The course of study must include:
- One AMS 1000-level course
- AMS 2021 American Places I: Cities On a Hill
- AMS 2022 American Places II: Frontier Nation
- One American Studies Seminar (AMS)
- Five additional electives (see list of related courses below).
- Senior Evaluation: an original research thesis or other approved project.

Minor Requirements
The minor in American Studies consists of six courses for a total of 18 credits. The course of study must include:
- One American Studies (AMS) 1000-level course
- AMS 2021 American Places I: Cities On a Hill
- AMS 2022 American Places II: Frontier Nation
- One American Studies Seminar (AMS)
- Two additional electives (see list of related courses below).

Note: A grade of C or better is required for a course to be counted toward a major or minor in American Studies.

Departmental Honors in American Studies
Honors are awarded to graduating majors who have earned a G.P.A. of 3.6 or higher in their required courses and who have completed an outstanding senior evaluation.

Course Descriptions
AMS 1000: The American Dream (3 cr.)
This course introduces the methods, materials, and theoretical approaches used in the interdisciplinary study of American society and culture. Through close reading of selected texts (novels, films, essays), the class will analyze the ideals and myths about America. Writers studied include John Winthrop, Thomas Jefferson, Alexis de Tocqueville, Henry Adams, Margaret Fuller, Mark Twain, F. Scott Fitzgerald, and Martin Luther King, Jr. The films of directors such as John Ford, Frank Capra, and Francis Ford Coppola will be examined. (Fall ’07)

AMS 1050: American Voices: The Search For Identity (3 cr.)
This introductory-level course examines the quest for soul, character and personality in American writing, film, and visual art. Individuals whose lives and works are examined include Benjamin Franklin, Walt Whitman, Ralph Ellison, Ansel Adams, Thomas Merton, Alfred Kazin, Oliver Sacks, and Dorothy Day. Films include Citizen Kane and Zelig. (Fall ’08)

AMS 2021: American Places I: Cities On A Hill (3 cr.)
This interdisciplinary course examines the society, politics, and culture of particular American places: Salem, Massachusetts; Washington, D.C; and Los Angeles, California. Our texts include novels, films, stories, historical works, journalism, and social commentary. No prerequisites. (Fall ’07)

AMS 2022: American Places II: Frontier Nation (3 cr.)
This course continues the interdisciplinary study of cultural geography introduced in American Places I. It explores literature, film, histories, and critical writing on Thomas Jefferson’s Virginia; Texas; and Cyberspace. No prerequisites. (Spring ’08)

AMS 2040: The American Hero in Text and Image (3 cr.)
This course will examine the concept of the ideal American in its various cultural representations, what these representations express about the ideological climate that produced them, and how our continuing reexamination of these images and ideals shape our understanding of our place in American society. (Spring ’09)

AMS 2080: Film in American Society
This course examines the history and cultural significance of film in American society. (Spring ’08)

AMS 3029: American Studies Seminar: The 1950s and 1960s in America (3 cr.)
An interdisciplinary study of American society and culture during two decades of revolutionary change. Topics to be covered include the Civil Rights movement, the American experience in Vietnam, consumer culture and suburbia, women’s liberation, and youth culture and rock ‘n’ roll. (Fall ’08)

AMS 3113: American Studies Seminar: American Assassins: Political Murder in the United States (3 cr.)
This seminar examines political murder in the United States from the assassination of President Lincoln to the Unabomber killings. We investigate the motivations of American political killers, their justifications of their actions, governmental and corporate responses to them, and the growth of a popular “conspiracy industry.” Sources will include historical and interpretive readings, fiction, film and music. (Fall ’07)

AMS 3123: American Studies Seminar: The Mississippi: Site, Scene, Symbol (3 cr.)
This seminar will take an interdisciplinary approach to the study of the social, political, and natural history, literature, music, visual art, and architecture of the Mississippi River and its environs. The river will be considered in all its aspects, from the physical and geographical through the social, political, and economic to the symbolic and spiritual. (Spring ’09)

Related Courses
Art History
ARH 2013/2014: American Art I & II
ARH 1021: Colonial American Art and Life
ARH 3029/5029: Hudson River Painters

English
ENG 2050/51/52: American Literature I, II, III
ENG 3050: American Poetry
ENG 3057/5057: Hawthorne, Melville, Poe
ENG 3101: Images of New York City in Literature and Film

History
HIS 1011/12: Development of America I & II
HIS 2005: Recent American History
HIS 2024: American Economic History
HIS 2036: History of New York City
HIS 2012: American Sports History
HIS 2009: The American Civil War
HIS 2060: Reconstruction and the New South
HIS 3001: California and the American West
HIS 3014: African-American History
HIS 3037: Immigrant Experience in America
HIS 3011/5011: The American Revolution
HIS 3075/5075: American Ideas: 19th Century
HIS 3067: Topics in American Sports History
HIS 3072: The American Transcendentalists
HIS 3080: The American Century
HIS 3086: Early America

Music
MUH 2016: History of Jazz
MUH 3005: Music in American Culture
MUMG 2021: Pop Songs and the Music Business

Philosophy
PHL 2050: American Philosophy

Political Science
POS 1031: Introduction to American Government
POS 2013: Women and Politics
POS 2031: Presidential Elections
POS 2038: American Presidency
POS 3012: Politics of the Environment
POS 3070: State and Local Government
POS 3080: Select Public Policy Issues
POS 3081: The Public Policy of Science and Technology
POS 3093: The United States as a Pacific Power

Sociology
SOC 2011: Wealth and Power in America
SOC 2015: Women and Work
SOC 2017: Sports and Society
SOC 3050/5050: Mass Media and Society

World Religions
WREL 1017: Modern American Religions
WREL 2021: African-American Religion
WREL 3025/5025: Religion in America

ART HISTORY
Art historians study works of art both as aesthetic statements and as documents of culture. A major in art history is a practical choice for students seeking a field of study that offers an array of employment opportunities after graduation. Our graduates pursue careers in museums, galleries, auction houses, educational institutions, arts organizations, and corporations. Through internships and through the Seminar for Majors, students are encouraged to familiarize themselves with the many career paths and graduate school programs open to art historians. Manhattanville’s close proximity to New York City offers unique advantages for art history students. They may pursue internships in the prestigious institutions of the city; its museums, galleries, libraries, and other rich resources are available for their use. Most classes include some on-site study. In recent years the department has also offered study tours for academic credit to Ireland, Florence and, most recently, Venice.

Faculty and Professional Interests
Gillian Greenhill Hannum — American art, Modern art, History of Photography
Lisa Rafanelli — Italian Renaissance and Baroque art, Northern Renaissance art, Medieval art

Adjunct Faculty
Megan Cifarelli — Ancient art
Deborah Saleeby-Mulligan — Contemporary art, African and Oceanic art, Mexican art

Major Requirements
Twelve courses (eleven art history courses, plus one studio art course). Specific course requirements:

- two semesters of introductory survey (History of Art 1011 & 1012)
- three courses from major periods (one each from three of the following):
  1) Ancient
  2) Medieval, Northern Renaissance
  3) Italian Renaissance and Baroque
  4) 18th and 19th century, American and Modern
- one course in non-Western art
- three art history 3000-level seminars which require an oral report and research paper (summer courses excluded)
- Seminar for Majors (ARH 3080)
- Senior Evaluation (a thesis, internship or special project, to be supervised by a member of the department)
- one studio art course

When a single course fulfills more than one requirement, the total of eleven art history courses may be completed by courses of the student’s choosing. The minimum grade for major credit is C-. While language study is not required for the major, students intending to enter graduate school in Art History are strongly urged to acquire a reading knowledge of German, French and, where relevant, Italian.

Departmental Honors
Departmental honors in art history will be granted to a graduating senior only by a unanimous vote of all full-time faculty members after review of the student’s Art History Honors Portfolio. Students do not need to submit an Art History Honors Portfolio in order to successfully complete all requirements for the major, nor do students need to submit an Art History Honors Portfolio in order to earn “Distinction” in the major. The portfolio review is voluntary, and submission of a portfolio does not automatically guarantee that honors will be awarded. Students who intend to go on for graduate study in the field of art history are urged to submit an Art History Honors Portfolio for review.

The Art History Honors Portfolio
Contents of the Portfolio. Students who choose to submit an Art History Honors Portfolio must submit:

- A current transcript demonstrating:
  1. A 3.5 or better grade point average in major classes;
  2. Proof of successful completion of at least two semesters of study in one of the following three foreign languages: French, Italian, or German. In
cases where students are enrolled in their second semester of language study during the spring term of their senior year, proof of enrollment must be submitted. If honors are awarded, the award will be contingent upon successful completion of this second course.

- Three research papers in the field of art history that demonstrate a student’s scholarly potential. Papers will be evaluated for:
  1. Demonstrated ability to conduct independent, meaningful research;
  2. Clarity and originality of thesis and conclusions;
  3. Organization, clarity, and elegance of writing;
  4. Clarity and sophistication of methodological approach;
  5. Proper use and format of in-text citations and bibliography.

**Number of Copies**
The portfolio submission must be made in triplicate.

**Deadline**
Students must submit their Honors Portfolio no later than April 15 of the spring term of their senior year.

**Notification**
Students will be notified if honors will be awarded no later than the first week of May.

**Art History “Distinction”**
- 3.5 cumulative average in art history courses
- a grade of A in Senior Evaluation when it is an internship, OR
- a grade of B+ or above in Senior Evaluation when it is a thesis

**Minor Requirements**
Five courses: both semesters of History of Art, one seminar (excluding summer school), and two other courses at any level. The minimum grade for minor credit is C-. In unusual cases, and with departmental approval, students who are unable to schedule History of Art I may substitute one course in Ancient or Medieval Art plus one course in Renaissance Art for this requirement. Similarly, for those unable to schedule History of Art II, one course in non-Western Art plus one course covering a time period from the 17th to the 20th centuries may be substituted. This alternative increases the number of courses required to complete the minor.

**Course Descriptions**

**ARH 1011/1012: History of Art (4 cr.)**
The fall semester provides a chronological survey of Western art, primarily of Europe, from prehistoric times to the Renaissance. The second semester surveys both an area of non-Western art and Western art from the Renaissance to the present. Museum papers are required. Students may take one or both semesters, in either order. When feasible, those with little art history background should consider taking ARH 1012 before ARH 1011. (Fall) (Spring)

ARH 1016: Leonardo, Raphael and Michelangelo (3 cr.)
An exploration of the lives and works of three of the best-known artists and architects of the Italian Renaissance: Leonardo da Vinci, Raffaello Sanzio, and Michelangelo Buonarroti. We will analyze these artists’ work, training, and stylistic development, while examining the relationship of their work to the culture and artistic developments of the Renaissance. We will focus on understanding the role of patronage in their lives and works and explore the myths and legends about them--from divine inspiration to the burdens of terrible genius.

ARH 1018: The Age of Castle and Cathedral (3 cr.)
This lecture course introduces students to painting, manuscript illumination, sculpture, and architecture produced in Europe during the 4th to the 14th centuries. Topics include Early Christian, Byzantine, Early Medieval, Carolingian, Ottonian and Romanesque art, as well as the birth and development of Gothic architecture. Lectures will also explore the evolution of cathedral sculpture, stained glass, and manuscript illumination. The end of the course will be dedicated to the study of the Gothic period in Italy. (Spring ’09)

ARH 1019: Art of the Ancient World (3 cr.)
This introductory class will familiarize students with the artistic and cultural production of ancient Mediterranean civilizations, including Mesopotamia, the cradle of civilization, Egypt, Minoan Crete, Greece, and Rome. Through the art of these ancient cultures, the class will acquaint students with basic issues in the study of art history, such as the importance of historical and archaeological context. Objects in, and visits to, New York City museums will be an integral part of the course. (Spring ’09)

ARH 1030: History of Photography (3 cr.)
A survey of the history of photography from its earliest years to the present. We will examine the impact of various inventions upon the practice of this art form and also look at the work of some past and present masters. Commercial, documentary and art photography will be discussed. The course is non-technical in nature. (Fall)

ARH 1042: The Arts of Africa, Oceania, and the Americas (3 cr.)
This course will survey the arts of the native cultures of Africa, Oceania, and the Americas, with a stylistic and historical overview of the traditional cultures of these three regions through slide lectures and assigned readings. There will be an emphasis on the religious and social contexts of the cultures under review, such as the Maya and Aztec of Central America, the Benin and Yoruba of Nigeria, and the Asmat and Abelam of New Guinea. The relationship of art to the religious practices, philosophy, and social life of these cultures will be explored. (Fall ’08)

ARH 1066: The History of Venetian Art and Patronage (2 cr.)
This class is offered in conjunction with the Art History Department's Study Trip to Venice during the March spring vacation. Students will be introduced to Venetian art, architecture and culture from the 11th to the 16th centuries by means of daily guided visits to monuments such as the church of San Marco, the Doge’s Palace, the Accademia museum, and the Scuola di San Rocco. Included is a day trip to Giotto’s Arena Chapel and the pilgrimage church of Sant’Antonio in Padua and Palladian monuments in Vicenza. In addition to tuition, students must pay trip costs. Sign-up with the Art History Department occurs in the fall term to allow travel arrangements to be made. ARH 1066, the two-credit, pass/fail version of the study trip, is recommended for students with no art history background. (Spring)

ARH 2005: Art in Italy, 1200-1475 (3 cr.)
This course introduces students to painting, sculpture, and architecture in Italy from 1200-1475, a time span that encompasses the “Italian Gothic” as well as the Early Renaissance. Lectures examine the development of style, focusing on the revival of antiquity in the visual and textual cultures. Special attention is given to patronage, urbanism, and the creation of civic spaces. Florence, Siena, Venice, and Rome are our primary focus, as are artists such as Giotto, Ghiberti, Brunelleschi, Donatello, and Botticelli. Students will become familiar with writers of the period and adept at critically reading primary texts. (Fall ’08)
ARH 2006: The High Renaissance in Italy, 1475-1600 (3 cr.)
This course introduces students to the painting, sculpture and architecture in Italy from 1475-1600, a period known as the High Renaissance. Lectures will examine questions of style, material, function, and patronage in the work of Leonardo da Vinci, Raphael, Michelangelo, Titian, and their most prominent contemporaries. Special attention will be given to ecclesiastical and political history, urbanism, and issues of gender. Students will become familiar with writers of the period and adept at critically reading primary texts. (Fall '08)

ARH 2009: 19th Century European Painting (3 cr.)
A study of major European artists of the 19th century against the prevailing background of Neoclassicism through Impressionism. It includes the English Romantics, Blake and Constable, German Romanticism and Goya, while emphasizing French painting. (Fall '08)

ARH 2011: Greek Art (3 cr.)
The course examines the art of Greece and its Minoan and Mycenaean predecessors, including painting, sculpture and architecture. It also considers Greek art as the foundation of the classical tradition in Western art. Field trips to New York museums. (Spring '08)

ARH 2013: American Art I: Colonial to 1850 (3 cr.)
A study of American art and architecture from its beginning in the 17th century through the early decades of the 19th century. Special emphasis is placed on its European roots and the gradual evolution of indigenous characteristics. Field study encouraged. (Fall '07)

ARH 2014: American Art II: 1860 to ca. 1940 (3 cr.)
A study of major artists and movements in American art and architecture from the late Hudson River School through the mid-20th century. May be taken independently of ARH 2013. (Spring '08)

ARH 2018: 20th Century European Painting (3 cr.)
Study of modern movements in European and American painting from Post-Impressionism through Abstract Expressionism. (Spring '09)

ARH 2020: Northern Renaissance Art (3 cr.)
This lecture course explores the artistic production of Flanders, the Netherlands, France and Germany from approximately 1350 to 1600, beginning with an examination of the International Style and ending with the school of Fontainebleau. Although special attention will be paid to cross-cultural exchange with Italy, lectures will attempt to place the art of Northern Europe within its own unique cultural context. The course will examine the works of the Limbourg Brothers, Jan Van Eyck, Bosch, Durer, Holbein and Bruegel, among others. (Fall '07)

ARH 2022: Art and Architecture of Ancient Egypt (3 cr.)
The emphasis in this course is on Egyptian culture from the perspective of the visual arts and architecture, and it will provide a survey of the art of ancient Egypt from the Predynastic Period through the end of the New Kingdom. The objectives of this course include mastery of major monuments of ancient Egypt, including painting, sculpture and the decorative arts, as well as of the contexts for which they were created, including funerary complexes (mastabas, pyramids, rock cut tombs and funerary temples), temples dedicated to the gods and royal palaces. (Spring '09)

ARH 2025: Survey of African Art (3 cr.)
A survey of African sculpture and decorative arts from sub-Saharan Africa. Works will be examined within a cultural and historical context. (Fall '07)

ARH 2029: Discovering the Metropolitan Museum of Art (1.5 cr.)
The Metropolitan Museum of Art, one of the largest and most comprehensive art museums in the world, contains an encyclopedic collection of art dating from ancient times to the present. This course will explore the art, history, collecting practices, and exhibition style of The Metropolitan Museum of Art. Lectures will take place at the museum weekly. Each class meeting will focus on a different museum collection and study its masterpieces. (Fall) (Spring)

ARH 2038: Baroque Art and Architecture in Italy (3 cr.)
This course introduces students to the painting, sculpture, and architecture produced in Italy during the 17th- and 18th-centuries. Lectures will examine cultural, political, and intellectual changes in 17th-century Europe that make the art of this period distinctive. Topics to be explored include the emerging prominence of female artists; architecture and urbanism in Rome; the impact of the Counter-Reformation and Council of Trent on the arts; changing patterns of patronage; antiquarianism and art collecting. The class will also examine the careers of individual artists in depth, including Bernini, Caravaggio, the Carracci, and Artemisia Gentileschi. (Spring '08)

ARH 2040: Chinese Art (3 cr.)
An introduction to Chinese art from Neolithic times to the 17th century, considering both the enduring aesthetic values and the rich variety of the Chinese art tradition. Objects of bronze, jade, lacquer, pottery as well as funeral monuments, Buddhist arts and secular painting will be examined in light of cultural, social and religious trends. Museum visit. (Spring '09)

ARH 2042: Art of Civilization’s Cradle: From the Neolithic through the Ottoman Empire (3 cr.)
This course explores the artistic production of the region known as “The Cradle of Civilization,” corresponding roughly to modern Iraq and Iran. It examines art and architecture from the dawn of urban life in the Neolithic Period; through the major empires such as the Akkadian, Babylonian, Assyrian, and Achaemenid Persian; and the introduction of the Greco-Roman traditions in the Parthian and Sassanian Empires. It also examines the periods during and after the birth of Islam in this region, looking at the continuity of earlier traditions in the visual art and architecture, as well as the changes that accompanied new religious and political institutions. This course will draw upon visits to the collections of the Departments of Ancient Near Eastern and Islamic Art at The Metropolitan Museum of Art. (Fall '08)

ARH 2046: Japanese Art (3 cr.)
An introduction to Japanese art from prehistoric times to the 17th century, including painting, sculpture, architecture and gardens. Both the enduring aesthetic values of the Japanese art tradition and its changes in response to cultural, social, and religious developments will be considered. Museum visit. (Spring '09)

ARH 2066: The History of Venetian Art and Patronage (3 cr.)
This class is offered in conjunction with the Art History Department's Study Trip to Venice during the March spring vacation. Students are introduced to Venetian art, architecture and culture from the 11th to the 16th centuries by daily guided visits to monuments such as the church of San Marco, the Doge’s Palace, the Accademia museum, and the Scuola di San
includes: analysis of the relationships between Venice and Giorgione's and Titian's "painted poetry," the drama of Bellini's religious paintings, Carpaccio's narrative paintings, Byzantium, and Venice and the East; in-depth examinations of Mandatory attendance at all required field trips and writing workshops. Prerequisite: One art history course or permission of the instructor. (Spring '08)

ARH 2123: The New York Experience: Life Of A Great City The purpose of the course is to experience the geography, sites, structures, and people of New York City's history. It relates the social, political, economic, and religious history of New York to the actual physical environment of streets, buildings, and neighborhoods.

ARH 3029: Hudson River Painters (4 cr.) This seminar will focus on the treatment of the American landscape by painters of the Hudson River School. We will examine both the stylistic and the philosophical trends of this 19th-century art movement, relating it to literary and historical developments. Mandatory attendance at all required field trips and writing workshops. Prerequisite: One art history course or permission of the instructor. (Spring '09)

ARH 3030 Ancient Painting Seminar (4 cr.) This course begins with a brief survey of painting in the Ancient Near East, Egypt, and Greece, and will focus on Roman painting in particular. The paintings and mosaics preserved by the eruption of Mount Vesuvius in 79 C.E. provide a unique opportunity to examine these ancient media within their cultural, architectural, and archaeological context. We will explore the Roman practice of copying paintings by renowned Greek painters, and of "translating" these paintings into mosaic, as well as the use of styles and subjects that are uniquely Roman. Mandatory attendance at all required field trips and writing workshops. Prerequisite: One art history course or permission of the instructor. (Fall '08)

ARH 3032: Impressionism (4 cr.) The seminar will focus on French painting from about 1860 to 1900. We will examine the work of such leading artists as Manet, Monet, Pissarro, Sisley, Degas and Renoir, as well as that of lesser-known members of the group. We will also look at the influence of proto-Impressionists painters, including Boudin and Jongkind, and consider issues of gender and the role of women in the movement. Emphasis will be upon the stylistic development of Impressionist painters. Mandatory attendance at all required field trips and writing workshops. Prerequisite: One art history course or permission of the instructor. (Spring '09)

ARH 3057: The Glory of Renaissance Venice (4 cr.) This seminar focuses on painting, sculpture, and architecture produced in Venice during the 15th- and 16th-centuries. It includes: analysis of the relationships between Venice and Byzantium, and Venice and the East; in-depth examinations of Bellini’s religious paintings, Carpaccio’s narrative paintings, Giorgione’s and Titian’s “painted poetry,” the drama of Tintoretto, and the grandeur (and controversy) of Veronese; and investigations of the importance of the nearby mainland. Mandatory attendance at all required field trips and writing workshops. Prerequisite: One art history course or permission of the instructor. (Fall '08)

ARH 3063: Sexuality and Gender in Ancient Art (4 cr.) A seminar focusing on the ways in which the ancient civilizations of Mesopotamia, Egypt, Greece and Rome used art as a means of presenting and representing the relationship between biological sex (male, female) and the social invention of gender (husband, warrior, king, wife, mother, whore, etc.). Mandatory attendance at all required field trips and writing workshops. Prerequisite: One art history course or permission of the instructor. (Fall '07)

ARH 3070: Death and the Afterlife in Ancient Art and Society (4 cr.) This course examines images of dying, death, and the afterlife, as well as art and objects created to accompany the dead into the next world, in the ancient, pre-Christian world, particularly in Mesopotamia, Egypt, Greece and Rome. Within the context of each of these four major civilizations, the course will examine the beliefs and rituals that attend death and the afterlife, as evidenced through archaeology, art, mythology, and literature. We will look closely at the interplay between images and beliefs. At least three field trips will be held at The Metropolitan Museum of Art for lectures in the galleries. Mandatory attendance at all required field trips and writing workshops. Prerequisite: One art history class or permission of the instructor. (Spring '08)

ARH 3073: Issues in Contemporary Art (4 cr.) This seminar will examine contemporary art from 1945 to the present, focusing on developments in painting, sculpture and installation art with an emphasis on artists from Europe and the United States. Topics include: abstraction vs. figuration, conceptual art, feminist art, post-modernism and current tendencies in 21st-century art. Mandatory attendance at all required field trips and writing workshops. Prerequisite: One art history class or permission of the instructor. (Fall '07)

ARH 3076: Troubled Images: Art and Conflict in Ireland (4 cr.) This seminar surveys political art in Ireland from the 19th and 20th centuries to the present. Students are introduced to the visual arts of modern-day Ireland. Issues of national identity and cultural revivalism are addressed as we look at Irish political art beginning with the Celtic Revival of the late 1840s and continuing to the Northern Irish mural movement of the 1980s and 1990s. Mandatory attendance at all required field trips and writing workshops. Prerequisite: One class in art history or in Irish studies, or permission of the instructor. (Spring '09)

ARH 3079: Michelangelo (4 cr.) This seminar explores the life and work of “the Divine” Michelangelo Buonarroti, perhaps the best known artist and architect of the Italian Renaissance. It provides an in-depth analysis of the artist’s oeuvre, training, and stylistic development. Additional topics include the relationship of the artist’s work to the culture and artistic developments of the Renaissance, the importance of Michelangelo’s patrons, and myths and legends about the artist - from divine inspiration to the burdens of terrible genius. Mandatory attendance at all required field trips and workshops. Prerequisite: One art history course or permission of the instructor. (Spring '08)

ARH 3080: Seminar for Majors (4 cr.) The seminar introduces the professional world of art history, including new methodologies, museum education, museology, gallery and auction house work, graduate study, art patronage, conservation and restoration. Students will have regular writing assignments. Frequent field trips. Open only to Junior and Senior art history majors. Students are urged to consult with the instructor or department chair before registering for this course. (Fall)

ARH 3081: Art of Fifteenth Century Florence (4 cr.) This seminar explores painting, sculpture, and architecture produced in 15th-century Florence, the city that is considered the birthplace of the Renaissance. Students will consider the important role of art in the culture of the early Renaissance. We
will examine early Renaissance style and the revival of antiquity, the changing status of the artist, and evolving patterns of patronage — from the guilds of Florence to the powerful Medici family. Artists to be studied include: Brunelleschi, Masaccio, Donatello, Ghiberti, Fra Angelico, Alberti, Piero della Francesca, Botticelli, and Verrocchio. Mandatory attendance at all required field trips and workshops. Prerequisite: One art history course or permission of the instructor. (Spring ’09)

ARH 3089: The Life and Times of Leonardo da Vinci (4 cr.)
This seminar investigates the life and work of Leonardo da Vinci, examining his *oeuvre*, training, stylistic development, and contributions to the Renaissance. Students will be asked to read and analyze the work of several authors such as Giorgio Vasari, Sigmund Freud and Dan Brown, who “invent” Leonardo, contributing to the myths and legends surrounding him, and blurring the line between fact and fiction. Mandatory attendance at all required field trips and workshops. Prerequisite: One art history course or permission of the instructor. (Fall ’07)

ARH 4495: Independent Study (3 cr.)
Students may undertake a research project with the approval and supervision of a member of the art history faculty. (Fall) (Spring)

ARH 4497: Internship (3 cr.)
Museums, galleries, historical societies, auction houses and other cultural institutions in Westchester and New York City offer many opportunities for internships. One day per week of work (or the equivalent), a written journal and overview paper, and the written evaluation of an on-site supervisor are required. Note: Internships fulfilling the requirement for Senior Evaluation may NOT be taken under this course number. (Fall) (Spring)

**ART (STUDIO)**

Art majors may pursue programs leading to the Bachelor of Fine Arts degree or the Bachelor of Arts degree. Those wishing to be art teachers can achieve New York State provisional certification for teaching arts K-12, with permanent certification available through the College’s Master of Arts in Teaching Art program. The fine arts are emphasized as the foundation for all art careers. The student, after exploring several areas, will do advanced work and his/her senior project in a chosen area of concentration, such as painting, drawing, sculpture, ceramics, printmaking, illustration, digital media/graphic design or photography.

For students who do not choose to major in art, the department offers the opportunity to study art for the investigation of the aesthetic process and for its cultural value.

Students find that Manhattanville’s proximity to New York City, with its museums, galleries and art studios, is convenient and stimulating. The city is a center for advertising, publishing, and printing, and is the source of many job opportunities in these related fields. Placement in meaningful internships will be encouraged.

Students exhibit their work throughout the college campus and in Brownson Gallery. Senior art majors will have dedicated studio space in the new Student Center building to work on their senior projects. Senior projects are exhibited in April of the senior year in solo shows.

The Studio Art Department values the process of collaboration in the development of young artists; it works with the artist as an individual and feels that the quality of process determines the quality of the product. It instructs students to develop a disciplined approach to their work while honoring their individual achievements as the subject matter of their artwork. Students are taught that creativity and intelligence are compatible, and just as there is scientific research there is also aesthetic research. Art is not simply about art; it includes the worlds that we are a part of, the worlds of the past, the worlds of the present and the worlds of the future. Art begins outside of the studio and is defined and refined in the studio. In a more comprehensive semblance it is returned to the world and presented to the public.

**Faculty and Professional Interests**

**Ann Bavari** — Sculpture, 3-D Design
**Christine Dehne** — Video, Digital Media, Installation
**Jim Frank** — Digital Media, Photography, Graphic Design
**Alakananda Mukerji** — Watercolor, Drawing, Digital Media, Painting
**Tim Ross** — Painting, Printmaking, Drawing, Digital Media
**Randolph A. Williams** — Painting, Installation, Museum Education, Art Education

**Adjunct Faculty**

**David Baer** — Computer Graphics, Digital Photography
**Ruth Bauer** — Wire Sculpture
**Roger Baumann** — Ceramics
**Jim Bergeson** — Drawing, Painting
**Nadeige Choplet** — Ceramics
**Sheila Fane** — Drawing, 3D Design
**Deborah Furletti** — Calligraphy
**Mirella Hajjar** — Photography
**Kevin Klein** — Painting, Drawing
**Jonathan Mastrojohn** — Photography
**Randy Matusow** — Photography
**Dolores Santoliquido** — Drawing, Illustration
**Sadrud-din Shah** — Photography

**Procedures for Acceptance as an Art Major Portfolio**
Students wishing to major in Studio Art will be accepted by the College’s Admissions Department based on standard criteria plus a portfolio review by the Art Department. It is suggested that students include in their portfolio works in multiple medias (when possible). Approximately 15 images may be submitted in slide or digital format with an accompanying description sheet.

**Major Requirements**

Art majors may pursue a program leading to the Bachelor of Fine Arts degree or the Bachelor of Arts degree, and to provisional certification for teaching art in New York State. All twenty-two courses for the Bachelor of Fine Arts degree or sixteen courses for the Bachelor of Arts degree must receive letter-grade evaluations of at least C.

**B.F.A. Major Requirements**

Twenty-two courses including: eighteen studio courses, a junior review (ART 3997), one senior seminar/project (1.5 credits each in fall and spring semesters), and three art history courses (one modern art history), for a total of at least 66 credits.

Included in the eighteen required studio courses are the following 6 art foundation courses: Two-Dimensional Design (Pre-requisite for Graphic Design and Digital Media Courses), Three-Dimensional Design, Drawing Fundamentals (two courses), Color, and Computer Graphics 1 (Pre-requisite required).
Of the eighteen studio courses, four 4000-level courses from the five following areas are required:
- one Painting Class
- one Sculpture Class
- one Printmaking Class
- one Ceramics Class
- one Photography Class

The remaining eight of the eighteen required studio courses will help demonstrate a concentration in one area.

For studio art majors who minor in art history the Art Department requirement of three art history courses may be replaced by three additional studio electives.

B.F.A. students wishing to have an additional major must realize that this is not usually possible. They should consult with the Chair of the Art Department, their advisor, and the Academic Dean.

Note: B.F.A. majors are required to have at least 30 liberal arts credits. Art courses do not count for liberal arts. All double majors must have an advisor in the Art Department.

B.A. Major Requirements
A B.A. art major should have a second major in a liberal arts discipline in order to complete the NYS required total of 90 liberal arts credits for the Bachelor Degree. In many cases the student will graduate with over and above the 120 credits listed in the catalog.

Sixteen courses (for a minimum of 48 credits) including:
- 6 studio art foundation courses:
  - Two Dimensional Design (Pre-requisite for Graphic Design and Digital Media Courses)
  - Three Dimensional Design
  - Drawing Fundamentals (two courses)
  - Color
  - Computer Graphics I (Pre-requisite required) (one course)
- three Art History courses, including one modern Art History course
- one senior seminar/project
- The remaining six elective studio courses will help demonstrate a concentration in one area. For Studio Art Majors who minor in art history, the Art Department requirement of three art history courses will be replaced by three additional studio electives.

Of these electives there must be 4000-level courses in three out of the following five areas:
- one Painting Class
- one Sculpture Class
- one Printmaking Class
- one Ceramics Class
- one Photography Class
- a Junior Review

Each B.A. art major must submit work for a junior review, ART 3997 (0 cr.). Transfer students should contact the department about the appropriate time for this review.

Note: B.A. majors must have at least 90 liberal arts credits. Art courses do not count as liberal arts.

Slide/Digital Image Requirements
All art majors are required to submit slides or digital images as a part of their Studio Art requirement. This is done throughout the junior and senior years so that both the students and the Studio Art Department can have a comprehensive chronology of their aesthetic productions while at Manhattanville College. The students’ slides/digital images will also act as the inaugural elements in building a professional portfolio for a post-college art career. In the spring of the senior year B.F.A. majors are required to submit 40 quality images. B.A. majors are required to submit 30 quality images.

New York State Provisional Certification for Teaching Art, K–12 requires a B.F.A..

Areas of Concentration and selected examples of courses:

A. Digital Media/Graphic Design
- 6 Foundation Courses
- 3 Art History (one modern AH)

Examples of Courses:
- Senior Project/Seminar

B. Two-Dimensional Area
- 6 Foundation Courses
- 3 Art History (one modern AH)

Examples of Courses:
- Painting, Contemporary Painting, Expressive Techniques in the Two-Dimensional Arts, Watercolor, Printmaking, Book as Art, Illustration, Art Design and the Computer, Life Drawing, Installation of Public and Performance Art, Experimental Printmaking, Assemblage and Collage, Art Portfolio, Internship, and Independent Study
- Senior Project Seminar

C. Three-Dimensional Area
- 6 Foundation Courses
- 3 Art History (one modern AH)

Suggested Courses:
- Sculpture, Contemporary Sculpture, Ceramics, Wheel Throwing, Ceramic Sculpture, Installation of Public and Performance Art, Sculpture: Wire Forms and Chains, Book as Art, Assemblage and Collage, Internship, and Independent Study
- Senior Project Seminar

D. B.F.A./Education
- 6 Foundation Courses
- 3 Art History (including Art History 1 and Art History 2)

(Please refer to current School of Education requirements for Education courses.)

Suggested Courses: Ceramics, Sculpture, Photography, Printmaking, Painting, Watercolor, Expressive Techniques in the Two-Dimensional Arts, Life Drawing, Experimental Printmaking, Ceramic Sculpture, Book as Art, Internship, and Independent Study
- Senior Project Seminar

Education Course Requirements:
39 credits for education courses or as listed in the current “Becoming a Teacher: Options for Undergraduates at Manhattanville College”. In most cases the student will graduate with a minimum of 131 credits.
B.F.A./M.A.T. Honors Program
The 5 year B.F.A./M.A.T. Honors Program allows students with a 3.4 or better G.P.A. who intend to become art teachers to accelerate their graduate program by taking up to 15 graduate credits as undergraduates that count toward both the undergraduate and graduate degrees. Usually students in this program are then able to complete their M.A.T. in one year of graduate level study. Students must apply to the School of Education for acceptance into the program by the end of the Sophomore year and need a letter of recommendation from the Chairperson of the Art Department. For more details, please consult the Art Department.

Senior Project:
The Senior Seminar/Project is a creative effort of some depth and is required for both the B.F.A. and B.A. art major. The student’s area of concentration will bring the student’s skills and understanding to bear in an aesthetic statement reflecting at least the equivalent of a full course of independent work. All Art Majors are required to register for the Senior Seminar/Project in the fall and spring of their senior year. Each semester will be valued at 1.5 credits equaling a full 3-credit course. Students will meet with the art faculty approximately eight times per semester for the purpose of field trips, defining the roles of the professional artist, and clarifying the direction and process of their senior art projects. Seniors will have a dedicated studio in which to complete their artwork in the new Student Center. Culmination of this project is an exhibit at Manhattanville College.

Departmental Honors Requirements
At graduation, students may receive honors in studio art if they fulfill all the requirements for the major plus the following:

- a 3.5 cum average in studio art courses;
- a grade of A for the senior project and;
- demonstrate a commitment to professional development on a personal level and to art in general. This may be exhibited through an overall participation in the Art Department’s events and functions and through artistic pursuits outside the departmental curriculum, i.e. exposure to current exhibits in New York City and Westchester museums and galleries, through internships and apprenticeships.

Minor Requirements
For students choosing art as a Minor, the department requires six courses: 2D Design or one Fundamentals of Drawing, 3D Design, one art history and three other art courses (of which two can be in the same area). Students should notify the department of their interest and meet with a department advisor. A minimum grade of C is required in all courses for the minor.

Course Descriptions
Note: Courses with the ART prefix are not liberal arts. As with all non-liberal courses at the College, this is indicated by an asterisk after the title of the course. B.A. degree students must have a minimum of 90 liberal arts credits, and B.F.A. degree students must have a minimum of 30 liberal arts credits.

ART 1001: Fundamentals of Drawing I (3 cr.)*
This course is structured to provide an understanding of the basic elements of drawing, to encourage technical fluency, and foster confidence in the depiction of objects in the physical world. The course progresses in a way that parallels the creative process – tracing a series of evolutionary steps that begin with sketchy notations followed by analysis, clarification, embellishment, and refinement. Drawing I and II may be taken in any order. (Fall)

ART 1002: Fundamentals of Drawing II (3 cr.)*
This second semester course continues to examine the fundamental structures of drawing techniques, but now the focus is on content and form as they relate to the aesthetic process. Use of personal experiences as models for individual expression will be encouraged. Students will be expected to complete drawings that are portfolio quality. Drawing I and II may be taken in any order. (Spring)

ART 1003/1004: Two-Dimensional Design (3 cr.)*
The human ability to plan, to conceive ideas, to describe the appearances and qualities of things experienced in day to day activities relates to design. Elements of Design (rhythm, space, perspective, line, mass, texture, etc.) provide the language and the structure for our physical and psychological need to understand and organize the natural world. Study of the elements and principles of design will provide the foundation for the course of activities. (Fall) (Spring)

ART 1023/1024: Three-Dimensional Design (3 cr.)*
This course investigates three-dimensional form and space. Studio projects will emphasize planar volumes, shape-ground relationships, space, light, color and construction, using units treated in various media – wood, metal, clay, plaster, wire and mat board. (Fall) (Spring)

ART 2023: Color I (3 cr.)*
Color theory and practice. The student is led through a series of projects focusing on color perception, interaction, structural relationships such as the color wheel and the color solid, color composition, and color expression. Emphasis will be on using color in various ways in works of art, and building a vocabulary of color design for the artist. Prerequisite: Drawing or 2D Design. (Fall) (Spring)

ART 3004: Multimedia (3 cr.)*
This course explores highly effective methods of communicating ideas and information through design and implementation of interactive “Continuous Media Projects”. Text, drawings, audio, video, image (photographs), graphics, animation and sound elements are brought together to create powerful communication products. In addition to a discussion of the history, developmental stages and sweeping paradigm shifts in the communication industry, students will utilize the latest tools and the internet to plan, prototype, produce and deliver multimedia products. A wide variety of software packages, including Adobe Photoshop and Illustrator, Adobe Image Ready, Final Cut Pro, and Flash. Prerequisite: Computer Graphics I. (Fall) (Spring)

ART 3005: Sculpture: Wire Forms & Chains (3 cr.)*
A hands-on course designed for all levels of students interested in exploring the application of wire in three-dimensional art. Through a series of assignments the student will learn the manipulation and design possibilities of varying gauges of black steel, copper, brass and nickel silver wire. Although the course emphasis will be on aesthetics and abstraction, some wire forms explored and completed by the participant may be functional and/or realistic. Also included will be a variety of simply formed wire elements, which, when combined create chains useful as ornament and/or sculpture. (Fall: Even Years)

ART 3007: Printmaking (3 cr.)*
This class presents a range of print processes from monotype to etching. Relief prints in linoleum, cardboard, woodcut and intaglio prints in etchings and collagraphs will also be taught. Photo etching utilizing images transferred from the computer, film, or photocopies will be introduced. Most of the materials can be bought from the art department. Printing can be by hand
or press. Emphasis is on understanding each medium as a direct means of personal expression. (Fall)

ART 3015: Calligraphy (3 cr.) *
The course aims to acquaint the student with several handwritten alphabets, including Italic, Humanistic, Uncial and Black-letter. Study will include drawing concepts that contribute to the form and placement of the letters. (Fall) (Spring)

ART 3025: Exploration of Ceramic Methods (3 cr.) *
A comprehensive course for beginners, intermediate and advanced students, utilizing hand-building and throwing on the wheel. Four basic methods of hand-forming pottery and ceramic sculpture will be explored: pinch, coils, slabs, and modeling, along with tooling, decoration and glazing. Advanced students will produce multiples such as mugs, bowls, plates and casserole dishes, emphasizing design and special techniques. (Fall) (Spring)

ART 3040: Portfolio Preparation for the Visual Artist (3 cr.) *
This is an advanced level course tailored for students who intend to develop a freelance business or plan to continue their art on a professional basis. Students will explore the principles of the business of art and independently develop a body of artwork for a professional portfolio tailored to their area of interest. Class discussions will cover professional ethics, planning a business, protection of artwork, copyrights, understanding finances, development and use of contracts, pricing of artwork, marketing of artwork, developing a resume and bio, and the development of a strong sample portfolio. (Fall) (Spring)

ART 3050: Ceramics I/Mosaics (3 cr.) *
This course is designed to introduce the student to the materials, terms, equipment, and techniques involved in creating ceramic tiles and mosaics. All assignments are designed to challenge both the technical skill and creative and conceptual insights of the students. Various tile and mosaic techniques and finishing methods will be explored. Historical and contemporary tiles and mosaics will be discussed in class and through slides and personal research. (Spring)

ART 3057: Experimental Printmaking (3 cr.) *
Painters, photographers, sculptors, illustrators, and graphic designers are invited to bring their aesthetic techniques into the experimental class. The course is arranged to accommodate the individual styles of the students, based on their various aesthetic disciplines. The course will include drawing, painting and collage in combination with traditional printmaking techniques. It will explore Intaglio and relief printing and will also investigate monoprints and collage prints. This course requires some previous art experience. (Summer)

ART 3062: 2D Animation (3 cr.) *
This course will discuss animation as an art form. The illusion of motion, life and action will be studied through flip books, cell animation and the latest software. Focusing on artistic excellence, students will use Adobe Photoshop, Adobe Illustrator, Final Cut Pro, Adobe ImageReady, Audacity, and Macromedia Flash to experiment with type, character and image animation. Students will also learn basic audio recording and editing techniques. Prerequisite: Computer Graphics I. (Fall)

ART 3064: Computer Graphics I (3 cr.) *
An introduction to computer graphics using the Macintosh computer, this course will teach students to differentiate between various types of programs (draw, paint, and page layout) and provide hands-on experience in each. Adobe Illustrator and Adobe Photoshop, Quark Express, Adobe, and InDesign will be used. Prerequisite: Drawing or 2D Design. (Fall) (Spring)

ART 3997: Junior Review (0 cr.)
Junior Review is an opportunity for Junior Art Majors to introduce their art concepts and formative artwork to the full-time art faculty. (Fall) (Spring)

ART 3998: Senior Project Seminar (1.50 cr.)
This year-long course supports an art major’s independent development of a consistent body of artwork. The work will stem from each student’s area of concentration. The culmination will be an exhibition on the Manhattanville campus. (Fall) (Spring)

ART 4002: Watercolor (3 cr.) *
This course provides a foundation for techniques involved in watercolor. The class explores the specific methods of watercolor, both traditional and contemporary applications. Students will work in class as well as in the natural landscape. (Fall) (Spring)

ART 4003: Painting (3 cr.) *
Offered for all levels, beginners to advanced. The course emphasizes each student’s unique potential while exploring a variety of concepts and techniques. Representational and abstract forms are explored utilizing still life, the human figure, and other sources of visual expression. The student may choose to use either acrylic or oil paints. (Fall) (Spring)

ART 4004: Graphic Design I (3 cr.) *
The course analyzes the techniques, tools and basic principles of graphic design used in the conception and production of advertising art and related fields. Lettering and type forms, type specification, layout, mechanics, and production will be treated in studio projects. These projects will aim at developing creative graphic ideas in advertising, packaging and editorial fields, using concepts and techniques of visual communications. Prerequisite: Computer Graphics I. (Fall)

ART 4006: Assemblage and Collage (3 cr.) *
This course will explore the tradition and techniques of assemblage and collage. Students will work on flat two-dimensional surfaces as well as physical elevation of three-dimensional planes. The course will emphasize both recognizable and abstract images. We will focus on artists such as Arp, Bearden, Braque, Cornell, Dove, Ernst, Marisol, Motherwell, Nevelson, Rauschenberg and Schwitters as exemplars and aesthetic inspiration. Students will keep a sketch pad/journal. The students will be expected to complete five portfolio quality artworks. (Fall)

ART 4007: Photography: Beginners (3 cr.) *
This course will focus on how to use the camera to take a photograph. Photographic optics, correct exposure, developing the negative, making contact prints and enlargements (using lighting and filters), and finishing and mounting prints will be taught. Students will be introduced to the aesthetics of photography – the visual elements of form, texture, pattern and line - and how to deal with them photographically. The aim is to develop individual style. The work of some important photographers will also be examined. (Fall) (Spring)

ART 4008: Photographic Essay (3 cr.) *
This course is designed to give the intermediate and advanced photography student a means to explore and capture real events, nothing posed, nothing made-up. There will be an overview in basic black-and-white photographic techniques, including darkroom and lab procedures. Students will also be exposed to...
the history of photography through a slide presentation. The focus is on content as well as artistic style, capturing images and events rather than making them. Prerequisite: Photography: Beginners. (Fall)

ART 4010: Photography: Intermediate and Advanced (3 cr.) *
This course merges aesthetic concepts with craftsmanship. The students will explore photography as a means of visual communication. Professional practices for developing a personal style will be strongly encouraged. Prerequisite: Photography: Beginners. (Fall) (Spring)

ART 4013: Graphic Design II (3 cr.) *
The basic principles of Graphic Design I will be pursued in greater depth through various assignments leading to a better understanding of graphic design on an advanced level. Prerequisite: Graphic Design I. (Spring)

ART 4016: Contemporary Painting Technique (3 cr.) *
This course will stress a comprehensive, in-depth study of principles of current painting methods. Students will investigate the content of aesthetic production as well as various plastic art forms. The development of painting skills will be an essential element for investigating personal iconography. (Spring)

ART 4022: Computer Graphics II (3 cr.) *
This course will cover intermediate and advanced techniques in Adobe Photoshop, Illustrator, Quark, and InDesign, as well as tips for using applications together and optimizing graphics for the web. Prerequisite: Computer Graphics I. (Fall) (Spring)

ART 4027: Life Drawing (3 cr.) *
This course is structured to encourage technical fluency and foster confidence in the depiction of the human figure. The course parallels the creative process. While emphasis is on the structure of the figure, the figure as a means of personal expression is also stressed. Prerequisite: Drawing. (Spring)

ART 4028: Illustration (3 cr.) *
This course will stress creativity and the importance of developing a personal style. The students will be expected to derive their inspiration from imagination, 3-D objects, photographic material and the written word to fulfill the requirements of the class assignments. Prerequisite: Drawing and 2D Design. (Fall)

ART 4031: Contemporary Sculpture (3 cr.) *
The beginning-to-advanced student will learn to interpret and express spatial forms with through the practice of organizing elements in actual space. The development of a sense of design, both formal and conceptual, may occur through construction, modeling and casting. Students will be encouraged to incorporate metaphor into their work, helping to amplify their creative process. Assigned projects will revolve around materials, central themes and current issues. (Spring)

ART 4033: Interactive Design (3 cr.) *
The objective of Interactive Design is to learn the basics of design for the World Wide Web. Using the Adobe application GoLive, students will be introduced to the concepts of html page layout using what is referred to as WYSIWYG, or “what you see is what you get”. GoLive is a visual layout tool where the student can focus on the visual content as opposed to coding a page using html language. Students will create their own personal websites which will include digital images acquired via digital camera and/or scanners, interactive rollovers, hyperlinks, tables and simple animations. (Fall) (Spring)

ART 4035: Exploration of Ceramic Methods (3 cr.) *
A comprehensive course for beginner, intermediate and advanced students, utilizing hand-building and throwing on the wheel. Four basic methods of hand-forming pottery and ceramic sculpture will be explored: pinch, coils, slabs, and modeling, along with tooling, decoration and glazing. Advanced students will produce multiples such as mugs, bowls, plates and casseroles, emphasizing design and special techniques. (Fall) (Spring)

ART 4043: Artists Video (3 cr.) *
This introductory course is geared toward studying and producing video based in a visual arts tradition. The focus in the class will be on developing interesting content while learning Final Cut Pro and proper equipment techniques. Students will examine: the place of video in multimedia and art; current video trends toward issue-oriented work such as media analysis and criticism, activist video, and personal narratives about identity and individual experience. Prerequisite: Computer Graphics I. (Spring)

ART 4045: Ceramics: Form & Function (3 cr.) *
This course offers hand building and an introduction to wheel throwing, whereby forms are created on a potter’s wheel. The ultimate goal is to be able to create functional objects, such as bowls, cups, plates, and vases, or, ultimately, elements to use in sculptures and conceptual works. (Fall) (Spring)

ART 4047: Art, Design and the Computer (3 cr.) *
This course is designed to use the fine and applied arts in combination with computer programs. The student will explore visual techniques in a traditional fashion while learning to use the computers to expand and explore contemporary models of aesthetic productions. Students will spend some time in a traditional studio, although the finished work will be in a digital format. Adobe Illustrator and Adobe Photoshop will be utilized. Prerequisite: Computer Graphics I. (Spring)

ART 4048: Beginning Photography: Color (3 cr.) *
This course is designed to give photography students of all levels an opportunity to broaden their artistic printing abilities. They will review basic 35mm camera-works, which will include the creative use of shutter speed, f-stop and film speed. Along with group and individual demonstrations on printing assigned problems, students will present and critique works of art. Class meetings will include a demonstration on matting and framing, and students will also be exposed to the history of color photography through a slide presentation. (Spring)

ART 4058: Expressive Techniques in the Two Dimensional Arts (3 cr.) *
This course explores traditional and abstract expressions using the diverse methods of two-dimensional application of paint and paper to a flat surface. It emphasizes the study of narrative, content, and form. Students will be encouraged to experiment in both conceptualization and the aesthetic process, and to explore collage, drawing, painting, and assemblage. Advanced students will develop a portfolio of artwork for presentation at the end of the course. (Fall)

ART 4059: The Book as Art (3 cr.) *
A course in the design and creation of a book as serial images around a central theme. The concept of the book will be explored from the traditional and the experimental point of view. Emphasis will be on visual aspects of the book, with attention to illustration, typography, layout, and binding. Type can be designed with Photoshop, or woodtype. Projects can be by hand or printed in relief, monotype and intaglio. (Spring)
ART 4061: Ceramic Sculpture (3 cr.) *
This course is designed to introduce the student to the materials, terms, equipment, and techniques involved in creating ceramic sculpture. All assignments are designed to challenge both the technical skill and creative and conceptual insights of the students. Various hand building techniques and finishing methods will be explored. Historical and contemporary issues in ceramics will be discussed in class and through slides and personal presentations. Since the class is responsible for firing the work it produces, firing of the electric kilns will be part of the curriculum. In addition, safety issues of the ceramic studio will be covered. (Fall) (Spring)

ART 4067: Digital Photography and Computer Imaging (3 cr.) *
This class will review the history of capturing and manipulating images, discuss how digital imaging is used today, and provide hands-on experience. Students will digitally capture and manipulate existing images and learn how to prepare images for use in publications, exhibitions, electronic media, and the Internet. Prerequisite Computer Graphics I. (Fall) (Spring)

ART 4068: Installation of Public and Performance Art (3 cr.) *
This course is designed for art majors with an interest in installation art, performance art, and public art. Students will propose four in-depth projects that will be developed and executed over the course of the semester. Each project will be researched with an aesthetic as well as an academic application. Each proposal will be submitted with both written and aesthetic support materials. Students will learn to work on site. They will assemble site-specific installation, construct public works on location and learn to arrange and perform aesthetic recital. The class will also view artist films and artist videos. Students will be required to travel to New York City on two weekends during the semester. (Spring)

ART 4069: Photography: Portraits (3 cr.) *
A great portrait always reveals an essential truth about humanity. The photographer is challenged by light, location and individual personalities. The subject, ready or not, presents the photographer with a moment: a psychological, photographic mixture, which captures an essence of being human. Through assignments, critique, slides and demonstrations student will explore the multifaceted aspects of portrait photography; commercial, editorial, and personal. Various lighting techniques will be demonstrated during class, such as strobes, tungsten, and natural light. Color and B&W images will be employed, the B&W darkroom will be open during class time. Prerequisite: Photography: Beginners. (Spring)

ART 4070: Museums as Studios (3 cr.) *
This course will use the museums in New York City as its studios. Both traditional and contemporary artwork will act as aesthetic inspiration for creativity and personal investigation. Activities will include brief lectures, drawing, painting, assemblage, and collage. Time in the museums will be spent drawing and sketching: on alternating days students will work in the studios at Manhattanville College developing sketches and drawings into major portfolio works. The museums will include The Metropolitan Museum of Art, The Brooklyn Museum, The Museum of Natural History, and a trip to galleries. (TBA)

ART 4080: An Exploration of Contemporary Culture: Museums, Galleries and Sculpture Parks (3 cr.) *
Appropriate for art majors, this class meets five hours weekly. The New York area is the center of the art world. Students will visit various galleries, museums and sculpture parks. The course is based on the belief that traditional formal artistic skills must be supplemented not only with art historical relationships but also with a first-hand knowledge of the contemporary art scene. The student will be required to keep a journal, documenting each experience and relating it to personal artistic discovery. An emphasis will be placed on development of an aesthetic dialog with contemporary art. The course is designed to benefit students in all of their art classes.

ASIAN STUDIES
Because Manhattanville believes a liberal arts education today should afford students the opportunity to explore and understand the non-western world, it has developed a program emphasizing the languages and cultures of Asia. The increasing importance of this region makes it imperative that students acquire a greater understanding of the ways of life of more than half of humanity. The program offers language courses in Chinese and Japanese as well as courses on the history, religions, and literature of China and Japan. The program also draws on courses dealing with Asia offered by such departments as art history, political science, religion, and sociology. Field trips to New York City, especially its museums, are a vital part of the program. Participation in internships and study abroad programs is encouraged.

Faculty and Professional Interests
Theresa Kelleher (Chair) — Asian religions and cultural history
Adjunct Faculty
Ann Inmai Tarumoto — Japanese language
Jing Wang – Chinese language
Yutaka Yamada – Japanese culture

Major Requirements
• Four semesters of either Chinese or Japanese language;
• Three history courses chosen from the four basic surveys of Chinese and Japanese history;
• Five other courses, four of which should be concentrated in one of the following areas: Japan; China; History and Politics; or Religion. Two of these five must be a 3000-level seminar which requires a research paper;
• Senior Evaluation OR participation in a Senior Honors Seminar. Note: only those students who have maintained a grade point average of 3.5 or better in major courses are eligible for this Seminar.

Senior Evaluation
The student must register for the 1-credit Senior Evaluation (ASN 3998) in either semester of senior year. In consultation with the Chair, student will review past course work and prepare for a two-hour comprehensive exam at the end of the semester.

Senior Honors seminar/Departmental Honors
To receive departmental honors, the student must have maintained a 3.5 or better G.P.A. in major courses, must register for Senior Honors seminar (ASN 3997) and produce a thesis with a minimum grade of B+.

Minor Requirements
Five courses taken in one of the following ways:
• Four semesters of Chinese plus one course on China;
• Four semesters of Japanese plus one course on Japan;
• One year of Chinese history plus two courses on China and one other Asian Studies course;
• One year of Japanese history plus two courses on Japan and one other Asian Studies course.

The department reserves the right to place the student in a language course commensurate with his or her abilities.
Language courses are designed for the non-native speaker; students with an Asian language background are requested to undergo staff evaluation prior to enrolling in a language course.

Students must achieve at least a C- in a course to get credit for the major or minor.

Course Descriptions

Language Courses

ASN 1001/1002: Japanese I (4 cr.)
An introduction to the Japanese language with an emphasis on the development of oral competence through practical dialogues, drills, and controlled conversation. The course will cover basic written Japanese, including two kana syllabaries and a small number of Chinese characters. **Prerequisite** for ASN1002 is ASN1001.  *(Fall)* *(Spring)*

ASN 1031/1032: Chinese I (4 cr.)
An introduction to the Chinese language with an emphasis on the development of oral competence through practical dialogues, drills and controlled conversation. **Prerequisite** for ASN1032 is ASN1031.  *(Fall)* *(Spring)*

ASN 2001/2002: Japanese II (4 cr.)
Enhancement and development of oral skills, with an increased emphasis on written texts. **Prerequisite:** Japanese I or equivalent.  *(Fall)* *(Spring)*

ASN 2031/2032: Chinese II (4 cr.)
Enhancement and development of skills acquired in Chinese I, with an increased emphasis on written texts. **Prerequisite:** Chinese I or equivalent.  *(Fall)* *(Spring)*

ASN 3001/3002: Japanese III (3 cr.)
Development of reading skills and practical oral communicative competence within a variety of social contexts. **Prerequisite:** Japanese II or equivalent.  *(Fall)* *(Spring)*

Core Courses

ASN 1010: Introduction to Asian Studies (3 cr.)
Introductory course to the study of Chinese and Japanese cultures, providing an overview of the history, literature and religions of China and Japan for the non-major.  *(Fall)* *(Spring)*

ASN 1045: Asian Religion (3 cr.)
An introduction to the major religions of India, China and Japan: Hinduism, Buddhism, Confucianism, Taoism and Shinto, by means of readings from the primary religious literature of each tradition plus visual evidence on video.  *(Spring)*

ASN2012: Religions of China (3 cr.)
A survey of the two major indigenous religious traditions of China: Confucianism and Taoism, and the missionary religion from India, Buddhism. The course will focus on readings from the religious literature of each tradition as well as study of their particular ritual practices. The important influence of Buddhism on Confucianism and Taoism will be examined, as well as the role of popular religions in China's history.  *(Fall)* *(Spring)*

ASN 2015: History of Traditional Japan (3 cr.)
This course surveys the history of Japan from its earliest period until 1800, highlighting its characteristic institutions and traditions. It includes a study of the major political figures, as well as the everyday material culture, particularly of the Tokugawa period. Additionally, some of Japan’s traditional literature and religions will be examined.  *(Fall)* *(Spring)*

ASN2034: Religions of India (3 cr.)
A survey of the two major indigenous religious traditions of India: Hinduism as well as the tales and hymns of Sufism.

ASN 2037: Monks and Merchants: Religions and Cultures of the Silk Road (3 cr.)
A study of the religions and cultures of the vast territory between China and Iran which has been termed the Silk Road, from the early days of its role in the silk trade from China to Rome, to the modern era of Western exploration and imperialism. Attention will be given to the rich intermixing of these religions and cultures, the archaeological record of Buddhist art, the Mongols, and Marco Polo.  *(Fall)* *(Spring)*

Core Courses

ASN 1010: Introduction to Asian Studies (3 cr.)
Introductory course to the study of Chinese and Japanese cultures, providing an overview of the history, literature and religions of China and Japan for the non-major.  *(Fall)* *(Spring)*

ASN 2015: History of Traditional Japan (3 cr.)
A survey of the history of Japan from its earliest period until 1800, highlighting its characteristic institutions and traditions. It includes a study of the major political figures, as well as the everyday material culture, particularly of the Tokugawa period. Additionally, some of Japan’s traditional literature and religions will be examined.  *(Fall)* *(Spring)*

ASN 1001/1002: Japanese I (4 cr.)
An introduction to the Japanese language with an emphasis on the development of oral competence through practical dialogues, drills, and controlled conversation. The course will cover basic written Japanese, including two kana syllabaries and a small number of Chinese characters. **Prerequisite** for ASN1002 is ASN1001.  *(Fall)* *(Spring)*

ASN 1031/1032: Chinese I (4 cr.)
An introduction to the Chinese language with an emphasis on the development of oral competence through practical dialogues, drills and controlled conversation. **Prerequisite** for ASN1032 is ASN1031.  *(Fall)* *(Spring)*

ASN 2001/2002: Japanese II (4 cr.)
Enhancement and development of oral skills, with an increased emphasis on written texts. **Prerequisite:** Japanese I or equivalent.  *(Fall)* *(Spring)*

ASN 2031/2032: Chinese II (4 cr.)
Enhancement and development of skills acquired in Chinese I, with an increased emphasis on written texts. **Prerequisite:** Chinese I or equivalent.  *(Fall)* *(Spring)*

ASN 3001/3002: Japanese III (3 cr.)
Development of reading skills and practical oral communicative competence within a variety of social contexts. **Prerequisite:** Japanese II or equivalent.  *(Fall)* *(Spring)*

Core Courses

ASN 1010: Introduction to Asian Studies (3 cr.)
Introductory course to the study of Chinese and Japanese cultures, providing an overview of the history, literature and religions of China and Japan for the non-major.  *(Fall)* *(Spring)*

ASN 1045: Asian Religion (3 cr.)
An introduction to the major religions of India, China and Japan: Hinduism, Buddhism, Confucianism, Taoism and Shinto, by means of readings from the primary religious literature of each tradition plus visual evidence on video.  *(Spring)*

ASN2012: Religions of China (3 cr.)
A survey of the two major indigenous religious traditions of China: Confucianism and Taoism, and the missionary religion from India, Buddhism. The course will focus on readings from the religious literature of each tradition as well as study of their particular ritual practices. The important influence of Buddhism on Confucianism and Taoism will be examined, as well as the role of popular religions in China's history.  *(Fall)* *(Spring)*

ASN 2015: History of Traditional Japan (3 cr.)
This course surveys the history of Japan from its earliest period until 1800, highlighting its characteristic institutions and traditions. It includes a study of the major political figures, as well as the everyday material culture, particularly of the Tokugawa period. Additionally, some of Japan’s traditional literature and religions will be examined.  *(Fall)* *(Spring)*

ASN2034: Religions of India (3 cr.)
A survey of the two major indigenous religious traditions of India: Hinduism as well as the tales and hymns of Sufism.

ASN 2037: Monks and Merchants: Religions and Cultures of the Silk Road (3 cr.)
A study of the religions and cultures of the vast territory between China and Iran which has been termed the Silk Road, from the early days of its role in the silk trade from China to Rome, to the modern era of Western exploration and imperialism. Attention will be given to the rich intermixing of these religions and cultures, the archaeological record of Buddhist art, the Mongols, and Marco Polo.  *(Fall)* *(Spring)*
ASN 2050: Religions of Japan (3 cr.)
Survey of Japanese religious traditions, beginning with Shinto, its indigenous religion, and including Japan’s particular adaptation of the Chinese traditions of Confucianism, Taoism, and Buddhism, especially Zen. In addition, the “New Religions” of post-WWII will be considered. (Spring '08)

ASN 3010: Women in Chinese and Japanese Religions (3 cr.)
This course examines the position of women in Confucianism, Taoism, Buddhism, and Shinto, both in terms of the ideals set forth for women by these traditions and the particular adaptations women made of those ideals. Readings include didactic works for women, autobiographies, poetry, and novels. (Spring '08)

ASN 3011: Seminar on Buddhism (3 cr.)
The first part of the course deals with the life and teachings of the historical Buddha and the early forms of Buddhism in India. The second part traces the spread of Buddhism to Tibet, China and Japan, while the last part focuses on Buddhism in America today. (Fall '07)

ASN 3014: Creatures, Spirits and Aliens (3 cr.)
This course compares Japanese and American horror and science fiction films and stories, using visual arts (anime, manga, film) and literary genres (science fiction, folk stories). Among the topics covered are evil spirits and demons, alien encounters, science fiction adventure, supernatural creatures, and ghost stories. (Spring '09)

ASN 3015: Scholars, Sages, and Samurai: the Role of Confucianism in East Asia (3 cr.)
Asia's phenomenal success in recent times has been attributed to its Confucian roots. This tradition has profoundly affected the major cultures of China, Korea, Japan and Vietnam to this day. This course will examine its rise and development, starting with Confucius himself, and then look at the concrete ways it manifests itself in family life, the status of women, education, government service, and the business world of East Asia. (Fall '08)

ASN 3021: Religion and Politics of East Asia (3 cr.)
An examination of the religious dimensions of Chinese and Japanese politics in the 19th- and 20th-centuries. For China, attention will be given to the 19th-century Taiping Rebellion and Mao's 20th-century Communist Revolution. For Japan, the focus will be on the role of Shinto in Japan's rise as an imperialist power in East Asia between 1880 and 1945 and its controversial legacy in Japan today. (Fall '08)

ASN 3025: Culture and Change in Southeast Asia (3 cr.)
This course will explore the religions, ethnic groups, and social structures of Southeast Asia, a region of rich religious and ethnic diversity. It will also examine the socio-economic development of the area's recent economic boom. Indochinese and Indonesian societies constitute the main focus of the course. (Fall '07)

ASN 3076: Religious and Cultural Imperialism: American Missionaries in China (3 cr.)
This course will examine the clash of cultures resulting from the coming of American missionaries to China in the 19th- and 20th-centuries. Attention will be given to the differences between Christianity and Chinese religions, the role played by western imperialism in giving missionaries access to China, and the particular relationship between Chinese women and American women missionaries. (Spring '09)

ASN 3078: Senior Evaluation (1 cr.)
In consultation with the Chair, students will review all courses taken for the major along with the reading lists for these courses. After writing a four-page essay evaluating their major work, students will, with the help of the instructor, prepare for a two-hour comprehensive exam to be given at the end of the semester.

ASN 3097: Senior Honors Seminar (3 cr.)
The first part of the course will focus on preparatory work for writing a senior thesis, by reviewing research and analytical methods. The rest of course will involve weekly presentations of the thesis as it progresses. Departmental honors will be given to a thesis with a minimum grade of B+.

Note: Appropriate courses from such departments as Art History, Dance/Theatre, Music, Political Science, World Religions, and Sociology, with approval of the chair of Asian Studies, can be applied to the major or minor in Asian Studies.

BIOCHEMISTRY
Biochemistry is an interdisciplinary program that deals with the chemical processes of living matter. A knowledge of biochemistry is essential to fully understand most of the biological disciplines. This major is beneficial for pre-med students because the science of biochemistry enables them to better comprehend the medical sciences. Students are also prepared for graduate studies in biochemistry, as well as such fields as genetics, microbiology, physiology, immunology, and other biological and chemical fields.

Faculty Committee
Annemarie Bettica (Director), Darlene D’Alliessi Gandolfi, and Zhang Chen.

Major Requirements
• BIO 1001 & 1002: Principles of Biology I and II with labs;
• CHM 1001 & 1002: Principles of Chemistry I and II;
• CHM 1003 & 1004: Principles of Chemistry Laboratory I and II;
• CHM 2001 & 2002: Organic Chemistry I and II;
• CHM 2005 & 2006: Organic Chemistry Laboratory I and II;
• BIO 3035 & 3036: Biochemistry I and II;
• BIO 3037 & 3038: Biochemical Techniques I and II;
• MATH 1030 & 1032: Calculus I and II;
• PHY 1001 & 1002 or 1003 & 1004: Physics I and II
• CHM 2009 & 2010: Physical Chemistry I and II;
• CHM 2011 or 2012: Physical Chemistry Laboratory
• CHM 3003: Chemical & Instrumental Analysis;
• CHM 3004: Chemical & Instrumental Analysis Laboratory;
• BIO 3030: Molecular Cell Biology;
• BIO 3039: Recombinant DNA Technology;
• BIO 3013: Microbiology;
• BIO 3007: Human Anatomy and Physiology;
• BIO 3099: Research Seminar;
• BIO 3499: Senior Research;
• BIO 3998: Senior Evaluation.

Prospective Biochemistry majors should meet with a Biochemistry Faculty Committee member as soon as possible in order to prepare an appropriate study plan.

Note: This program may not be taken as a minor.

Senior Evaluation
Majors in the Biochemistry Program are required, beginning in their Junior year, to complete the three-course Biology Senior
Science Laboratories
The science laboratories are described above on page 15 and also below under the departments of Biology and Chemistry.

BIOLOGY
The major program in Biology seeks to provide a solid foundation in the traditional discipline with courses such as Human Anatomy and Physiology, Histology, Microbiology, Developmental Biology, Biochemistry and Evolutionary Biology. In addition, the major program offers the student the opportunity to sample the diversity in the field of biology with such courses as Bioethics, Biology of Cancer, Electron Microscopy, Environmental Ecology, Global Environmentalism, Immunology, Molecular Cell Biology, Neuroanatomy and Neuropsychology, Vertebrate Biology, Invertebrate Zoology, Nutrition in Health and Disease, and Recombinant DNA Technology.

Students may choose to major in Biology, Biochemistry, Environmental Studies, or the interdisciplinary concentration in Neuroscience.

The flexibility of the Biology major allows students to choose among a variety of courses that provide a strong background for teaching, biomedical and bio-technical research, graduate studies, nursing and other health-related careers. Faculty advisors help to ensure that each Biology major receives a well-rounded education in the basic biological sciences as well as the needed preparation for any health-related or graduate research pursuit.

Biology Laboratories
The Department of Biology has well-equipped Biochemistry, Histotechnology, and Molecular Genetics laboratories. The electron microscopy suite contains all equipment for both scanning and transmission electron microscopy that includes three automatic microtomes, critical point dryer, sputter-coater, a JEOL scanning electron microscope, and a Hitachi transmission electron microscope. A full darkroom for both negatives and prints is part of this laboratory. In the Molecular Genetics laboratory, students can perform many molecular techniques including restriction analysis, polymerase chain reactions, gene sequencing, blotting, and transfection. Students have the opportunity to use these laboratories for independent research as well as course-related activities.

Recent renovations have provided several new laboratory spaces, including a cold room-waste management facility with several new refrigerator/freezers and an ultra low-temperature freezer, all secured by a generator. Our “smart classroom” provides a multimedia/research room for all faculty and students in the Biology Department. Innovative equipment such as the Optipro 580 Smart Board and Expression Multimedia cabinet, along with the Pentium 4 computers, DVD, CD-RW, LCD projector, video cameras, wireless keyboard and mouse and ready data ports allow for technology-enhanced instruction of introductory classes as well as informal seminars or formal senior research presentations. New components and software for gel documentation, digital and video photomicrography, fluorescent microscopy, and human physiology have greatly enhanced our research and laboratory endeavors.

The newest addition is a cutting edge research laboratory, the Tissue Culture Facility, which consists of: a clean room with T-grid overhead ceiling system for lighting and in-line filtering, twin stacking Napco 6500 CO2 incubators, double ESCO Labculture Horizontal Laminar Flow Hoods, Millipore Direct-Q 5 water purification system, large capacity benchtop autoclave and liquid nitrogen tank storage, electronic single and multichannel pipettors, and equipment and supplies for supporting adherent and suspension cell cultures, with digital video computer image analysis.

During the coming years, several other laboratory spaces are scheduled for renovation, including the Principles of Biology and Human Anatomy Lab, which will have a new ventilation system, cold storage for specimens, and new laboratory cabinets and benches. The preparatory room, environmental studies research laboratory, and biochemistry lab are also slated for renovation.

Faculty and Professional Interests
Annemarie Bettica — Cell biology, molecular genetics, cancer biology, neuroscience, bioethics, bioinformatics, electron microscopy, histochemistry, immunocytochemistry, and biophotography
Wendy McFarlane — Comparative physiology, environmental physiology, marine biology/ecology
Nancy E. Todd — Ecology and evolution, anatomy, vertebrate biology, environmental studies
Anna Yeung-Cheung — Biochemistry, microbiology, immunology, human disease, infectious disease and nutrition in health & disease

Adjunct Faculty
Gary P. Aronsen — tropical ecology, primate anatomy and evolution, animal behavior
Meredith Behr — parasitology, genetics, introductory biology
Hiroshi Osaka — biochemistry, introductory biology

Major Requirements
Entry-level requirements and co-requisites:
- Principles of Biology I and II, completed with a minimum grade of C, or evidence of high achievement in equivalent course work, as a prerequisite for all biology courses above the 2000 level. If a C- or below is received in either class, it must be retaken and passed with a minimum grade of C before students can progress to the 3000-level electives.
- Principles of Chemistry I and II, Principles of Chemistry I and II Lab, completed with a minimum grade of C-
- Calculus I completed with a minimum grade of C-

It is strongly recommended that students take Principles of Biology and Principles of Chemistry in the freshman year. Students who begin the program as General Biology majors and plan to pursue graduate study or a career in the health professions must complete the appropriate co-requisites before applying (see pre-health and graduate school preparation).

Upper Level Biology Requirements:
- seven elective courses above the 1000 level. Four of these must be laboratory courses, one of which may be an independent study or internship.
- For the General Biology Program, no more than two of the major courses may be at the 2000 level. Students preparing for the health professions or graduate school (see below) should not take more than one 2000 course as part of their seven course electives.

Biology majors should seek an advisor from the Biology department in the beginning of their sophomore year to guide in the choice of program and electives.
Note: All elective major courses must be completed with a minimum grade of C-.

Senior Research Program
In addition to the entry-level requirements and co-requisites and the seven electives, as outlined above, biology majors must also complete the following three-course sequence (see course descriptions below for further details):

- BIO 3099: Research Seminar
- BIO 3499: Senior Research
- BIO 3998: Senior Evaluation

All students in the Senior Research Program are required to attend the senior presentations, and all majors are encouraged to attend.

Departmental Honors
Departmental Honors are conferred upon graduating seniors who have maintained a Biology grade point average of 3.5, have received a minimum grade of A- for the Senior Evaluation, and have contributed to the activities of the Biology department.

Students must meet the following requirements in order to complete the Honors program within the Biology major:

- Completion of Principles of Biology I and II with a minimum grade of B+ or present evidence of high achievement in equivalent courses.
- Seven additional one-semester, 3000-level courses in Biology with a minimum grade of B+.
- Of these seven additional Biology courses, six must be laboratory courses.
- Principles of Chemistry I and II with laboratories with a minimum grade of B+.
- Organic Chemistry I and II with laboratories with a minimum grade of B+.
- Biochemistry, with laboratory, with a minimum grade of B+.
- College Physics I and II with laboratories, with a minimum grade of B+.
- Mathematics through Calculus II, with a minimum grade of B+.
- Senior research program. A minimum grade of A- must be obtained in the course sequence.
- Students must declare interest in this Honors Program by the end of their 3rd semester or in the first semester for transfer students.

Health Professions and Graduate School Preparation Prerequisites:
For those students planning to pursue health-related careers such as medicine, chiropractic, dentistry, optometry, osteopathy, nursing, or medical technology, or for those preparing for graduate school, the following prerequisites are required:

- Principles of Biology I and II
- Principles of Chemistry I and II with Laboratories
- Organic Chemistry I and II with Laboratories
- Calculus I and II
- Physics I and II
- English Literature course in addition to an academic writing course (e.g. ENC 4010).

Minor in Biology
Principles of Biology I and II or the equivalent and four additional one-semester courses in Biology of which three should be laboratory courses above the 2000-level. An independent study may fulfill one of these requirements.

Neuroscience Concentration
The Concentration in Neuroscience is a prescribed program of study that emphasizes an interdisciplinary approach to solving problems in the study of the normal and pathological conditions of the nervous system. It combines the best of subdisciplinary, disciplinary, and interdisciplinary training, essential for future scientists challenged with problems whose solutions ignore the boundaries of the traditional scientific disciplines. This program provides students with solid foundational principles, structural approaches to problems, and a shared base of information, culminating in the development and implementation of an independent senior research project.

Neuroscience Laboratories and Facilities
Manhattanville College has many well-equipped laboratories to aid students in their curricular and experimental approach to solving problems in neuroscience. For a complete description of the laboratories and facilities available to Neuroscience students, see under the Biology Department.

Faculty Advisor
Annemarie Bettica (Biology Department) — Cell biology, molecular genetics, cancer biology, neuroscience, bioethics, bioinformatics, electron microscopy, histochemistry, immunocytochemistry, and biophotography

Neuroscience Concentration Requirements
Nineteen courses are required for the Neuroscience concentration, fifteen of which are core requirements and four are electives. It is strongly recommended for majors to seek out the Faculty Advisor as early in the program as possible to ensure proper placements in required and elective courses.

Seven Core Prerequisite Courses to be completed with a minimum of grade C:

- BIO 1001/1002: Principles of Biology I and II (or present evidence of high academic achievement in equivalent course work as a prerequisite for all biology-based courses above the 2000 level);
- CHM 1001/1002: Principles of Chemistry I and II
- PSY 2012: Statistics for the Social Sciences I (or an appropriate computer science course).

Eight Upper-Level Core Requirements:

- BIO 2021: Introduction to Neuroscience
- BIO 3030: Molecular Cell Biology
- BIO 3039: Recombinant DNA Technology
- BIO 3060: Bioethics
- PSY 3000: Physiological Bases of Behavior
- BIO 3099: Research Seminar
- BIO 3499: Senior Research
- BIO 3998: Senior Evaluation

Four Electives. Choose at least one of the following BIOLOGY laboratory-based courses:

- BIO 3033: Histology
- BIO 3005: Developmental Biology
- BIO 3057: Forensic Biology

Choose at least one of the following NEUROBIOLOGY courses:

- BIO 3049: Neuroanatomy and Neurophysiology
- BIO XXXX Any Neurobiology elective

Choose one of the following BEHAVIORAL NEUROSCIENCE courses:

- PSY 3016: Clinical Psychopharmacology
The following three-course sequence must be completed by each student in the Neuroscience concentration before graduation (see Senior Research Program under Biology major and consult course descriptions for further details).

- BIO 3099: Research Seminar
- BIO 3499: Senior Research
- BIO 3998: Senior Evaluation

The senior research sequence culminates in an oral presentation to the Biology department and a written journal article.

Pre-medical Candidates
In addition to Principles of Biology I and II, Principles of Chemistry I and II plus labs, Organic Chemistry I and Organic Chemistry Laboratory I, the premedical candidate, pursuing a concentration in Neuroscience must also satisfactorily complete Organic Chemistry II and Organic Chemistry Laboratory II, Physics I and II, Calculus I and II, and an English Literature course in addition to a course in academic writing (e.g. ENC 4010).

Note: Neuroscience is not available as a minor.

Course Descriptions
BIO 1001/1002: Principles of Biology I and II (4 cr. each)
This two-semester lecture sequence, complemented with hands-on laboratory experience, stresses the major biological principles and concepts that serve as the foundation for study in the biological and health-related fields. The first semester includes such topics as: the chemistry of biological systems, cell and historical organization, membrane transport, metabolism and evolution of organisms, with the major focus on the principles of Mendelian genetics, molecular genetics, and population genetics. The second semester stresses animal and plant organization, development, and physiology. Laboratory sessions provide opportunities to gain technical experience and to improve laboratory-related writing skills. The BIO 1001-1002 sequence is strongly recommended; however, students may take BIO 1002 before BIO 1001. (Fall) (Spring)

BIO 1015: Introduction to Human Disease (3 cr.)
This course is designed for students with an interest in human disease. Different groups of diseases will be introduced, for e.g., Inflammatory diseases or Infectious diseases, Congenital & Hereditary diseases, Degenerative diseases, Metabolic diseases and Neoplastic Diseases. The causes and the biology of the diseases will be discussed. There will be an introduction of microorganisms such as bacteria, fungi and viruses. Note: Not for major credit. (Spring)

BIO 1016: Endangered Earth: Understanding Environmental Pollution (3 cr.)
Technological development in the last century has resulted in persistent changes in the Earth’s environment. Industrialization and fossil fuel dependence have led to significant air, water and land pollution. Sources and mechanisms of pollution will be examined, as well as the adverse effects on human health and ecosystems. Topics of current interest include acid rain, ozone depletion, global warming, loss of biodiversity, wetland disappearance, temperate and tropical deforestation, and the effects of urbanization on natural areas. Note: Not for major credit. (Fall '08, '10)

BIO 1018: Introduction to Animal Behavior (3 cr.)
The objective of this course is to introduce the biological basis and diversity of animal behavior, including physiological, developmental, ecological, and evolutionary aspects. The relationship between the behavior of living organisms, their survival and reproduction in natural environments will be emphasized. Lecture topics will include habitat selection, communication and social behavior, reproduction, and the evolution of parental care. Not for major credit. (Fall '08, '10).

BIO 1019: Introduction to the Marine Environment (3 cr.)
This introductory class will provide an overview of both the physical and biological aspects of the earth’s oceans. Physical characteristics to be discussed will include area, depth, temperature, salinity, pressure and the importance of water movements. The biology of ocean communities will also be examined, ranging from primary production in phytoplankton communities to macroinvertebrates, fish and marine mammals. Emphasis will be placed on nutrient cycling and biological diversity within marine ecosystems. Not for major credit. (Spring '09)

BIO 2010: Foundations of Ecology (3 cr.)
This course introduces students to the global nature of biodiversity, and is open to all students. An introduction to basic ecological concepts such as the niche, food chains and food webs, biotic competition, the importance of biodiversity, and movement of nutrients and matter through both terrestrial and aquatic ecosystems will be included. Integral to the course is an understanding of the importance of how ecosystems function. Discussion of how ecosystems are being affected by human activities will also be included. (Spring)

BIO 2016: Global Environmentalism (3 cr.)
This course introduces students to the global nature of environmental issues and is open to all students. Each major topic will be covered with specific reference to an area of the world. For example, biodiversity and conservation will be discussed in a broad overview but particular emphasis will be placed on examining the problems in wildlife parks in Africa, as well as tropical rainforests in South America. Water pollution will be covered with specific reference to the Clean Water Act in North America. Topics will include nuclear, air, and water pollution; deforestation; ozone destruction and global warming; human ecology; species diversity; sustainable agriculture and world population growth. (Spring '07, '08)

BIO 2019: Introduction to Geology (3 cr.)
This course is an introduction to physical and historical geology and is open to all students. Topics covered will include basic minerals and rock structure, soil and water cycles, plate tectonics and earthquakes, volcanic activity, oceans, atmosphere and astronomy, sedimentary processes and stratigraphy, geologic time and radiometric dating, and will conclude with general concepts in evolutionary theory and paleontology (history of life on earth). Students interested in the
environmental studies minor concentration, as well as students who are interested in earth science are especially encouraged to participate. (Fall '07, 09)

BIO 2020: Special Topics: Biology of Cancer (3 cr.)
Open to all students, this course explores the basic nature of cancer from its ancient historical evolution to its distribution throughout the modern world. By examining current immunocytochemical, molecular genetic and biochemical research on the various forms of cancer, the student will gain a better understanding of the behavior and activities of both normal and cancerous cells. Recent research on the many causes of cancer gives us new ideas for prevention and treatment methods. In addition, this course imparts the scientific basis for personal life style, nutritional and environmental choices to minimize the risk of cancer during his or her lifetime. (Spring)

BIO 2021: Special Topics: Introduction to Neuroscience (3 cr.)
This course, open to all students, emphasizes the biological structures and functions of the brain and nervous system in health and disease. Topics include neuroanatomy, cellular organization and membrane biology, and neuroimaging such as CAT scan and MRI. (Spring '07, 09)

BIO 2022 Principles of Virology and Viral Disease (3 cr.)
Open to all students, this class introduces the basic, fundamental structure and pathogenesis of viruses, along with methods to control them. The viral classification, genome structure and their molecular structure are reviewed. The principles of host defense and viral offense are discussed. In addition, the principles of emerging viral infection and several important viral diseases, such as AIDS, SARS, Bird Flu, etc. are introduced. The origins of these diseases and the developing treatment are also thoroughly discussed. (Spring '08)

BIO 2025: Special Topics: Aquatic Ecology (3 cr.)
The goal of this course is to introduce the fundamental concepts of ecology within the context of freshwater and marine ecosystems and is open to all students. An introduction to the aquatic environment and the species that inhabit these environments will initiate the course. Topics will include community structure, food chains and webs, bioenergetics, nutrient cycles, diversity and species competition. Local areas such as the Hudson River Watershed, the Long Island estuary, and the Great Lakes will be examined. The African Lakes, Amazon Basin, Caribbean Sea and other specific areas will also be discussed. Students will investigate a specific aquatic ecosystem of their choice for their research paper, and will have the opportunity for some “hands-on” experience with local ecosystems. (Spring '08)

BIO 3003: Histology (4 cr.)
This course studies the microscopic anatomy of animal tissues and organs as elucidated by brightfield and electron microscopy and correlates these cellular interactions with function. The laboratory encompasses a broad range of cytological and microtechnique procedures. Prerequisites: Principles of Biology I and II. (Fall)

BIO 3005: Developmental Biology (4 cr.)
Examination of principles underlying growth and development of organisms, from fertilization to embryonic organization and tissue differentiation. Descriptive morphology of vertebrate and invertebrate developmental sequences will be compared with special emphasis on genetic control and coordination of development, timing of gene expression, and biochemical signals. Laboratory study will emphasize descriptive morphology of vertebrate embryology, but will include classical demonstrations of invertebrate development and an experimental component. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II. Organic Chemistry I and II are recommended. (Spring '07, '09)

BIO 3007: Human Anatomy and Physiology I (4 cr.)
This first course of a two-course series introduces various processes and activities of the human body. Subject matter includes physical and chemical properties of life, cell membrane theory, organization of tissues, skeletal and muscular systems, nervous system organization and control, and special senses. Laboratory work includes systematic coverage of human anatomy, cat dissections, and relevant physiological experiments. Students may take this class as one of their required laboratory classes, but need to take both Bio 3007 and Bio 3017 to fulfill graduate and medical school prerequisites. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II. (Fall)

BIO 3012: Biostatistics (3 cr.)
For upper level students, this course will cover quantitative methods used in biological investigation. Students will learn how statistics are used in biology, and how data are collected, summarized, and analyzed. Topics will include an introduction to descriptive statistics, basic probability, and differences between parametric and non-parametric tests. Various statistical methods will be covered, including ANOVA, regression analysis, correlation coefficients, as well as X^2 and frequency distributions. Prerequisites: Principles of Biology I and II. (Spring)

BIO 3013: Microbiology (4 cr.)
This is an introduction to the morphology and physiology of bacteria and other microorganisms. Laboratory exercises will afford students the opportunity to develop skills in various practices designed to study the morphology, physiology and practical value of nonpathogenic microorganisms, including sterile technique. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II. (Spring)

BIO 3015: Principles of Biochemistry (3 cr.)
This one-semester lecture course focuses on the structure and function of biomolecules including enzymology, bioenergetics, and intermediary metabolism. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II. (Spring)

BIO 3017: Human Anatomy and Physiology II (4 cr.)
This course is a continuation of BIO 3007, and will explore the remaining systems of the body. Subject matter includes the cardiovascular system and blood, endocrine system, lymphatic system and immune defenses, respiration, digestion and metabolism, urinary system and reproduction. As with the first course, laboratory work includes systematic coverage of human anatomy, cat dissections, and relevant physiological experiments. Prerequisite: Human Anatomy and Physiology I. (Spring)

BIO 3018: Invertebrate Zoology (4 cr.)
Invertebrate Zoology is the study of all animals not possessing a backbone - which is about 99% of all identified animal species! This course will focus on the phylogeny, anatomy, physiology and life strategies of various invertebrate phyla from the Protozoa to the Porifera, Platychelminthes, Annelids, Molluscs, Arthropods, and Echinoderms. Laboratory material will supplement lecture material, and there will be numerous dissections and comparative analysis throughout the course. Prerequisites: Principles of Biology I and II. (Spring '08)
BIO 3019: Nutrition in Health and Disease (3 cr.)
This course covers the methods of nutritional assessment for various pathological conditions. Food habits, nutrition during pregnancy, the relationship between nutrition and physical fitness are studied. Additionally, the nutritional effect on diseases such as Gastrointestinal Disease, AIDS, Renal Disease, and Diabetes will be discussed. Prerequisites: Principles of Biology, Principles of Chemistry I and II. (Spring '09)

BIO 3027: Transmission Electron Microscopy (4 cr.)
This one semester laboratory/lecture course will acquaint the student with the TEM as a research tool. Practical experience will be stressed, including microscope usage and maintenance, specimen preparation, ultra-sectioning, staining techniques, photographic skills and evaluation of micrographs. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II. Histology and/or Molecular Cell Biology are strongly recommended. Note; May be taken at any time as an independent study with permission of the instructor. (Spring '09)

BIO 3028: Immunology (3 cr.)
Nature and mechanisms of acquired resistance including humoral and cellular immunity. Characteristics of antigens and antibodies and their interaction will be studied. The immune system and disease will be discussed. Prerequisites: Principles of Biology I and II and Principles of Chemistry I and II. (Spring '09)

BIO 3030: Molecular Cell Biology (3 cr.)
The emphasis of this lecture course is on the detailed study of the major cellular components with particular attention to the relationship between functions, and the molecular and supramolecular organization of the cell. Topics will include: the fine structure of eukaryotes, prokaryotes and viruses, the chemical composition of cells, and the molecular manipulation of cellular components. The emerging field of molecular cell biology offers a more comprehensive approach to the understanding of the cell and ultimately, the human organism. This approach utilizes the techniques of the molecular biologist and represents a union of several subfields of biology including: genetics, cell biology, biochemistry and microscopy. Prerequisites: Principles of Biology I and II, and Principles of Chemistry I and II. (Fall)

BIO 3031: Aquatic Biology (4 cr.)
This one semester laboratory course will explore the morphology, physiology, and ecology of aquatic organisms from both marine and freshwater environments. The laboratory will involve extensive field work to observe aquatic organisms in their natural habitats and to gain experience sampling physical, chemical, and biological factors in coastal, lacustrine, and river ecosystems. Prerequisites: Principles of Biology I and II. (Fall '08)

BIO 3032: Parasitology (4 cr.)
A study of animal parasites with an emphasis on human parasitic disease. Course content includes protozoan, helminth and arthropod parasites. Laboratory exercises are designed to illustrate parasite anatomy and to enable students to diagnose certain parasitic disease. Prerequisites: Principles of Biology I and II. (Spring '07)

BIO 3035/3036: Biochemistry I and II (3 cr. each)
This two-semester course is designed to introduce students to the interrelatedness of molecular framework, biomolecular activities and functioning of living organisms. Structure and function of proteins, enzymeology, bioenergetics, and glucosemetabolism (Glycolysis, TCA cycle) are emphasized. Corequisites: BIO 3037/3038. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II, Organic Chemistry I and II. Juniors and Seniors or permission of instructor. (Fall) (Spring)

BIO 3037/3038: Biochemical Techniques I and II (2 cr.)
This two-semester course is the concurrent requirement of BIO 3035/3036. Exercises are designed to introduce students to a variety of biochemical analytical techniques, preparative procedures and instruments used in biochemical experimentation. Students apply the methods in projects designed to gain experience in developing and applying protocols for biochemical research. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II, Organic Chemistry I and II. (Fall) (Spring)

BIO 3039: Recombinant DNA Technology (4 cr.)
This one-semester laboratory course focuses on the central question in modern molecular biology: how cells work in molecular detail. The study of genetics is now facilitated by a collection of recombinant DNA techniques designed for direct manipulation and chemical analysis of the genetic material, which controls the cell. The specific techniques used in this course include the specific cleavage of DNA with restriction endonucleases, nucleic acid hybridization, gel electrophoresis, and DNA cloning. This course is the complement to BIO 3030 Molecular Cell Biology and replaces the Genetics courses. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II, or permission of instructor. Molecular Cell Biology is strongly recommended. (Spring '09)

BIO 3043: Electron Microscopy for Research and Education (4 cr.)
This one-semester laboratory/lecture course will acquaint the student with both the scanning electron microscope (SEM) and the transmission electron microscope (TEM) as tools for research and education. Practical applications will be stressed and students will have the opportunity to choose the most appropriate techniques for their needs. Included among these skills are microscope usage and maintenance, specimen preparation, ultrasectioning, staining techniques, photographic skills, and evaluation and presentation of micrographs. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II, or the permission of the instructor. Histology and/or Molecular Cell Biology are strongly recommended. (Fall)

BIO 3047: Vertebrate Biology (4 cr.)
Vertebrates are a group of organisms that share a common structural design – the vertebral column. Despite that structural commonality, they are a surprisingly diverse group of animals in terms of morphology, metabolism, behavior and geographic distribution. This course examines the physiology, ecology, reproductive strategy and evolution of vertebrates ranging from fish to fowl. Topics will include, but not be limited to, the evolution of early vertebrates, physiological adaptations to life on land, in the water and in the air, phylogenetic relationships between vertebrate classes, and a comparison of reproductive strategies. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II. (Fall '08, '10)

BIO 3049: Neuroanatomy and Neurophysiology (4 cr.)
Various topics related to the structure and function of the central and peripheral nervous systems will be included in this course. Topics will include basic concepts in neurophysiology, neurodevelopment, and neurochemistry, gross and micro-neuroanatomy, neuropathology, and functional systems. Lecture material will be augmented by weekly laboratory sessions. Prerequisites: Principles of Biology I and II and Principles of Chemistry I and II. (Spring '09)
BIO 3050: Scanning Electron Microscopy and Cell Photomicrography (4 cr.)
This lecture/laboratory course is designed to familiarize the student with the use of the SEM as applied to research. Emphasis will be on the preparation of biological specimens, individual operation and maintenance of the microscope, and the collection and presentation of SEM data. The photo-technique topics will include the use of the brightfield and phase contrast microscope and our darkroom facilities to expose, develop, and print macroscopic images. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II, Histology and/or Molecular Cell Biology are strongly recommended. Note: May be taken at any time as an independent study with the permission of the instructor.

BIO 3051: Tropical Rain Forest Ecology (3 cr.)
This course examines the interactions between plants, animals, humans, and the environment with special focus on the biological relationships found in the tropical rain forests. Topics covered will include: general ecology, ecology of the tropical rain forests, biodiversity, ecological regimes, sustainable economics, environmentalism, the impact of bioprospecting, international conventions, and intellectual property rights. Prerequisites: Principles of Biology I and II, Foundations of Ecology is strongly recommended (Summer)

BIO 3052: Infectious Diseases (3 cr.)
The focus of this course is on microorganisms as they affect human health. Methods of physical and chemical control of microbes, drugs, human-microbe interactions, the nature of human host defenses to microbes, epidemiology and the major microbial groups of medical importance will be discussed. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II. (Fall '07)

BIO 3054: Osteology: Form, function and development of bones (4 cr.)
For students interested in more advanced anatomy of the skeletal system, this course will focus on bone form, function, movement, and development of the vertebrate skeleton. Detailed anatomy of the axial and appendicular portions of the skeleton will be covered, as well as bone histology, development, and biomechanics. Emphasis on identification of individual bone structures and the importance of these structures to function and movement of the skeletal system will be focal to the laboratory sections. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II, Human Anatomy and Physiology I. (Spring)

BIO 3055: Human Biology and Evolution (4 cr.)
This course will cover the study of humans in their evolutionary, ecological and adaptational setting. Laboratory exercises will include an introduction to the human skeleton, a survey of modern human variation, adaptation and human genetics; a survey of the primate fossil record, as well as study of the living primates; and a detailed examination of the evolutionary history of hominids and humans with particular emphasis on the biology of human evolution. Prerequisites: Principles of Biology I and II. (Spring)

BIO 3056: Environmental Ecology (4 cr.)
This is the capstone course for the Environmental Studies minor and major. Both lecture and laboratory will focus on the ecological effects of pollution, disturbance and other stresses on ecosystems. Particular attention will be paid to stresses associated with human activity and the ecological damage they are causing. Field-work may include off campus trips. In addition to the lab and lecture requirements, students will be expected to initiate and successfully complete a semester-long research project on a topic of their choosing. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II. (Fall)

BIO 3057: Forensic Biology (4 cr.)
This lecture/laboratory course will be an overview of the biological evidence and techniques used in forensic science. Topics will include study of human skeletal and dental remains, trauma to the human body, facial reconstruction, forensic entomology and botany, hair and fiber analysis, fingerprinting, pathology used in identification, and toxicology. The course will also include an examination of the techniques used in recovery, replication and analysis of DNA that contributes to DNA profiling, particularly RFLP, VNTR, and STR-PCR analysis, and an overview of population variability and demographics. Students will be able to apply many of these techniques in the laboratory section. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II. (Spring)

Bio 3058: Evolutionary Biology (3 cr.)
This class provides students with an in-depth understanding of how the scientific method is used to address questions in the field of evolutionary biology, and how the application of evolutionary ideas has shaped contemporary thinking about the history of life on earth. Course material will include discussions of evolutionary theory and Darwinism, speciation and adaptation, molecular evolution, phylogenetic analysis, analysis of trends in the evolution of life, and the evolution of disease. Prerequisites: Principles of Biology I and II. (Fall)

BIO 3059: Marine Biology (4 cr.)
This course will provide students with a foundation in several aspects of marine biology. It begins with a discussion of physical oceanography and then move quickly to biological aspects of marine biology. Topics will include estuarine ecology, plankton communities, benthic ecology, deep-sea biology, marine communities, and fisheries biology. The lab takes a natural history approach to marine biology by taking advantage of our unique location near Long Island Sound. Prerequisites: Principles of Biology I and II. (Fall)

BIO 3060: Bioethics (3 cr.)
Starting with a good foundation in the ethical decision-making process, students will be able to identify and analyze pertinent ethical questions by understanding the relevant scientific concepts and applying their decision-making skills to dilemmas in the health and medical field, in research and biotechnology, and in the environmental arena. Through lectures, group discussions, role-playing, and case-based studies, issues such as organ transplantation, euthanasia, reproductive technologies, human genome project and genetic engineering, gene therapy, cloning, stem cell research, and bioenvironmental policies will be examined. (Spring '09)

BIO 3065: Advanced Animal Behavior (3 cr.)
Why are dogs so social? What do chimps think when they see a puzzle? Do elephants really never forget? How and why do birds migrate seasonally, and what about those gaudy tail feathers? Is human behavior comparable in any way to animals? This course will use scientific methods to identify pattern and process in animal behavior, and discuss and evaluate basic ecological and evolutionary principles that shape behavior, to gain a better understanding of the way animals and humans interact with their environments and each other. Prerequisites: Principles of Biology I and II, Introduction to Animal Behavior is strongly recommended. (Fall)
BIO 3070: Cell Culture Techniques (4 cr.)
This lecture/laboratory course will provide students with a solid understanding of basic sterile cell culture techniques through the growth and maintenance of both normal and transformed adherent and suspension cell in culture. Topics include primary and explant culture techniques, trypsinization and media supplementation, cell counting, determining viability and growth curves in plate and well cultures, single cell cloning, transfection technologies, fluorescent analysis, photomicrography, reporter assays, cryopreservation, cell cycle determinants and the induction of apoptosis. This course is strongly recommended for those students who plan to do cell or tissue work in cancer or neuroscience research for their senior project.  
Prerequisites: Principles of Biology I and II, Histology or Molecular Cell Biology is strongly recommended.  
(Spring)

BIO 3099: Research Seminar (2 cr.)
This seminar course is designed to introduce the student to scientific research problems and to aid critical problem-solving skills through reading and writing in a scientific field of interest. It focuses on literature research, elements of experimental design, testing a hypothesis, analysis of data, reading and writing journal articles, and the use of computers for writing, graphics, and presentation. By the end of the semester, the student will have completed an extended protocol and have established a working literature base for their senior project. This course should be taken in the spring semester of the junior year (or in the third from the last semester for accelerated programs).  
Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II.  
(Spring)

BIO 3499: Senior Research (3 cr.)
This independent laboratory course is based on the work completed in the Research Seminar. Students will work closely with a Biology faculty member to establish their experimental design, standardize their protocols, and conduct their research. This course should be taken in the fall semester of the senior year (or in the second from the last semester for accelerated programs).  
Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II, Research Seminar.  
(Fall)

BIO 3998: Senior Evaluation (2 cr.)
This is the final semester in the three-semester research program in Biology. In this course, students will finish their research, analyze their data and organize it into their final thesis. The final written thesis is presented as a journal article for publication and is due at the end of the semester. In addition, all students must formally present their research to the Biology department. This course is taken in the spring semester of the senior year or in the final semester in accelerated programs.  
Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II, Research Seminar.  
(Spring)

BIO 4495: Independent Study (3 cr.)
For majors only with permission of the department. Must be done under close supervision of a Biology faculty member.

BIO 4497: Internship (3 cr.)
For majors only with permission of the department. Must be done under close supervision of a Biology faculty member.  
Note: Other advanced level courses are described under the Graduate Course descriptions, later in this Catalog.

CHEMISTRY
The Chemistry Department offers a strong, diversified major program which prepares the student for graduate work in chemistry, biochemistry, medicine, or the allied health fields. It also provides pre-professional training for careers in academic and industrial research while enabling students to acquire the full benefits of a liberal arts education.

The Chemistry Department’s curriculum includes the courses recommended by the American Chemical Society (see below under “Major Requirements”). Students interested in the Biochemistry major should see the Biochemistry listing. Students interested in Pre-Medical/Pre-Dental or Health Science Studies should refer to the Pre-Health Professions listing. Students interested in teaching certification in Chemistry should consult the Education Department.

The Chemistry Department laboratories are equipped with modern research instruments including FT-IR, FT-NMR and UV-visible spectrophotometers, as well as GC and HPLC units. Department computers are available to students for computational chemistry and molecular modeling. Majors are required to gain experience in research either by registering for the Chemistry Department Research or Honors Research courses, or by participating in a departmentally approved Internship of Summer Research Program.

Faculty and Professional Interests
Darlene D’Alliessi Gandolfi — Organometallic Chemistry

Adjunct Faculty
Sapan Parikh
Kenneth Wilkowski

Major Requirements
• CHM 1001/1002: Principles of Chemistry I/II
• CHM 1003/1004: Principles of Chemistry Laboratory I/II
• CHM 2001/2002: Organic Chemistry I/II
• CHM 2005/2006: Organic Chemistry Laboratory I/II
• MATH 1030/1032: Calculus I/II
• PHY 1001/1002 or 1003/1004: Physics I/II
• CHM 2009/2010: Physical Chemistry I/II
• CHM 2011 or 2012: Physical Chemistry Laboratory
• CHM 2015: Intermediate Inorganic Chemistry
• CHM 2016: Intermediate Inorganic Chemistry Laboratory
• CHM 3003: Chemical and Instrumental Analysis Laboratory
• CHM 3004: Chemical and Instrumental Analysis Laboratory
• One advanced Chemistry elective
• CHM 3071/4071: Honors Research, CHM 4450: Research, or other evidence of research experience approved by the Department
• CHM 3998: Senior Evaluation

The program recommended by the American Chemical Society includes all of the above plus Advanced Inorganic Chemistry (CHM 3007) and one additional elective. Other recommended courses: Principles of Biology I/II, Differential Equations, Linear Algebra, Statistics, Computer Programming.

At least six of the required Chemistry core courses must be taken at Manhattanville. The minimum grade for major credit in Chemistry is C-.

Prospective Chemistry majors should choose a Chemistry faculty member as an academic advisor as soon as possible in order to prepare an appropriate study plan. Students may tailor their program according to their particular interests.

Honors Program
To qualify for this program, students must have a B+ average in Chemistry courses and a B+ average overall. The final decision on admission to the Honors Program is made by the Department,

Graduate Course descriptions, later in this Catalog.
ordinarily at the end of the Sophomore year. At the end of their Junior year, students are reviewed for continuance in the program. Successful completion earns a notation on the transcript: “Completion of Chemistry Honors Program”. As part of the program, students must:

- Register for Honors Research (CHM 3071/4071) in the fall of their Junior year and for the following three semesters. After consulting with and receiving the approval of Department faculty, students select an area of study and are given a research topic by their research advisor. The Senior Honors thesis is based on the research project, which must be pursued in addition to the regular requirements of the major.
- Give an oral presentation of the Honors thesis to the Department at the end of the Senior year. The grade for Senior Evaluation is based on this presentation.

Departmental Honors
The requirements for Departmental Honors in Chemistry ordinarily are a grade of B or better in all the required Chemistry courses for the major program. In some cases however, the final decision is made by a vote of the Chemistry faculty after a discussion of the student's record.

Minor Requirements
- CHM 1001/1002: Principles of Chemistry I/II
- CHM 1003/1004: Principles of Chemistry Laboratory I/II
- CHM 3003: Chemical and Instrumental Analysis

Plus two courses from the following:
- CHM 2004: Medicinal Chemistry
- CHM 2009/2010: Physical Chemistry I/II
- CHM 2011 or 2012: Physical Chemistry Laboratory
- CHM 2015: Intermediate Inorganic Chemistry
- CHM 2016: Intermediate Inorganic Chemistry Laboratory
- CHM 2017: Organometallics
- CHM 3004: Chemical and Instrumental Analysis Laboratory
- CHM 3007: Advanced Inorganic Chemistry
- CHM 3014: Advanced Organic Chemistry
- CHM 3019: Environmental Chemistry
- CHM 3035/3036: Biochemistry I/II
- CHM 3037/3038: Biochemical Techniques I/II

At least six of the required courses for the Chemistry minor must be taken at Manhattanville. Chemistry courses required by the student’s major (e.g. Biology, Biochemistry) or for the Pre-Medical/Pre-Dental or Health Science Studies minors may not be used to satisfy the requirements for a minor in Chemistry. All courses for the Chemistry minor must be completed with a minimum grade of C-.

Course Descriptions
CHM 1001/1002: Principles of Chemistry I and II (3 cr.)
Topics include atomic and molecular structure, stoichiometry, thermodynamics, periodicity, the physical properties of gases, liquids, solids and solutions, acids and bases, chemical equilibrium, kinetics, electrochemistry, coordination chemistry, and nuclear reactions. Prerequisite for CHM 1001: High school chemistry recommended. Prerequisite for CHM 1002: minimum grade of C- in CHM 1001 or permission from the Department Chairperson. Students should take CHM 1003/1004 as corequisites. (Fall/Spring & Summer)

CHM 1003/1004: Principles of Chemistry Laboratory I and II (1 cr.)

This course presents laboratory techniques and experimental methods that demonstrate the principles studied in CHM 1001/1002. Prerequisites for CHM 1004: minimum grade of C- in CHM 1001 and CHM 1003 or permission from the Department Chairperson. Students should take CHM 1001/1002 as corequisites. (Fall/Spring & Summer)

CHM 1018: Chemistry in Everyday Life (3 cr.)
This course assumes no prior knowledge of chemistry and is designed primarily for liberal arts students who are interested in obtaining a deeper understanding of the science of everyday life. Basic concepts of general chemistry, organic chemistry, environmental chemistry, and biochemistry will be covered. (Spring, alternate years)

CHM 1019: Forensic Chemistry (3 cr.)
This course, suitable for students with no Chemistry background, will survey chemical applications in criminal investigation. Topics will include analysis of drugs, fingerprints, blood, DNA, fibers, and documents. Case studies may be used to explore the scientific examination of evidence. (Spring, alternate years)

CHM 2001/2002: Organic Chemistry I and II (3 cr.)
This course is a study of the major classes of organic compounds, designed to provide students with the background in organic chemistry needed for advanced study in chemistry and the life sciences. Topics will include reaction mechanisms, synthesis, structure determination, stereochemistry, and the relationships between structure and reactivity. Prerequisite for CHM 2001: minimum grade of C- in CHM 1002 or permission from the Department Chairperson. Prerequisite for CHM 2002: minimum grade of C- in CHM 2001 or permission from the Department Chairperson. Students should take CHM 2005/2006 as corequisites. (Fall/Spring & Summer)

CHM 2004: Medicinal Chemistry (3 cr.)
This course will examine drug distribution and metabolism, and drug-target interactions. Several classes of drugs will be considered. What makes a good drug will also be discussed. Prerequisite: CHM 2002. (Fall, alternate years)

CHM 2005/2006: Organic Chemistry Laboratory I and II (2 cr.)
This course introduces laboratory techniques in organic chemistry, including methods of separation and purification and the synthesis and characterization of organic compounds. Prerequisites for CHM 2005: minimum grade of C- in CHM 1002 and CHM 1004 or permission from the Department Chairperson. Prerequisites for CHM 2006: minimum grade of C- in CHM 2001 and CHM 2005 or permission from the Department Chairperson. Students should take CHM 2001/2002 as corequisites. (Fall/Spring & Summer)

CHM 2009/2010: Physical Chemistry I and II (3 cr.)
In this course the principles of chemical thermodynamics with applications to phase and solution equilibria, electrochemistry, reaction kinetics, an introduction to quantum mechanics, spectroscopy, and statistical thermodynamics will be taught. Prerequisites for CHM 2009: CHM 2002, PHY 1002 or PHY 1004, and MATH 1032. Prerequisite for CHM 2010: CHM 2009. Students should take CHM 2111 or 2012 as a corequisite. (Fall/Spring)

CHM 2011/2012: Physical Chemistry Laboratory I and II (2 cr.)
This course provides laboratory experience in chemical thermodynamics, reaction kinetics, spectroscopy, and other physical methods. Note: Only one semester of Physical Chemistry Lab is required for the major. Prerequisites: CHM
2002, CHM 2006, PHY 1002 or PHY 1004, and MATH 1032.  
Corequisite: CHM 2009 or CHM 2010. (Fall/Spring)

CHM 2015: Intermediate Inorganic Chemistry (3 cr.)
Topics include atomic structure, ionic and covalent bonding, coordination chemistry, crystal field and molecular orbital theories, acid-base theory, and representative reactions, kinetics, and mechanisms of inorganic compounds. Prerequisite: CHM 2002. Corequisite: CHM 2016. (Fall)

CHM 2016: Inorganic Chemistry Laboratory (2 cr.)
This course involves a series of experiments involving the synthesis and characterization of inorganic compounds. The relationship between structure and spectra will be demonstrated using IR, UV-Vis, GC, and NMR techniques. Prerequisites: CHM 2002 and CHM 2006. Corequisite: CHM 2015. (Fall)

CHM 2017: Organometallics (3 cr.)
This course provides a detailed look at transition metal organometallic chemistry. Bonding theory, periodic trends concerning structure and reactivity, and basic reaction mechanisms will be discussed. Applications of organometallic complexes in organic synthesis and industrial catalysis will also be introduced. Prerequisite: CHM 2002. (Spring, alternate years)

CHM 3003: Chemical and Instrumental Analysis (3 cr.)
This course includes the statistical treatment of data, gravimetric and volumetric analysis, and solution chemistry. It provides an introduction to the theory and use of modern instrumental methods of analysis including spectroscopy and chromatography. Prerequisite: CHM 2002. Corequisite: CHM 3004. (Spring)

CHM 3004: Chemical and Instrumental Analysis Laboratory (2 cr.)
This course consists of a series of laboratory experiments that illustrate the instrumental analytical techniques presented in CHM 3003. Prerequisites: CHM 2002 and CHM 2006. Corequisite: CHM 3003. (Spring)

CHM 3007: Advanced Inorganic Chemistry (3 cr.)
This course includes the study of the magnetic properties and absorption spectra of inorganic compounds. Group theory and molecular symmetry with chemical applications are also considered. Prerequisites: CHM 2015. (Spring, alternate years)

CHM 3014: Advanced Organic Chemistry (3 cr.)
Topics will include applications of molecular orbital theory, stereochemical principles, conformational effects, and the determination and description of selected organic reaction mechanisms. A brief introduction to synthetic design will also be included. Prerequisites: CHM 2010 or permission from the Chemistry Chairperson. (Fall, alternate years)

CHM 3019: Environmental Chemistry (3 cr.)
This course examines the fundamental aspects of chemistry in environmentally relevant problems. Natural and polluted atmospheric, continental, and marine environments will be considered. Prerequisite: CHM 2002. (Fall, alternate years)

CHM 3035/3036: Biochemistry I and II (3 cr.)
Same as BIO 3035/3036. (Fall/Spring)

CHM 3037/3038: Biochemical Techniques I and II (2 cr.)
Same as BIO 3037/3038. (Fall/Spring)

CHM 3050: Chemistry Seminar (3 cr.)
This course requires students to research, prepare, and present a seminar on an advanced research topic in Chemistry under the direction of a faculty member. Prerequisites: CHM 2002 or permission from the Chemistry Chairperson. (Fall, alternate years)

CHM 3071/4071: Honors Research (3 cr.)
Honors Research provides the student with firsthand experience in the scientific research process. Students will choose a research topic with their advisor, learn about available chemistry resources, and be exposed to a variety of advanced laboratory techniques and instrumentation. At least three semesters of Honors Research are required, culminating with an Honors thesis and presentation in the Spring of the Senior year. Note: This course is only available to Chemistry majors in the Chemistry Honors Program (see above). (Fall/Spring)

CHM 3998: Senior Evaluation (1 cr.)
All majors must register for the Senior Evaluation in the Spring of their Senior year. For students in the Honors Program, the grade for the Senior Evaluation is based on the presentation/defense of the Honors thesis produced in connection with the Honors Research course (CHM 3071/4071). For students not in the Honors Program, the grade for Senior Evaluation is based on the Graduate Record Exam in Chemistry taken in the Fall of the Senior year. (Spring)

CHM 4450: Research (3 cr.)
In the Research course, students work with a Chemistry Faculty member on a topic of interest. The topic is explored in detail as students learn about advanced techniques and instrumentation that are not encountered in earlier laboratory courses. At the end of the semester, students will be expected to prepare a Research Report. Note: At least one semester of Research or its equivalent is required of all Chemistry majors. Biochemistry majors may register for this course with special permission from the Chemistry Chairperson. (Fall/Spring)

CLASSICS
Classics, the study of the languages, literature, and culture of Classical Antiquity, enables the student to understand and appreciate those intellectual and artistic works of enduring significance that continue to be a major influence on the modern world. Although a traditional major in Classics is not currently available, strong and motivated students may construct a self-designed major in “Classical Studies” by taking the Latin courses available at Manhattanville, adding to these related courses in Classics from other departments, and combining these with a semester of cooperative study at the Center for Medieval and Renaissance Studies in Oxford, England. (Cooperative study abroad programs require special application and approval; interested students should see the Study Abroad Advisor.) Students interested in a self-designed major in Classical Studies should consult with the head of the Classics department at their earliest possible convenience. All self-designed majors must be approved by the Board on Academic Standards.

Faculty and Professional Interests
Gabriele Wickert (Chair)

Adjunct Faculty
Christopher Lauber — Latin Language and Literature

Minor Requirements
Five courses, at least two of which have the CSS heading and are above the introductory level. With the approval of the chair, up to three courses may be in appropriate subjects from other departments; e.g., Art History [Greek Art, Roman Art],
Philosophy [Plato], History [The Roman Empire]. Minimum grade required for minor courses: C.

Course Descriptions
CSS 1010: Greek and Latin Roots of English
This course will introduce students to the Greek and Latin languages, making clear their importance in the history of English, and will increase the student's English vocabulary through exposure to its Latin and Greek roots. (Fall '07)

CSS 1013/1014: Introduction to Latin I and II (3 cr. each)
This course emphasizes learning to read Latin. Vocabulary, grammar, and syntax are studied in the context of readings in Latin about life in classical Rome. Prerequisite for CSS 1013: none; for CSS 1014: CSS 1013 or its equivalent. (Fall) (Spring)

CSS 1020: Introduction to Classical Mythology (3 cr.)
This is an introduction to the gods, myths and heroes of the Greeks and Romans. Readings from Greek and Roman literature (Hesiod, Homer, Homeric Hymns, and Ovid) and images from ancient and modern art provide the background for class discussion. (Fall)

CSS 2011: Readings in Latin Literature I (Intermediate) (3 cr.)
This is an author course in Latin. Latin grammar is reviewed thoroughly, followed by readings from various Roman authors, including Caesar and Catullus. (Fall)

CSS 2022: Readings in Latin Literature II (Advanced) (3 cr.)
This is an advanced reading course in Latin and includes a close reading of Book I of Vergil’s Aeneid. Students become familiar with poetic devices and the historical background of the poem. (Spring)

CSS 4495: Independent Study: Topics in Latin or Greek (3 cr.)
Studies in specific authors, periods, genres, or stylistics. May be repeated with a change in topic. Prerequisite: Consult the department chair. (Fall) (Spring)

COMMUNICATION STUDIES
The act of communication takes many forms. We communicate through speech, writing, and nonverbal means, through art, technology, popular culture and, particularly in this day and age, through the mass media. Through its communication studies program, the offerings of other departments, and through internships and extracurricular activities, Manhattanville provides an exciting, well-rounded approach to communication in theory, history, analysis and practice. Communication Studies at the undergraduate level prepares students for careers in broadcasting and film, advertising, public relations, and archival and research work, as well as publishing, management, and the health professions. Students also undertake graduate work in fields from media studies and production to law and business.

Faculty and Professional Interests
David Lugowski (Director) — Film history and theory, mass communication, communication theory, gender, sexuality and communication
Christine Dehne — Video art, video and television production, computer animation and new media, gender and performance

Other Affiliated Full-time Faculty
David Adams — Organizational behavior
Jeff Bens — Screenwriting and narrative writing
Hannah Fox — Acting, performance studies
James Frank — Photography, computer graphics, interactive design

Gillian Greenhill Hannum — History of photography
Nancy Harris — Images of women in popular culture, gender and society
Van Hartmann — Film studies, film and literature
Geoffrey Kidde — Music technology and communication
Alakananda Mukerji — Multimedia, computer animation, graphic design
John Murray — Mass media in sociological contexts

Adjunct Faculty
Abne Eisenberg — speech and interpersonal communication, argumentation and debate
C. Tony Ely — TV, video and digital media production
Anne Gold — Business communication, public relations, small group communication
Danny Kang — TV, video and digital media production
Radhika Nanda — advertising, consumer behavior, new media and technology in social contexts
N. John Proctor — writing for the media, business communication
Anthony Rudel — public relations, advertising, journalism
Randye Spina — speech, advertising studies, business and interpersonal communication

Major Requirements
A major in Communication Studies consists of twelve courses, plus a senior seminar or other evaluation (see below). At least nine of the courses must be liberal arts in nature. Students must pass COMM1001 (or transfer in a comparable course) with a grade of C+ or better before declaring the major. Other course grades must be “C” or better to qualify for major credit. The twelve courses begin with a required core of seven:

• Introductory communication studies: COMM 1001
• One course in speech and interpersonal communication: COMM 2090
• One course in communication theory: COMM 2090
• One of the following courses in written communication: ENW 3005, ENW 4003, ENW4004, ENW 4011, ENW 4012, DTH 3244
• One of the following courses in film, photography or broadcasting history and criticism: ARH 1030, ENG 2083, ENG 3028, ENG 3029, COMM 3030
• One course in the production of visual or aural communication (all are non-liberal arts)*: COMM 2050, ART 3004, ART 3064, ART 4004, ART 4007/4008/4010, ART4033, ART 4043, ART 4062, ART 4067, MUA 1007, MUA 2011. Check with Studio Art and Music about courses that have prerequisites.
• One seminar, requiring a research paper: ARH 3072, COMM 3070, COMM 3071, COMM 3072, COMM 3073, SOC 3050, SOC 3088, ENG 3075, ENG4030. Check with the relevant department about any course pre-requisites.

The remaining five courses will consist of two concentrations. Students take three courses in one area and two courses in another. Two concentrations MUST be chosen from the three below. The five courses must come from at least two departments and include at least two 3000-level (or advanced 4000-level) courses. At least three of the five must be liberal arts. Classes counting as electives within concentrations cannot be double-counted in the core. The three concentrations are:

Interpersonal and Public Communication
• COMM 2010 Interpersonal and Intercultural Communication
• COMM2021 Public Relations and American Culture
• COMM2022 Advertising and American Popular Culture
• COMM 2030 Communicating in the Business World**
• COMM 2037 Small Group Discussion and Communication
• COMM 3035 Argumentation, Persuasion and Debate
• COMM3070 Media Ethics
• COMM3072 Media Industries & Information Technology: From Gutenberg to the Internet
• DTH 3314 Performance Seminar: Collaborative Process
• DTH 4010 Voice and Speech*
• DTH 4114 Contact Improvisation*
• ENW 4012 Journalism 2
• MGT 2012 Consumer Behavior
• MGT 2015 Organizational Behavior

Note: COMM 2010 is recommended for both the two-course and three-three versions of this concentration. No more than one DTH course can be taken in this concentration.

Video, Audio and Broadcasting Studies
• ART 3004 Multimedia*
• ART 4033 Interactive Design*
• ART 4043 Video Production**
• ART 4062 Computer Animation*
• DTH 4004 Acting for the Camera
• DTH 4015 Acting for the Camera II
• MUA 3011 Audio Recording Technique II*
• SOC 3050 Mass Media and Society
• SOC 3088 Images of Women in Popular Culture
• COMM 3030 History of TV and Radio
• COMM 3070 Media Ethics
• COMM 3071 Minorities and the Media
• COMM 3072 Media Industries & Info Technology: From Gutenberg to the Internet
• COMM 3073 Rethinking Gender, Sexuality, Politics: Queer Media Studies
• COMM 4025 Topics in Advanced TV/Video*

Note: no more than one DTH course can be taken in this concentration.

Film and Photography Studies
• ARH 1030 History of Photography
• ARH 3072 Women Photographers
• ART 4008 Photographic Essay*
• ART 4010/4048 Intermediate/Advanced Photography/Color Photography*
• ART 4067 Digital Photography and Computer Imaging*
• COMM3070 Media Ethics
• COMM3073 Rethinking Gender, Sexuality, Politics: Queer Media Studies
• DTH 4004 Acting for the Camera
• DTH 4015 Acting for the Camera II
• ENW 4004 Screenwriting Workshop II
• ENG 2083 Intro to Film Criticism
• ENG 2080 American Film
• ENG 3028 History of Cinema I
• ENG 3029 History of Cinema II
• ENG 3075 Film Theory
• ENG 3076 Women’s Film
• ENG 4010 Major Film Directors
• ENG 4020 Topics in Film Genre
• ENG 4030 Topics in National and Regional Cinemas

Note: no more than two ENG, two ART or one DTH course can be taken in this concentration.

The senior seminar/senior evaluation requirement can be met in one of three ways:

• Students can take a second seminar course, provided that it is in a different area of study than their first seminar; see the program director about eligible courses.
• Students interested in media production who have taken the advanced digital media course COMM4025 can take it a second time, with the explicit goal of creating material suitable for an “audition reel”.
• Students interested in graduate study in the field or who are highly motivated and show the talent for advanced, independent research can present a proposal and, if approved, undertake COMM3998 Advanced Research Project.

Students should take at least one other class besides COMM1001 (such as Oral Presentation, Introduction to Film Criticism, Journalism, Interpersonal and Intercultural Communication, or Introduction to Digital Media and TV Production) during their first two years at the College. Prerequisites for Art classes should also be taken during one’s first two years.

It is highly recommended that Theories of Communication be taken in the fall of one’s sophomore or junior year and not delayed until senior year. A first seminar course should be taken during junior year as well. Distinction will be conferred on graduating seniors who have a 3.6 G.P.A. in coursework for the major, a grade of A- or higher on their overall senior evaluation and who have contributed to the program. Students who maintain a 3.7 G.P.A. within the major and meet the other requirements listed here will be granted honors.

Minor Requirements
A minor in communication studies consists of six courses; the one production course is not liberal arts.

• Introductory communication studies: COMM 1001
• One course in speech and interpersonal communication: COMM 2009
• One of the following courses in written media communication: ENW 3005, ENW 4011, ENW 4012, ENW 4003, ENW 4004, DTH 3244.
• One of the following courses in film or photography studies: ARH 1030, ENG 2083, ENG 3028, ENG 3029, ENG 2080, ENG 3075, ENG 3076, ENG 4010, ENG 4020, ENG 4030
• One course in the production of visual or aural communication: COMM 2050, MUA 1007, MUA 2011, ART 4007/4010/4048/4067, ART3004, ART 4004, ART 4043, ART 3064, etc. Check with Studio Art and Music about courses that have pre-requisites.
• One of the following upper-level courses, typically requiring a research paper: COMM 3030, SOC 3050, SOC 3088, ARH 3072, COMM 3070, COMM 3071, COMM 3072, COMM 3073, ENG 3075, ENG 4030.

Note: Any one course may not cover two areas; six courses are still required for the minor. Some COMM courses (e.g. COMM 2021, 2022, 2030) cannot be used to satisfy the minor.

Internships: Manhattanville’s location enables students to take advantage of the considerable resources of Westchester county and New York City to obtain internships with newspapers, radio stations, advertising and public relations firms, television and other media production companies, and more. Students with sufficient communication studies backgrounds have interned with TV and radio programs, leading PR and publishing firms, and independent filmmakers.
Course Descriptions
Note: Non-liberal arts courses are indicated by an asterisk after the course title. Students are urged to plan carefully to ensure that they will have the 90 liberal arts credits required for the B.A. degree.

COMM 1001: Introduction to Communication (3 cr.)
This course surveys human and media-enabled communication. Starting with concepts in communication theory, we consider interpersonal, public and nonverbal communication. A primary focus is the mass media—the history and means by which they communicate, the effects of this communication, and the professional and ethical issues involved. We cover print media, photography, radio, cinema, television and new media, and such related fields as advertising, public relations and political communication. *(Fall) (Spring)*

COMM 2009: Oral Presentation and Communication (3 cr.)
This course helps students develop reliable vocal and listening techniques that will result in clear, communication. Through oral presentation of formal and informal speeches, discussion and work with notable literary texts and speeches, and introductory studies in nonverbal, interpersonal and intercultural communication, students will practice the expression and exchange of ideas in a logical, well-organized manner. *(Fall) (Spring)*

COMM 2010: Interpersonal and Intercultural Communication (3 cr.)
This course enhances interpersonal and small group communication skills and surveys theoretical foundations, focusing on verbal and nonverbal interaction. Topics include listening, perception, self-concept and self-disclosure, persuasion, leadership, conflict management, cultural difference, relational development and disengagement. Exercises relate to fields from business to education and consider more intimate and familial dynamics as well. *(Spring)*

COMM 2021: Public Relations and American Culture (3 cr.)
An introduction to the practices and ethics of public relations and its role in society and the administration of organizations. We examine theory and practice, teaching such skills as writing press releases and assembling press packets. We consider the history, philosophy and processes of PR; public opinion; internal PR; propaganda; crisis management; government, community and celebrity PR. Students work on both team and individual projects. *(Fall)*

COMM 2022: Advertising and American Popular Culture (3 cr.)
A survey of the history of advertising through various media (print, broadcast, new media) and its impact upon our culture, from how it affects interpersonal and political communication to issues of gender, race and family. Different types of ads and ad campaigns are studied, as are the ethics, practices and business world of advertising today. *(Spring)*

COMM 2030: Communicating in the Business World (3 cr.) *
This course prepares students to express themselves clearly in the business world. The focus is on understanding basic principles (listening and persuasive presentation, aspects of written communication), the culture of the workplace environment (diversity, ethics) and how to work in teams (leadership principles, decision making). We also cover negotiation and organizational issues, question and answer sessions, and interviewing skills. *(Spring)*

COMM 2035: Argumentation, Persuasion and Debate (3 cr.)
This course familiarizes students with the worlds of controversy (formal and informal) and ethical reasoning. It addresses types of argumentation and such elements as relevance, proof, persuasion, claims and fallacies, evaluation skills, minimizing emotionality, strategically manipulating linguistic tools, and rational, meaningful decision-making. Techniques aid students in expressing themselves in a clear, concise and assertive manner. Highly recommended as background: COMM 1001. *(Spring '08)*

COMM 3030: History of TV and Radio (3 cr.)
Focusing on U.S. TV and radio, but touching on comparative media systems, we consider the technological, industrial, stylistic, historical, cultural and political contexts related to these media. We study audiences and creators, and explore the growth of genres, advertising, newscasting and media regulation. We develop theoretical tools for analyzing "Golden Age" radio; the 1950s quiz show scandal; the "Vast Wasteland" of 60s TV; children's programming; PBS and MTV; talk radio; cable, alternative and digital media; coverage of political events; growing media conglomerates. Highly recommended as background: COMM 1001. *(Spring '08)*

COMM 3037: Small Group Communication
This course examines theories of group dynamics and the meaning of norms, goals, roles and leadership styles in small, task-oriented groups. Topics cover techniques involved in effective group and intergroup communication: discussion, nonverbal issues, decision-making, conflict resolution, ethics, leadership, team building, meeting planning. Students participate in structured group experiences and apply concepts to the process of communication when working as a member of a team. *(Fall)*

COMM 3050: Introduction to Digital Media and TV Production (4 cr.) *
This course introduces basics of digital media production: video camera usage, studio and/or on-location setups, sound, lighting and editing. It will focus on either electronic field production, TV studio work, or both. Group work and class projects are emphasized, but students must also learn the terminology, appropriate equipment-handling and conduct required of the field. No pre-requisites, but COMM majors/minors will be given preference if necessary. *(Fall) (Spring)*

COMM 3070: Media Ethics (3 cr.)
Required for a communication studies major, this course considers key models of communication before surveying theoretical aspects of information, perception, persuasion, and also interpersonal, intercultural, nonverbal, small group and political communication. In studying mass media, we contrast the social science-based "process" school with more language-based systems such as semiotics. We consider how media operate and audiences respond, introducing cultivation analysis, cultural studies, issues in new media communication, and the social construction of class, race, and gender. Various texts provide examples, with in-class exercises in interpersonal dynamics and media analysis, and outside projects applying theories to advertising. Prerequisite: COMM 1001 *(Fall)*

COMM 3035: Argumentation, Persuasion and Debate (3 cr.)
This course familiarizes students with the worlds of controversy (formal and informal) and ethical reasoning. It addresses types of argumentation and such elements as relevance, proof, persuasion, claims and fallacies, evaluation skills, minimizing emotionality, strategically manipulating linguistic tools, and rational, meaningful decision-making. Techniques aid students in expressing themselves in a clear, concise and assertive manner. Highly recommended as background: COMM2009. *(Fall)*

COMM 3070: Media Ethics (3 cr.)
This seminar introduces concepts in moral reasoning (Kant, Aristotle, J.S. Mill) and relates them to historical, contemporary and/or imaginary case studies across media. Topics include the ethics of checkbook journalism and dramatic re-enactments; truth-telling (libel, undercover cameras, altered images); fairness and honesty in advertising and public relations; the right to privacy vs. the right to know; entertainment content/censorship and their social influence; journalistic ethics regarding disclosure, news and political coverage; matters of gender equity, diversity, stereotyping and social responsibility; internet
provides basic understanding and practice of the elements of Theatre, Dance Therapy and Theatre Education. The curriculum and critical theory. Areas of concentration include: Dance, fundamental studies in performance technique, history, literature and ethics. We aim to develop guidelines for ethical evaluation, communication and conduct. Research paper required. Prerequisite: COMM 1001 or permission. (Spring '08)

COMM 3071: Minorities and the Media (3 cr.)
This seminar considers minorities along three intersecting axes: 1) how a group has been represented within the history of the media; 2) how minorities have worked within mainstream and alternative media, and how they represent themselves when empowered to do so; 3) how minority reading communities interpret media to suit their own needs. We present case studies exploring such groups as African-Americans, Asians, the elderly, gays, the homeless, Jews, Latinos, Muslims, Native Americans, the physically challenged or others. Research paper required. Prerequisite: COMM 1001 or instructor permission. (Spring '08)

COMM 3072: Media Industries and Information Technology: From Gutenberg to the Internet (3 cr.)
This seminar historicizes information technologies in relation to cultural developments as new media emerged. It begins with the revolution engendered by print media, and moves on to the telegraph and telephone, photography and cinema, radio, TV, and communication satellites. One focus is the industries and cultures that developed with each medium, and how technological change interacted with industrial and political change to alter the very nature of communication. We finish with digital media and how Internet culture and new media are transforming older paradigms. Research paper required. Prerequisite: COMM 1001 or instructor permission. (Spring '07, '09)

COMM 3073: Rethinking Gender, Sexuality and Politics: Queer Media Studies (4 cr.)
The seminar explores "queer theory" as applied to one of its key texts, the mass media. We historicize lesbian, gay, bisexual, transgendered and other queer media from Weimar culture to Hollywood's Production Code era, from underground cinema to later cracks into mainstream and new media. Coverage of AIDS receives attention, as do lesbian-feminist issues, the new-mainstream gay print TV and internet, documentaries and news coverage, New Queer Cinema, controversial artists in photography, and other U.S. and international expressions of queer politics and culture. Research paper required. Prerequisite: COMM 1001 or instructor permission. (Spring '07, '09)

COMM 3998: Advanced Research Project (2 cr.)
For highly motivated students who are considering graduate studies in communication. Students can present a proposal and a bibliography for advanced, independent research and, if these are approved, undertake a written and substantially documented senior research thesis the following semester. (Fall) (Spring)

COMM4025: Topics in Advanced TV/Video (4 cr.) *
Some of the topics of this advanced class include: light and the digital camera; editing sound and image; producing the documentary, producing news for TV and streaming video on websites. May be repeated for credit provided the topic changes. Prerequisite: COMM 2050 or ART 4043. (Fall) (Spring)

DANCE & THEATRE
Within the context of Manhattanville's strong liberal arts tradition, the Department of Dance & Theatre offers fundamental studies in performance technique, history, literature and critical theory. Areas of concentration include: Dance, Theatre, Dance Therapy and Theatre Education. The curriculum provides basic understanding and practice of the elements of performance and explores the collaborative frontiers where Dance & Theatre meet. Emphasis is on creative process.

 Majors are required to complete a Core Study, which includes: basic theory and performance techniques; studio exploration and seminar studies; design, technical and production skills, and performance. The four-year program culminates in a guided Senior Thesis Project, which reflects the initiative, interests and skills of the individual student.

The spine of the Dance curriculum is a sequential study of Modern Dance technique, employing a variety of current and traditional styles and methods, with an emphasis on creative process. The basic course of study is enriched through a rotating selection of dance forms including ballet, jazz, tap, hip-hop, Afro-Caribbean, and Flamenco. Each semester, professional guest choreographers teach advanced technique and choreograph a piece for performance. Recent guest choreographers have worked with the Joffrey Ballet, Pilobolus Dance Theatre, Twyla Tharp Dance Company, Bill T. Jones and the Alvin Ailey American Dance Center.

Theatre training includes a sequential study of acting, dramatic literature and history, as well as directing, design, technical theatre, production and stage management. Acting training integrates both traditional and experimental models, with primary emphasis on the vocal and physical life of the actor. Special emphasis is given to Shakespeare studies, enhanced by an annual spring production of a Shakespeare play in Reid Castle.

The concentration in Dance Therapy includes courses from the Dance Major plus Introduction to Dance Therapy I and II, Anatomy and Kinesiology and Movement Studies combined with a minor in Psychology and a Senior Thesis Project.

The program in Theatre Education requires a double major in DTH and Education. It examines how the theatrical process can be transformed into an educational philosophy that is engaging, experiential and student centered. Through this lens the theatre classroom becomes a window through which the outside world is examined and deconstructed. The Theatre Education degree at Manhattanville offers an experiential approach to the pedagogy and practice of theatre teaching methods in the K-12 classroom as well as theatre education strategies such as Process Drama, Story Drama, Creative Drama, Theatre of the Oppressed, Docudrama, Devising Original Theatre with Young People, and Applied Theatre. The degree culminates in a Theatre K-12 New York State Teaching Certification. Ample opportunities to perform are available through a full schedule of plays, dance concerts, musical and performance events and student thesis projects. Students are encouraged to take an active role in projects generated by the student-run clubs, the Dance Ensemble and Players Guild.

The Department's primary performing spaces include: The Little Theatre, an intimate 125-seat facility with excellent sight lines and acoustics; The EXperimental Theatre, a flexible black box theatre, which serves as a studio and performance space; and The Kennedy Dance Studio, which offers a bright, spacious environment for classes and rehearsals. Proximity to the artistic resources of New York City provides a strong support for the Dance & Theatre program.

Faculty and Professional Interests
Michael Posnick, Director — Dramatic Literature, Shakespeare Studies
Ara Fitzgerald, Associate Director & Chair of Dance — Modern Dance Technique, Composition,
Incoming freshmen interested in the Dance & Theatre Major must contact the directors of the Department for curriculum guidance. Students should declare their intention to major in Dance & Theatre at the end of their freshman year, at which time a department advisor will be assigned. The directors of Dance & Theatre must approve a study plan prepared by the student at the end of the first semester of the Sophomore year. Transfer students will be admitted as majors on a case-by-case basis.

Performing Arts Scholarships
Students who have applied to the College may audition for a Performance Scholarship and should contact the Office of Admissions for further information.

Honors and Prizes
Departmental honors are conferred by the faculty to the graduating seniors who have achieved the highest grade point average, and who have demonstrated exceptional creativity. The Department also awards a prize to students who have contributed most to the department and who exemplify the values of exceptional service and commitment.

Bachelor of Arts in Dance & Theatre is available with Concentrations in:
- Dance
- Theatre
- Dance Therapy (with a Psychology Minor)
- Theatre Education (Double Major with the Education Department, N.Y. State Certification)

Note: The Major in Musical Theatre is administered by the Music Department; contact the Music Department for audition and program information.

Minors
- Dance
- Theatre

Major Requirements for Dance & Theatre

Note: Students pursuing a B.A. in Dance & Theatre must have a minimum of 90 liberal arts credits; courses followed by an asterisk do not receive credit as liberal arts.

Majors are required to complete a Core Study, which includes: basic theory and performance techniques; studio exploration and seminar studies; design, technical and production skills, and performance. The four-year program culminates in a guided Senior Thesis Project, which reflects the initiative, interests and skills of the individual student.

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>DTH 1000</td>
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<tr>
<td>DTH 1001</td>
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<tr>
<td>DTH 1500</td>
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<td>DTH 2245</td>
<td></td>
</tr>
<tr>
<td>DTH 3202, 3203</td>
<td></td>
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<tr>
<td>DTH 3203</td>
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<tr>
<td>DTH 3542</td>
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<td>DTH 4010</td>
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<td>DTH 4112</td>
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<td>DTH 4114</td>
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TOTAL: 41

Dance Concentration

All CORE Courses, plus:

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<td>DTH 4400</td>
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TOTAL: 32

Total Credits for DANCE CONCENTRATION 73

Theatre Concentration

All CORE Courses, plus:

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
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Electives (including two Liberal Arts courses, e.g. Playing Shakespeare, Playwriting, etc.)

TOTAL: 8
Dance Therapy Concentration
All CORE Courses [minus one Performance Project] plus:

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<tr>
<td>DTH 2214</td>
<td>Romantic &amp; Classical Traditions in Dance</td>
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<tr>
<td>DTH 2216</td>
<td>History of American Dance</td>
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<tr>
<td>DTH 2245</td>
<td>Movement Studies</td>
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<td>DTH 3645</td>
<td>Anatomy &amp; Kinesiology</td>
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<td>DTH 3635</td>
<td>Introduction to Dance Therapy II</td>
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<td>Modern Dance Technique II*</td>
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<td>DTH 4103</td>
<td>Modern Dance Technique III*</td>
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<td>DTH 4120</td>
<td>Composition*</td>
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<td>DTH 4420</td>
<td>Choreographers’ Workshop*</td>
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<tr>
<td>DTH xxxx</td>
<td>Dance Electives (one Liberal Arts course)</td>
<td>9</td>
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**TOTAL:** 32

Total credits for DANCE THERAPY CONCENTRATION 73

**NOTE:** Before graduation, all Majors are strongly encouraged to participate in an internship, intensive or equivalent program under the guidance of the departmental advisors.

Theatre Education
Double major in Dance & Theatre and Theatre education. 135 credits.
Professor Zachary Moore, Advisor

**Distribution requirements**

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Title</th>
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<td>Freshman Preceptorial</td>
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<td>HIS History</td>
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<td>MATH Math course</td>
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<tr>
<td>BIO, CHEM, PHYS</td>
<td>Science course</td>
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<tr>
<td>SPN, FRN, ITL</td>
<td>Foreign Language courses (2)</td>
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<td>LIS Information Retrieval/Library Skills</td>
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**TOTAL:** 27-29

**Note:** English requirement (Shakespeare course) is counted below in the Theatre section

**Theatre Requirements**

<table>
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<th>Course Code</th>
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<th>Credits</th>
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<td>DTH 1000</td>
<td>Creative Process</td>
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<tr>
<td>DTH 1001</td>
<td>Acting I</td>
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<td>DTH 4101</td>
<td>Modern Dance Technique I</td>
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<td>DTH 1500</td>
<td>Stagecraft*</td>
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<td>DTH 4002</td>
<td>Acting II</td>
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<td>DTH 4010</td>
<td>Voice and Speech I &amp; II</td>
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<td>DTH 2640</td>
<td>Intro to Drama Therapy</td>
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<td>DTH 3202, 3203</td>
<td>Survey of Dramatic Lit I &amp; II</td>
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<tr>
<td>DTH 2318, 2319</td>
<td>Junior Seminar I &amp; II</td>
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<td>ENG xxxx</td>
<td>Shakespeare (English)</td>
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<td>DTH 2030</td>
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<td>DTH 2530</td>
<td>Scene Design</td>
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<td>DTH 3542</td>
<td>Stage Management*</td>
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<td>DTH 2650</td>
<td>Theatre for Young Audiences</td>
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<td>DTH 2665</td>
<td>Shakespeare with Young People (new course)</td>
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<td>ENW 3244</td>
<td>Playwriting</td>
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<td>DTH 4003</td>
<td>Playing Shakespeare</td>
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<td>Costume Design*</td>
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<td>DTH 1555</td>
<td>Make Up*</td>
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<td>Performance Project - Shakespeare</td>
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<td>DTH 3320</td>
<td>Senior Thesis Seminar Fall</td>
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<td>DTH 4400</td>
<td>Performance Project</td>
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<td>DTH xxxx</td>
<td>Performance Seminar</td>
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<tr>
<td>DTH 4500</td>
<td>Stage Crew (two semesters)*</td>
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**TOTAL:** 72

**Course Descriptions**

**Note:** Non-liberal arts courses are indicated by an asterisk after the course title. Students are urged to plan carefully to ensure they will have the 90 liberal arts credits required for the B.A. degree.

DTH 1000: Creative Process (3 cr.)
This entry-level course provides students with a foundation in the vocabulary of performance through studio exercises in ensemble techniques, viewpoints, storytelling, choreographic
composition, improvisation, investigation of theatrical texts and basic design elements. It will also provide practice in the clarity and authenticity of speech and an introduction to Shakespeare texts. A series of critical readings on creativity, performance theory and techniques will inform the course. Students will submit written responses to assigned readings and live performances on campus and in New York. Note: This course is the prerequisite for all required courses in the DTH Major with the exception of primary level Dance Technique courses, and should be taken in the freshman year. (Fall) (Spring)

DTH 1001: Acting I (3 cr.)
An introduction to dramatic interpretation, basic theories of acting and fundamental techniques including: voice and breath, expressive movement, theatre games and improvisation, memorization, monologues, beginning scene work and introduction to Shakespeare. The course aims to build awareness, confidence and skill in self-expression and includes a selected series of theoretical and historical readings with written responses. (Fall, Spring)

DTH 1150: Peace & Performance (1cr.)
A weekend exploration of Peace Studies combined with performance skills (movement, creative writing, music) culminating in the creation of short compositions for public presentation on Sunday. Open to the entire campus. (Fall)

DTH 1500: Stagecraft* (3 cr.)
Stagecraft is the study of the theories and applications of building and painting scenery and properties for theatrical productions. This introductory course will cover practices of construction techniques, as well as a brief section on scenic painting. Students will assist in the building and painting of departmental productions. Two hour class plus additional lab time. (Fall, Spring)

DTH 2005: Comedy, Clown and Improvisation* (2 cr.)
This course is a studio exploration of a range of clowning skills and improvisational techniques aimed at increased focus and precision, awareness of the performer-audience relationship, and strengthening the laugh muscles. Red clown nose required. Prerequisite: Creative Process. (Fall)

DTH 2009: Viewpoints* (2 cr.)
This course is a studio exploration of Viewpoints technique, as developed by Mary Overlie and Anne Bogart. Students will investigate primary Viewpoints of Space (Relationship, Shape Architecture Topography, Gesture) and Time through exercises and structured compositions. Prerequisite: Creative Process. (Fall)

DTH 2030: Directing I (3 cr.)
A practical introduction to the fundamentals of play direction, including: examination of the work of master directors, play analysis and research methods, preparation of production book, consideration of design elements, casting, rehearsal techniques and work with actors. Prerequisite: Creative Process. (Fall)

DTH and MUA 2071-2072: Cabaret Performance Workshop I and II* (2cr.)
The focus of this performance workshop, offered by the departments of Dance/Theatre and Music, is the successful communication of song to an intimate audience. Students are responsible for at least two songs and monologue material appropriate to a cabaret setting. Songs are analyzed for text, music, interpretation, and historical and societal context. Class structure is similar to an acting class, with all students observing when not performing. The course culminates in one performance evening. Prerequisite: 2 semesters of applied voice or permission of instructor or Director of Music. Permission by audition. Enrollment is limited. (Fall) (Spring)

DTH 2214: Romantic & Classical Traditions in Dance (3 cr.)
This course will explore the development of the romantic Ballet of Western Europe through the ballets of Giselle and La Sylphide and the classical traditions of master choreographer Marius Petipa through his ballets Swan Lake and The Nutcracker. The course will explore how the romantic ballet of Western Europe and the classical ballet of Russia reflect their time and place and how these aesthetics have influenced the dance of today. Prerequisite: Creative Process or Permission of Instructor. Offered every other Fall alternating with DTH 2216. (Fall 08)

DTH 2216: History of American Dance (3 cr.)
This survey course on American concert dance will focus on major trends and personalities in ballet and modern dance. Beginning at the turn of the 20th-century with Isadora Duncan, we will look at the dances and dancers who developed a uniquely American dance vocabulary including: Martha Graham, Doris Humphrey, George Balanchine, Alvin Ailey, Merce Cunningham, Jerome Robbins, Mark Morris, Twyla Tharp, the Judson Theatre dancers, and the emerging artists of today. We will examine the economic, social, technological and cultural forces, which helped shape the direction dance has taken. Material will be developed through lecture and discussion, aided by guest speakers, videos and films, workshops and attendance at selected dance concerts. Prerequisite: Creative Process or Permission of instructor (Fall 07)

DTH and MUA 2227: Acting for Musical Theatre: Scene to Song* (2 cr.)
The focus of this class is the successful communication of song within the context of a musical play. Acting skills particular to the musical theatre stage will be developed and explored. Script and music will be analyzed and performances developed using various techniques, including improvisation. Historical and societal context will be explored. Class structure is similar to a non-musical acting class, with all students observing when not performing. There is an informal Showng of Work at the final class. Prerequisites: DTH 1000, 1001, 2 semesters of applied voice, or (for DTH students) permission of instructor or department chairs. Enrollment is limited. (Spring)

DTH 2235: American Musical Theatre: Then and Now (3 cr.)
This course will survey the history and development of the American Musical Theatre from its pre-Civil War beginnings to current Broadway productions, such as Rent, The Lion King, and Parade. The study will include guest artists, archival film and video, and New York City performance trips. Prerequisite: Creative Process or Permission of Instructor (Fall)

DTH 2245: Movement Studies (3 cr.)
An exploration of the language of movement from various perspectives including Bartenieff Fundamentals and Laban's work in space harmony and effort analysis. Prerequisite: Creative Process. Offered every other year. (Fall '07)

DTH 2318/ 2319: Junior Seminar I & II (2 credits per semester.) Required for majors in the Junior year. (Fall, Spring)

DTH 2530: Concepts in Scene Design (3 cr.)
This course will provide an historical overview of scenic design, opportunities for research and preparation of a series of scene designs and models, as well as hands-on experience in assisting in the design and construction of sets for departmental productions. Prerequisite: Creative Process or permission of the
Instructor. Offered yearly in rotation with Costume Design. (Spring)

DTH 2535: Lighting Design I* (3 cr.)
Introduction to the theory, principles and practical techniques of dance and theatre lighting. Students will design and assist in lighting performance pieces. Prerequisite: Creative Process or permission of the Instructor. (Fall) (Spring)

DTH 2536: Lighting Design II* (3 cr.)
This course of advanced theory and lighting practices is a further examination of the creative aspects involved in the design of light for Dance and Theatre. We will look at how and why a designer makes certain choices and the impact of those choices on any given production. We will examine lighting as an organic component of the production process and the valuable addition that it can make on any work of art. We will study how a design progresses from an idea to actualized form over the production process. Prerequisite: Lighting Design I. By special arrangement with instructor.

DTH 2540: Costume Design* (3 cr.)
This course will provide an historical overview of costume design, opportunities for research and preparation of a series of costume rendering projects, as well as hands-on experience assisting the design and construction of costumes for departmental productions. Prerequisite: Creative Process or permission of the Instructor. (Fall)

DTH 2555: Sound Design* (3 cr.)
This course is an exploration into the design techniques and technological tools used by professional sound designers. It will examine recording techniques and styles used for both Theatre and Dance. It will look at recording innovations and the pioneering work used in both the film and music industries. Students will get hands on experience as they work to create their own sound effects and aural environments. Prerequisite: Creative Process or permission of the Instructor. (Spring)

DTH 2635: Introduction to Dance Therapy I (3 cr.)
This course will provide a theoretical and experiential introduction to the theory, techniques and practice of dance therapy. Arts therapies offer a viable career option for students interested in applying performance techniques in education and the healing professions. Prerequisite: Creative Process and Modern Dance Technique I or permission of the Instructor. (Fall)

DTH 2636: Introduction to Dance Therapy II (3 cr.)
A continued investigation of study begun in Introduction to Dance Therapy I. Prerequisite: Dance Therapy I, (Offered every other Spring).

DTH 2640: Introduction to Drama Therapy I (3 cr.)
This course will provide a theoretical and experiential introduction to the theory, techniques and practice of drama therapy. Arts therapies offer a viable career option for students interested in applying performance techniques in education and the healing professions. Prerequisite: Creative Process, Fundamentals of Psychology or permission of the Instructor. (Fall)

DTH 2650: Theatre for Young Audiences (3 cr.)
This course examines the theory and practice of all phases of play production for young audiences. Particular emphasis will be placed on the study of the literature of theatre for young audiences, its history, and chief practitioners. The course will explore a range of exercises and strategies for eliciting material from young people. The course will also examine ways in which TYA plays can be used as springboards for educational explorations. Prerequisite: Creative process. (Fall 08).

DTH 2665: Shakespeare with Young People (3 cr.)
The course is predicated on the idea that for children, even as young as 4 or 5, Shakespeare offers unparalleled opportunities for growth in speech and language development, expansion of the creative and thinking processes, appreciation of character, narrative and thematic material, and skills and confidence in performance. Students will study Shakespearean texts for appropriate applications to young people, as well as various theories related to literature and child development, and in the studio, learn a series of exercises and creative strategies designed to support the aims of the course. Prerequisite: Creative Process. (Spring 09)

EDU 3040: Theatre Education: Early Childhood/Elementary
This course explores theories and methods of teaching drama in the elementary classroom. The primary focus will be on drama as an experiential link between subject areas. Emphasis will be placed on the design, structure, teaching, and evaluation of drama lessons as well as classroom management. Prerequisite: DTH 1000 Creative Process and EDU 2000 Fundamentals of Schools and Teaching. (Fall)

EDU 3041: Theatre Education: Grades 7-12
This course explores theories and methods of teaching drama in high school settings, including exploration of a range of possible dramatic experiences. Emphasis is placed on the design, teaching, and evaluation of classroom lessons that use drama effectively as well as classroom management structures that support successful teaching. Prerequisite: DTH 1000 Creative Process and EDU 2000 Fundamentals of Schools and Teaching. (Spring)

DTH 3202: Survey of Dramatic Literature I: The Classics (3 cr.)
Through reading, viewing and discussion of exemplary plays, this course will survey the literary, historical, political and cultural significance of theatre and drama from the Greeks to Shakespeare, including Medieval French, Spanish and Italian Renaissance drama. Prerequisite: Creative Process or permission of Instructor. (Fall)

DTH 3203: Survey of Dramatic Literature II: Modern Drama (3 cr.)
Through reading, viewing and discussion of exemplary plays, this course will survey the literary, historical, political and cultural significance of theatre and drama from the realism of Ibsen to the contemporary stage, including the works of Strindberg, Chekhov, Brecht, Williams, Miller, Beckett and beyond. Prerequisite: Creative Process or permission of Instructor. (Spring)

DTH 3310: Performance Seminar: Experimental (3 cr.)
This seminar will focus on experimental dance and theatre performance by examining representative artists and groups in relation to their traditions, historical context and connection with other arts. This course will include guest artists and performers and trips to New York City for performances, rehearsals and backstage visits. Offered in rotation with other Performance Seminars. Prerequisite: Creative Process or permission of Instructor (Spring)

DTH 3312: Performance Seminar: Non-Western
This seminar will explore performance styles, techniques and subject matter of non-western cultures. How do traditional and contemporary styles reflect social, political and cultural change? How do performance styles cross and transcend geographical borders? This course will include lectures, discussions, studio
Therapy.

Continued investigation of theories and forms of Drama workshops, guest artists, and attendance at performances in New York City. Note: Offered in rotation with other Performance Seminars. Prerequisite: Creative Process or Permission of Instructor.

DTH 3314: Performance Seminar Collaborative Process (3 cr.)
This course will explore the nature and experience of collaboration between artists—dancers, actors, writers, visual artists and musicians. We will investigate historical precedents, including The Diaghilev Ballet Russes, the Russian avant-garde, Dada-Surrealism, The Bauhaus, Merce Cunningham, John Cage, and artists such as Robert Rauschenberg and Jasper Johns. An integral part of the course will be seeing performances by collaborative artists in New York City. Offered in rotation with other Performance Seminars. Prerequisite: Creative Process or Permission of Instructor. (Spring)

DTH 3320/3321: Senior Thesis Seminar I & II (6 cr.)
The Senior Thesis Seminar is a required course over both terms of the senior year. Its purpose is to provide students with theoretical structure and practical, process-oriented tools for the successful completion of their senior thesis project, the culmination of their college career. The seminar also provides a supportive and challenging environment for exploration and an open discussion of the students' development through the artistic process from conception through evaluation. (Fall) (Spring)

DTH 3342: Stage Management* (3 cr.)
A practical introduction to the fundamentals of stage management, including company management, scheduling and time management, preparation of the stage manager's production book, calling the show, working with directors and actors, etc. Students receive hands-on training working closely with departmental Dance & Theatre productions. Prerequisite: Creative Process. (Fall, Spring)

DTH 3362: Introduction to Drama Therapy II
Continued investigation of theories and forms of Drama Therapy. Prerequisite: Drama Therapy I (Spring)

DTH 3365: Anatomy and Kinesiology (3 cr.)
A concentrated study of the role of human anatomy in dance performance and everyday life, and an anatomical exploration of the structure and function of the muscular-skeletal system. The course will include lectures in anatomy by faculty of the Biology Department. Offered every other spring. (Spring '06)

DTH 4002 Acting II: Scene Study (2 cr.)
This course explores various methods of scene study, traditional and experimental, with emphasis on Stanislavski technique. Students will work on script analysis, physicalization, concentration, personalization, actions and objectives, and use of the senses. Prerequisite: Acting I. (Fall) (Spring)

DTH 4003: Playing Shakespeare (3 cr.)
This advanced level course will provide tools and techniques to approach Shakespeare’s plays and poems, to explore historical and cultural contexts, and to appreciate thematic, dramatic and critical concerns. The course will be built around a “laboratory” in which the ideas discussed in the classroom, will guide physical and vocal explorations of Shakespearean texts. Students will practice analysis of text, grammar and meaning, sound and breath, verse and rhythm, and exploration of character and relationships. Students will prepare and present a series of sonnets, monologues and scenes for exploration and development. Offered in conjunction with the Spring Shakespeare production. NOTE: Acceptance into this class does not mean automatic participation in the Spring Shakespeare production. By audition only. (Fall)

DTH 4004: Acting for the Camera (2 cr.)
This course explores further the craft of acting as it applies to film and television. Students will examine various methods and techniques that screen actors use in developing their roles. Exemplary films and selected scenes will be screened inside and outside of the class for written and oral critique. Students will act in scenes and exercises, which will be videotaped in class for analysis. Differences and similarities between stage and screen acting will be explored. The course does not address the history of film or the craft of filmmaking. Rather, it is designed for those students interested in deepening their acting skills and developing a critical eye. (Fall) (Spring)

DTH 4005: Acting for the Camera II (2 cr.)
A further exploration of the skills, techniques and critical investigation begun in Acting for Camera I. Prerequisite: Acting for Camera I. (Spring '06)

DTH 4010: Voice and Speech I (2 cr.)
In this course students will investigate and strengthen basic vocal elements: breath, voice production and placement, diction, rhythm and resonance. Emphasis will be on freeing and developing the natural voice. Students will work with a variety of texts including Shakespeare. Prerequisite: Creative Process (Fall)

DTH 4012: Voice and Speech II (2 cr.)
Continuation and expansion of DTH 4010 Voice for Theatre, with particular emphasis on addressing individual vocal strengths and weaknesses. Prerequisite: Voice and Speech Theatre I. (Spring)

DTH 4101: Modern Dance Technique I* (2 cr.)
This course provides basic training in dance technique, emphasizing body alignment and elementary skills to improve awareness of the body as a performing instrument. (Fall) (Spring)

DTH 4102: Modern Dance Technique II* (2 cr.)
This course provides continued training in modern dance technique in a style based upon use of weight and breath, rhythm and space. Prerequisite: Modern Dance Technique I or permission of the Instructor. 2 cr. (Fall) (Spring)

DTH 4103: Modern Dance Technique III* (2 cr.)
This course is for intermediate and advanced dancers and stresses technical expertise, extended dance combinations and increased performance skills. Prerequisite: Modern Dance Technique II or permission of the Instructor. (Fall) (Spring)

DTH 4104: Ballet I* (2 cr.)
Fundamentals of ballet technique for beginners. (Fall) (Spring)

DTH 4105: Ballet II* (2 cr.)
Intermediate ballet technique. Prerequisite: Ballet I or permission of the Instructor. (Fall) (Spring)

DTH 4106: Afro-Caribbean Dance I* (2 cr.)
An exploration of African and Afro-Caribbean dance styles, techniques and cultural influences. (Spring '06)

DTH 4107: Jazz I* (2 cr.)
An introductory level technique class that explores the roots and styles of Jazz Dance.

DTH 4108: Tap I* (2 cr.)
An introduction to the techniques and style of Tap Dance. Offered every other spring. (Spring ’06)

DTH 4109: Flamenco I* (2 cr.)
An exploration of Flamenco dance techniques, including historical and cultural influences. (Spring ’07)

DTH 4110: Choreographic Improvisation* (2 cr.)
Prerequisite: Creative Process or Modern Dance Technique I or Acting I. Offered every other Fall. (Fall ’08)

DTH 4112: Yoga* (1 cr.)
Systematic integrative study of the philosophy and practice for this ancient technique of body-mind education. (Fall) (Spring)

DTH 4113: Afro-Caribbean Dance II* (2 cr.)
An expansion of the exploration of African and Afro-Caribbean dance styles, techniques and cultural influences. Prerequisite: Afro-Caribbean I or permission of the instructor. (Spring)

DTH 4114: Contact Improvisation* (2 cr.)
In this class, students will learn the fundamental principles of this dance form. They will be taught the art of falling, rolling, and tumbling so that they become acquainted with being able to move off the center of balance without contracting in the body. The students can then begin to work with others to explore a shared center of balance between two or more bodies. Students will be encouraged to explore the connection between expression and movement. Prerequisite: Creative Process (Spring)

DTH 4116: Ballet III* (2 cr.)
An advanced level course in classical ballet stressing musicality, artistry and expression with barre, center exercises and work en pointe. Prerequisite: By audition or permission of the instructor. (Spring)

DTH 4117: Jazz II* (2 cr.)
An intermediate/advanced level technique class that explores the roots and styles of Jazz Dance. Prerequisite: By audition or permission of the instructor.

DTH 4118: Tap II* (2 cr.)
An extension of the techniques and styles learned in Tap I. Prerequisite: By audition or permission of the instructor. Offered every other spring.

DTH 4119: Flamenco II* (2 cr.)
Focus will be on 12-count rhythm (Bulerias, Soleares por Bulerias), advanced heelwork technique and modern flamenco choreography. Prerequisite: Flamenco I or permission of instructor. (Spring 09)

DTH 4120: Composition* (3 cr.)
In this course students will work with both traditional and experimental forms in dance composition. The course will explore spatial design, text, props, music and rhythm, gesture, theme and variations, narrative and more. Prerequisite or Corequisite: Creative Process and Modern Dance Technique I or II. (Spring)

DTH 4121: Dance for Musical Theatre*
This studio course will introduce students to a variety of choreographic styles and techniques from exemplary works of the American musical stage including: jazz, tap, ballroom, ballet, and others. In addition to learning the choreography, students will be required to sing and act specific roles within the context of the musical numbers to which they are assigned. Students will also be required to produce written research on the plays. The class will culminate in a final in-class showing for faculty and invited guests. Prerequisite: Creative Process and Modern Dance Technique I. (Fall)

DTH 4122: Hip-hop I* (2 cr.)
This course is an introduction to Hip-hop, the dance style and Hip-hop, the cultural phenomenon. Students will be encouraged to use their bodies in ways that involve many different stylistic techniques. Since Hip-hop is such a broad genre, the style is not strictly structured and allows students to interpret the moves in varied ways. Hip-hop is fast-paced, high energy, playful and will allow students to emphasize their creative movement talents.

DTH 4123: Hip-hop II* (2 cr.)
Advanced exploration of contemporary Hip-Hop techniques. Prerequisite: By audition or permission of the instructor.

DTH 4128: Tap III* (2 cr.)
Advanced exploration of style and development of routines. Prerequisite: By audition or permission of the instructor. Offered every other spring.

DTH 4400 Performance Project/Theatre (2 cr.)
Rehearsal and preparation of a Shakespeare play for public performance with a faculty member or guest director. See DTH 4003. By audition. (Spring)

DTH 4440/ MUA 4440: Performance Project/Musical Theatre* (2 credits each term.)
The Departments of Dance & Theatre and Music offer this workshop on the process and craft of theatre with music. The workshop will stress training in physical movement and choreography, vocal production and dramatic presentation. Though not focused on the production of full-length musicals and operas, the workshop culminates in a public performance of works developed throughout the semester. Prerequisite: DTH, MUA 4442 Music Theatre Lab or permission of the Instructor. (Fall, Spring)

DTH 4410: Performance Project/Dance* (2 cr.)
Rehearsal and preparation of a dance piece for public performance with a guest choreographer. By audition. (Fall) (Spring)

DTH 4420: Choreographers’ Workshop* (2 cr.)
Individual choreographic projects will be developed by students who have a special interest in and have had some prior experience in composition. Regular showings and feedback from faculty and classmates will provide process-oriented support for each project. Works that are ready will be presented in Departmental Dance Concerts or be given an in-progress showing. Prerequisite: Modern Dance Technique I or Improvisation or Composition or demonstrated choreographic experience. (Fall, Spring)

DTH 4497: Internship (2-3 cr.) *
Internships are encouraged and available through the Office of Career Services with approval of DTH for 2 or 3 credits depending on hours of service and academic component. (Fall) (Spring)

ECONOMICS/FINANCE/MANAGEMENT
Faculty and Professional Interests
David Adams — Entrepreneurship, environmental management, human resources.
James Bryan — Microeconomic analysis of public policy, public finance; economic education.
Robert Derrell — Financial markets, economic theory, econometrics.
Anna Sachko Gandolfi — Finance, mathematical economics, labor economics, forecasting, money and banking.
Ken Mias — Leadership, management, information technology, international business, organizational learning, business ethics
William C. Perkins — Economic theory, government and industry, statistics, money and banking.
Cecilia Ann Winters — International economics, heterodox economics, economic development.

Adjunct Faculty
Tina Bardsley
Stephan Feldstein
John Fontana
Amy Itzla
Rosalie Liebowitz
Jerome McCluskey
Danielle Martin
Sultan Niazi
Eric Odin
Terri Pasquale
Anthony Pranzo
Martin Shapiro
Robert Wals
Barbara Weltman
John Wenninger

Majors and Minors:
- Economics
- Finance
- Management

Concentrations (optional) in the management major:
- Human Resource Management
- International Management
- Marketing

Certificates:
Finance (for non-matriculating students only)
Management (for non-matriculating students only)

Note: All courses taken in fulfillment of a major or minor in Economics, Finance or Management must have a minimum grade of C-.

ECONOMICS
Economics is a way of thinking, a method of inquiry used by both private sector decision-makers and policy-makers in business, government, and society at large. The student who elects economics as a major will develop the analytical ability to frame and solve complicated problems that arise in business and in government and in society at large.

An undergraduate major in economics can serve as the basis for a successful and challenging career or as the foundation for graduate or professional study. Graduates can look forward to opportunities in business, law, foreign service, government, or financial services. Students desiring more education will have the undergraduate background to undertake graduate study in economics, business or public policy. The economics major is also well regarded by law schools.

Economic Freedom Institute
Director: Edward Ryan
Sponsored by the Department of Economics, Finance and Management, the Economic Freedom Institute provides a forum for the study, analysis and discussion of the nature of economic freedom and its implications. The institute fosters the exchange and development of ideas concerning policies and programs of importance in regional, national and international arenas.

Economics Major Requirements
The economics major consists of 12 courses: 6 are required and 6 are elective.

Required Courses
- ECO 1011: Principles of Economics I: Introduction to Macroeconomics
- ECO 1012: Principles of Economics II: Introduction to Microeconomics
- ECO 2060: Economic and Business Statistics
- ECO 3001: Intermediate Macroeconomic Theory
- ECO 3002: Intermediate Microeconomic Theory
- ECO 3997: Senior Seminar

Elective Courses
Three courses having the ECO code, other than those listed as required for the major.

Senior Seminar
The seminar, offered only during the fall semester, requires research and the use of economic analysis. Research findings and conclusions will be presented in a senior thesis and discussed in a seminar format. A grade of C- is the minimum standard for a successful senior evaluation. An elective at the 2000 level or higher may be substituted for the Senior Seminar; however, only students who take the Senior Seminar will be considered for departmental honors at graduation.

Note: a student who majors in economics major may not double major in management or finance.

Honors
To achieve department honors, a student must obtain a 3.5 average or better in courses taken in the department, a grade of B+ or higher in the senior seminar, and a very strong academic record overall.

Economics Minor Requirements
A Minor requires the completion of ECO 1011 and ECO 1012 plus any three other economics courses. Internships do not count in fulfilling minor requirements. Students who are not economics majors but wish to enroll in economics courses should note that the introductory sequence is a prerequisite for almost all electives.

Note: a student who majors in economics, finance, or management must select a minor offered by another department at the college.

Internship in Economics
Prerequisites: ECO 1011 and ECO 1012, ECO 3002 and at least one other economics course. No more than one internship will count in fulfillment of the major requirements.

Independent Study in Economics
Prerequisites: ECO 1011 and ECO 1012 and an overall G.P.A. of 3.00.

Course Descriptions
ECO 1003: Entrepreneurship for the Liberal Arts (3cr)*
This course provides liberal arts students with the knowledge and skill needed to plan and manage a business, especially when the business pertains to their liberal arts training. It covers basics, such as accounting, marketing, and human resource management, and shows how these are strategically combined to
create a business plan. This course may not be taken in fulfillment of an economics, finance, or management major or minor.

ECO 1011: Principles of Economics I: Introduction to Macroeconomics (3 cr.)
This is an introductory treatment of nation-wide economic activity. Topics include the measurement and determination of gross output, inflation and unemployment. Major attention is given to fiscal and monetary policy. (Fall) (Spring)

ECO 1012: Principles of Economics II: Introduction to Microeconomics (3 cr.)
This is an introductory treatment of the behavior of consumers and business firms and how they interact in markets. Demand and supply analysis is used to show how price and output will change when market conditions change in a variety of different competitive settings. Prerequisite: Principles of Economics I. (Fall) (Spring)

ECO 2017: Economics and Finance of Health Care Policy (3 cr.)
This course examines an increasingly important sector of the US economy, as health care now comprises almost 15% of gross domestic product. Further, this sector is one of the least influenced by ordinary market forces, largely because public and private insurance cover more than 80% of health care spending. The result is a unique and complex challenge to public policy: to determine how best to finance and deliver health care, so that it is both efficiently provided and equitably distributed. Prerequisite: Principles of Economics II

ECO 2022: Government and Industry (3 cr.)
An examination of how industrial market structure affects the conduct and performance of firms in the economy. Topics include the determinants of market structure, barriers to entry, price and non-price competition, government regulation and anti-trust policy. Prerequisites: Principles of Economics I and II. (Fall '08)

ECO 2025: American Economic History (3 cr.)
The development of different sectors of the American economy from the colonial era to the present will be described and analyzed. Topics include the history of American banking, finance and broadcasting; industrialization and the creation and growth of the corporation; and the development of modern marketing in America. (Fall '08)

ECO 2032: Applied Game Theory (3 cr.)
People often make decisions in which the reactions of others must be anticipated and accounted for. Game theory represents a systematic way of thinking strategically. This course develops the basics of the field of game theory and applies this theory to a range of strategic decisions as diverse as those that involve: negotiating contracts; signaling the intent to enter a market; predatory pricing; acting crazy like a fox; finding and attracting the best feasible mate; arranging alliances; and establishing peace among nations. The conditions that produce both conflict and cooperation are explored. Prerequisites: Principles of Economics I and II.

ECO 2043: Economic Conditions and Forecasting (3 cr.)
The nature and cause of business cycles will be analyzed along with business cycles and economic indicators. Various forecasting methods for both business and economics will be discussed and students will learn how to forecast through practical, hands-on examples. Prerequisites: Principles of Economics I and II.

ECO 2045: Economics of Competitive Strategy (3 cr.)
This course applies microeconomics to the analysis of corporate strategy (and even strategy by non-profit corporations). The characteristics of markets and firms that make strategy possible are examined and superior strategies are identified. Students will examine contemporary cases. Prerequisites: Principles of Economics I and II.

ECO 2050: Women in Development (3 cr.)
This course will survey several countries where development strategies have followed different models while gender has played another role. Student projects will explore the question of whether common elements appear in the relations of gender, religion and economic development around the world.

ECO 2060: Economic Statistics (3 cr.)
This course covers methods of analyzing and summarizing economic and business data; numerical measures of location and dispersion; probability and probability distributions; estimation and hypothesis testing; the correlation coefficient. Prerequisites: Principles of Economics I and II. (Fall) (Spring)

ECO 3001: Intermediate Macroeconomic Theory (3 cr.)
An intermediate level treatment of the determination of national output, employment and the price level. Classical, Keynesian, monetarist and related models are considered. Additional topics include inflation, unemployment and monetary and fiscal policy. Prerequisites: Principles of Economics I and II. (Spring)

ECO 3002: Intermediate Microeconomic Theory (3 cr.)
An intermediate level treatment of consumer behavior and market demand, the theory of the firm, production, cost and supply. Perfect competition, monopolistic competition, oligopoly and monopoly market structures will be considered. Prerequisites: Principles of Economics I and II. (Fall)

ECO 3008: Applied Econometrics (3 cr.)
Statistical analysis of econometric phenomena will be conducted using standard regression models. Theoretical foundations will be established in the classroom while emphasis is placed on practical applications to individual projects designed by each student. Prerequisites: Principles of Economics I and II, Economic and Business Statistics and at least one other economics course. (Fall '07)

ECO 3016: International Trade and Development (3 cr.)
This course will acquaint the student with the phenomenon of globalization and what it means for all participants in the world economy. Different economic systems around the world will be examined. Students will learn about the theoretical bases for trade and discuss commercial policies, including the theory and practice of protection, regional trading blocs and resource mobility. A discussion of global finance and foreign debt will be followed by a look at economic development and growth in the poor nations of the world. Different models and relevant issues of development will be analyzed. Prerequisites: Principles of Economics I and II. (Fall)

ECO 3035 Seminar in International Business (3 cr.)
This seminar will investigate the rapidly evolving global environment in which international business operates. The ways large and small firms deal with the forces that make up the international environment will be examined. Videos, readings, student participation and an emphasis on the human ramifications of international business will comprise the seminar period. The seminar will require the completion of a research project, which each student will present to the class at the conclusion of the seminar. Prerequisites: Principles of Economics I and II. (Spring)
FINANCE

Finance is the cornerstone of the enterprise system and is vitally important to the economic health of business firms and non-profit institutions. Finance is concerned with maximizing the value of the firm through the effective application of economic principles. This dynamic field is characterized by continuous change in response to shifts in economic conditions making the study of finance stimulating and challenging. Students learn to develop, analyze and interpret financial statements, learn to invest in financial assets and learn to create and evaluate plans to achieve long-term financial success. The finance major is comprised of courses in economics, accounting, finance and quantitative methods. A finance major may find employment in financial institutions or in financial management departments of non-financial institutions, in corporations or non-profits, as financial analysts or in other investment-related activities. The proximity of Manhattanville College to leading financial institutions and corporate headquarters offering a wide range of internships and employment opportunities makes this major particularly attractive.

Finance Major Requirements

A major in finance requires 14 courses, 11 required and three elective.

Required Courses
- MGT 1002: Fundamentals of Accounting I*
- ECO 1011: Principles of Economics I: Introduction to Macroeconomics
- ECO 1012: Principles of Economics II: Introduction to Microeconomics
- ECO 2060: Economic and Business Statistics
- ECO 3001: Intermediate Macroeconomic Theory
- ECO 3002: Intermediate Microeconomic Theory
- MGT 1007: Computer Concepts with Business Applications or MAC 1075 Computers and Information Technology
- ECO 3020: Seminar in Money and Banking or ECO 2015 Money and Banking
- ECO 2018: Corporation Finance
- ECO 3018: Seminar in International Finance and the Global Economy
- ECO 3997: Senior Seminar

Note: The computer science requirement is waived for students who take computer science as a minor area of study.

Elective Courses
- ECO 2003: Investment Analysis
- ECO 2005: Personal Finance
- ECO 2009: Public Finance and Public Policy
- ECO 2017: Economics and Finance of Health Care Policy
- ECO 3012: Portfolio Analysis
- ECO 2025: American Economic History or ECO 3075 Seminar in Contemporary Economic Issues
- ECO 2043: Business Conditions and Forecasting
- ECO 3008: Applied Econometrics
- MGT 1008: Fundamentals of Accounting II*

Note: A student who majors in finance may not double major in economics or management.

Internship in Finance

Prerequisites: Principles of Economics I and II, Money and Banking (or Seminar in Money and Banking), Economic and Business Statistics and Corporation Finance. No more than one internship will count toward major requirements.

Senior Seminar

The seminar, required of all finance majors, is offered only during the fall semester, and requires research and use of economic analysis. Research findings and conclusions will be presented in a senior thesis and discussed in a seminar format. A grade of C- is the minimum standard for a successful senior evaluation. An elective at the 2000 level or higher may be substituted for the Senior Seminar; however, only students who take the Senior Seminar will be considered for departmental honors at graduation.

Finance Minor Requirements

A Minor requires the completion of the following six courses:
- ECO 1011: Principles of Macroeconomics
- ECO 1012: Principles of Microeconomics
- MGT 1002: Fundamentals of Accounting I*
- ECO 2060: Economic Statistics
- ECO 3020: Seminar in Money and Banking or ECO 2015 Money and Banking
- ECO 2018: Corporation Finance

Note: A student who majors in economics, finance, or management must select a minor offered by another department at the College.

Certificate in Finance

(For Non-Matriculated Students Only)

The certificate program is designed for the individual who would like to pursue a career as a financial analyst or improve his or her skills at financial analysis. The program links a strong theoretical base with problem-solving techniques, enabling the student to apply his or her newly acquired knowledge.

Acceptance: In order to realize the program’s objectives, a student may be accepted only after he or she has demonstrated a basic knowledge of economics. This requirement may be satisfied through the completion of course work (ECO 1011 and ECO 1012), taking a test to demonstrate competence or previous experience. (Fulfilling the requirement through previous experience requires the approval of the chair of the department.)

Granting of the Certificate: To be awarded the certificate in finance, the student must complete five required courses and one elective. An average of C+ must be maintained. No course with a grade of C- or lower will be accepted towards the certificate.

Required Courses:
- MGT 1002: Fundamentals of Accounting I*
- ECO 2060: Economic Statistics
- ECO 3020 Seminar in Money and Banking or ECO 2015 Money and Banking
- ECO 2018: Corporation Finance
- ECO 2003: Investment Analysis
- ECO 2005: Personal Finance
- ECO 2009: Public Finance and Public Policy
- ECO 2043: Economic Conditions and Forecasting
- ECO 3008: Applied Econometrics
Upon completion of the certificate in Finance, students will have studied and applied many of the most important financial concepts in business today. This will provide students the foundation on which to build a successful career in finance.

Course Descriptions

ECO 3017: Seminar in International Finance and the Global Economy
This seminar will explore how worldwide capital flows provide the nexus between domestic and foreign economies. Analysis of the balance of payments, international money markets and exchange policies will convey the relevance that global events play in our lives. Videos, readings and student participation will comprise the seminar period. Each student will write a research paper and present the results to the class. Prerequisite: Principles of Economics I and II. (Spring)

ECO 3020: Seminar in Money and Banking (3 cr.)
An examination of the nature of money, its history and its role in the economy in a seminar forum where students read articles, make oral presentations and write a short research paper. Additional topics covered include the Federal Reserve system, other financial institutions, financial markets and the structure of the financial sector of the economy. Prerequisites: Principles of Economics I and II. Note: this course is an alternative to ECO 2015; only one of the two courses may be taken. (Spring)

ECO 3997: Senior Seminar in Finance (3 cr.)
Students undertake research on a topic approved by the instructor and use the tools of financial analysis to reach conclusions. Results of papers are presented and discussed in the seminar. (Fall ONLY)

MANAGEMENT

The 21st century business environment will provide challenges and rewards for those who are prepared. The emphasis on the use of technology, the integration of business concepts, and environmental issues will require tomorrow’s business decision maker to be knowledgeable, to have mental flexibility, to be prepared to adjust to new paradigms and demands and to accomplish this on a national and international level. The management major provides the core knowledge of methods, concepts and principles that will prepare a person to meet these challenges of tomorrow’s business. The understanding of the economy and the analytical tools of the economist complement this curriculum.

This program, in addition to preparing the individual for a career in business or the non-profit sector, provides an excellent background for graduate or professional study.

It is strongly recommended that students majoring in management take at least one credit-bearing internship during the junior or senior year.

Note: Courses with the MGT code are not liberal arts. As with all non-liberal arts courses at the College, this is indicated by an asterisk after the title of the course. Students majoring in Management are encouraged to have a liberal arts minor or double major, and are urged to plan carefully to ensure that they will have the 90 liberal arts credits required for the B.A. degree.

Management Major Requirements

A major in management is required to take 12 courses, 9 required and 3 elective.

Required Courses:

- MGT 1001: Fundamentals of Management*
- MGT 1003: Introduction to Marketing*
- MGT 1002: Fundamentals of Accounting I*
- MGT 1008: Fundamentals of Accounting II*
- MGT 1007: Computer Concepts with Business Applications* or MAC 1075 Computers and Information Technology
- ECO 1011: Principles of Economics I
- ECO 1012: Principles of Economics II
- ECO 2060: Economic Statistics
- ECO 3997: Senior Seminar

- ECO 3012: Portfolio Analysis
- ECO 3017: Seminar in International Finance and the Global Economy
- MGT 1008: Fundamentals of Accounting II*
Concentration in Human Resource Management

Required Management Courses for the Human Resource Concentration:

- MGT 1001: Fundamentals of Management*
- MGT 1002: Fundamentals of Accounting I*
- ECO 1011: Principles of Economics I: Introduction to Macroeconomics
- ECO 1012: Principles of Economics II: Introduction to Microeconomics
- MGT 1007: Computer Concepts with Business Applications*
- ECO 2060: Economic and Business Statistics
- ECO 3997: Senior Seminar

Elective Courses for the Human Resource Concentration:

Students may select any 5 courses from the following list. All courses are 3 credit hours unless otherwise noted.

- MGT 1005: Management of Human Resources*
- MGT 1006: General HR Employment Practices*
- MGT 2015: Organizational Behavior* or PSY 2006: Industrial Organization Psychology
- MGT 2018: Staffing, Safety and Training and Development*
- MGT 2021: Compensation and Benefits*
- MGT 2022: Employee and Labor Relations*
- MGT 2025: Human Resource Management in the Public Sector
- MGT 2030: Project Management*
- MGT 2032: International Human Resource Management

Related Elective Courses for the Human Resource Concentration:

The following courses have a strong relationship with human resource management. While they do NOT count toward the concentration in management, they could be taken as part of a minor in another department or as part of a second major:

- PSY 1004: Fundamentals of Psychology
- PSY 2009: Social Psychology
- PSY 2018: Drug Use and Abuse
- PSY 3006: Psychopathology
- PSY 3049 Health Psychology
- PSY 3047: Discrimination, Stereotyping and Prejudice
- PSY 3020: Cross-Cultural Psychology
- PSY 3013: Psychology of Relationships
- SOC 1001: Introduction to Sociology
- SOC 2015: Women and Work
- SOC 2021: Race and Ethnicity
- SOC 2031: Sociology of the Family and Sex Roles
- SOC 2034: Sexuality and Society
- SOC 2077: Social Problems
- SOC 3023: Racial Oppression
- SOC 3073: Women and the Law
- SOC 3088: Images of Women

Concentration in International Management

In an age distinguished by the proliferation of transnational enterprises, an international manager must be familiar with the wide range of political, linguistic and cultural forces that shape the international marketplace. The objective of the international management concentration is to prepare the student for the globalized economy. By drawing upon Manhattanville’s considerable strength in foreign languages and area studies, the concentration allows the student to situate economic and management studies within a geographical and cultural context.

Graduates with a concentration in international management may find employment in a wide variety of fields such as...
international business based in the U.S. or abroad, international banking or as a liaison for international governmental/commercial organizations. This program is greatly enhanced by the college’s proximity to the major financial institutions and multinational corporations based in New York City and Westchester County.

Requirements for International Management Concentration
A management major who concentrates in international management is required to take 11 courses, 8 required and 3 electives.
- ECO 1011: Principles of Economics I: Introduction to Macroeconomics
- ECO 1012: Principles of Economics II: Introduction to Microeconomics
- ECO 2060: Economic and Business Statistics
- MGT 1001: Fundamentals of Management*
- MGT 1002: Fundamentals of Accounting I*
- MGT 1003: Introduction to Marketing*
- ECO 3020 Seminar in Money and Banking or ECO 2015: Money and Banking
- ECO 3997: Senior Seminar: An elective at the 2000 level or higher may be substituted for the Senior Seminar; however, only students who take the Senior Seminar will be considered for departmental honors at graduation.

Elective courses:
Two of the following:
- MGT 2006: International Management*
- MGT 2007: International Management*
- ECO 3035: Seminar in International Business
One of the following:
- ECO 3016: International Trade and Development
- ECO 3018: Seminar in International Finance and the Global Economy

Note: International management cannot be taken as a Minor.

Language requirement for the international management concentration
A minimum of four semesters or two semesters beyond the introductory level are required, as defined by the language departments. There are no exceptions to this requirement; students claiming prior competence in language are required either to take advanced level courses as determined by that language department or to commence the study of another foreign language. Languages study at Manhattanville applicable to this program includes French, Spanish, German, Italian and Japanese.

Area studies requirement for the international management concentration
Students are required to take three area study courses relating to Latin America, Africa, Asia, or Europe. Courses that focus on an ethnic or cultural Diaspora with the United States do not satisfy the area studies requirement. Please see an advisor within the department if you have questions about this. Area studies courses may be spread over more than one area; it is not required that these courses relate to the language area. Courses may double-count with the college-wide global perspectives portfolio requirement.

Students are encouraged to pursue internships, but may not substitute credit earned in this way for the economics and management requirements. Study abroad in the area of interest is highly recommended.

Note: students who major in management with a concentration in international management must select a minor offered by some other department at the college.

Music Major with Concentration in Music Management
Requirements for a Music major with concentration in Music Management are set forth below in the Music Department section.

Certificate in Management
(For non-matriculated students only)
The certificate program is especially designed for people with little or no business experience who wish to develop managerial skills. It is particularly useful for those who wish to enter the job market.

Granting the Certificate
To be awarded the certificate in management the student must complete three required courses and two electives. An average of C+ must be maintained. No course with a grade lower than C will be accepted towards the certificate.

Required Courses for the Certificate:
- MGT 1001: Fundamentals of Management*
- MGT 1002: Fundamentals of Accounting I*
- MGT 1003: Introduction to Marketing*

Elective Courses for the Certificate:
Completion of any two of the following:
- MGT 1004: Principles of Entrepreneurship*
- MGT 1005: Management of Human Resources*
- MGT 2006: International Marketing*
- MGT 2015: Organizational Behavior*

It is strongly recommended that students take Principles of Economics I and II.

The required courses are designed to allow the student to assume the general responsibilities of a manager. The topics students will discuss are the basic tools of management, analysis of financial statements and marketing a product. The elective courses permit the student to obtain a deeper knowledge of particular aspects of management.

The certificate program can be completed, in most cases, in one year. The college has established a four year time limit for the completion of course work for the certificate.

Note: the certificate is granted only to non-matriculated students.

Course Descriptions:
MGT 1001: Fundamentals of Management (3 cr.)*
This course focuses on the principles and theory of management. Methods of planning, organizing, staffing, leading and controlling a firm will be examined. (Fall) (Spring)

MGT 1002: Fundamentals of Accounting I (3 cr.)*
Introduction to accounting concepts for external financial reporting. Topics include accounting theories and principles relative to asset and liability valuations and income determination. (Fall) (Spring)

MGT 1003: Introduction to Marketing (3 cr.)*
Students are given a hands-on understanding of the tools of marketing. Marketing tools are integrated into the marketing system. Topics include consumer behavior, product design,
segmentation, advertising, promotion, selling, pricing, distribution and financial feasibility. (Fall) (Spring)

MGT 1004: Principles of Entrepreneurship (3 cr.)*
This course introduces the student to the principles and structures of self-owned business. Topics include organization and utilization of resources. Students will develop brick and mortar and E-commerce business plans.

MGT 1005: Management of Human Resources (3 cr.)*
This course presents an overall view of the functions of a human resource department. Topics include: international HR management, employee involvement and quality management, the appropriate response of organizations to technological change, the role of the HR professional within the organization, HR planning strategy and the implementation of a human resource information system within the organization. Note: This course is a prerequisite for all other human resources courses. (Fall)

MGT 1006: General HR Employment Practices (3 cr.)*
The course explores the changing legal and regulatory factors affecting employees, employers and employment rights. Topics covered will include the legal rights and responsibilities relative to hiring and firing, wages and benefits, personnel policies and discrimination. Prerequisite: MGT 1005.

MGT 1007: Computer Concepts with Business Applications (3 cr.)*
This course provides a well-rounded understanding of computer and communications technology concepts. Students become familiar with personal productivity tools such as spreadsheet, database, and web page publishing software. An appreciation is developed of the pervasive use, limitations, and dramatic impact of technology on the business world and society in general. (Fall) (Spring)

MGT 1008: Fundamentals of Accounting II (3 cr.)*
Introduction to accounting concepts for internal reporting and control. Topics include cash budgeting, decision making, capital budgeting, tax aspects of managerial planning and performance evaluation. Prerequisite: MGT 1002. (Fall) (Spring)

MGT 1020: Management of Technology (3 cr.)*
This course will illustrate the integrated nature of information, technology, people and processes in the organizational environment. Students will understand how technology enables the attainment of organizational goals, the improvement in decision-making, customer service, and quality, as well as the transformation of entire industries. Prerequisite: MGT 1007.

MGT 2006: International Marketing (3 cr.)*
Marketing principles are applied in different international environments. Topics include the introduction of new products, marketing channels, pricing policies and multinational marketing programs. Prerequisite: Introduction to Marketing. (Fall)

MGT 2007: International Management (3 cr.)*
Principles of management applied in different international environments are discussed. Topics include management policies of multinational corporations, long-range planning, strategies, organization and control and management practices in different countries. Prerequisite: Fundamentals of Management. (Spring)

MGT 2015: Organizational Behavior (3 cr.)*
This course presents an overview of industrial, social and organizational psychology applied within the business environment. Students learn how to develop team plans, how to implement teams within the organization and how to develop ways to evaluate and reward individuals and teams within a cooperative environment. Attention will be given to scheduling and computer based planning as tools to facilitate more effective and efficient team functioning. Prerequisites: HR concentration majors must have taken MGT 1005.

MGT 2016: Integrated Marketing Communications (3 cr.)*
The development of effective communication strategies. This course presents a complete perspective of the promotional function, from the establishment of communication objectives to the development of advertising, sales, trade promotions, public relations and selling programs. Prerequisite: MGT 1003. (Spring)

MGT 2017: Internet Marketing (3 cr.)*
Students will explore and evaluate the implications of the internet for the marketing of goods and services and understand the critical success factors for marketing on the internet. Prerequisite: MAC 1075: Introduction to Data Processing. (Fall)

MGT 2018: Staffing, Safety, Training and Development (3 cr.)*
This course consists of three parts: (1) identification of principles relevant to recruiting, selecting and maintaining an effective workforce; (2) assessment of the impact of safety standards on the operation of the organization and (3) human resource development. The relationship between development and training and the organization’s strategic planning is highlighted. Prerequisites: MGT 1001 and MGT 1005.

MGT 2020: Database Management Systems (3 cr.)*
In this course students develop a comprehensive set of skills and the knowledge that is necessary to successfully design, build and use a database system in today’s dynamic business environment.

MGT 2021: Compensation and Benefits (3 cr.)*
Students examine total compensation systems and employee benefit programs and develop an understanding of the strategic issues in designing pay structures, benefit plans, cost containment and in the importance of communicating the system to the business firm’s employees. Prerequisites: MGT 1001 and MGT 1005.

MGT 2023: Employee and Labor Relations (3 cr.)*
The course analyzes the practice surrounding the relationship between the organization and its employees. Examples of issues considered include: dispute resolution, union representation, organization-union relations and identification of both the employer and union unfair labor practices. The differences between the public sector and the private sector in collective bargaining are compared and contrasted. Prerequisite: MGT 1005.

MGT 2024: Consumer Behavior (3 cr.)*
This course examines how consumers find, purchase, use, and evaluate products and services. Topics include market segmentation and the diffusion of innovations, decision-making models, buying habits, motivation and attitude theory, and the buying behavior of organizations. Prerequisites: Fundamentals of Management and Introduction to Marketing. (Fall)
MGT 2025: Human Resource Management in the Public Sector (3 cr.)*
This course provides an overview of human resource management in a political environment. It focuses on the differences in the practices of HR management in the private and public sectors.

MGT 2026: Environmental Business Management (3 cr.)*
This course focuses on successful practices for the management of our environmental resources within businesses and the effect these practices have on the economic and social bottom line.

MGT 2029: Business Start-Up (3 cr.)*
Student teams will start and operate a campus-based business. The business will have a one-semester duration and must have an exit strategy. Prerequisite: MGT 1004.

MGT 2030: Project Management (3 cr.)*
Topics will include development, implementation and evaluation of project control techniques and management science techniques necessary for planning and resource control. Prerequisites: MGT 1007 (or MAC 1075).

MGT 2031: Systems Analysis, Design, and Implementation (3 cr.)*
In this course students develop a comprehensive set of skills and the knowledge that is necessary to successfully analyze, design and implement technology system solutions in today’s dynamic business environment. The course focuses on a set of structured analysis and design methods, techniques and “best practices” that are used to transform complex business problems, opportunities and objectives into effective and efficient business solutions using technology.

MGT 2032: International Human Resource Management (3 cr.)*
An introduction to the critical issues organizations face in simultaneously managing their human resources at home and abroad. Focus is on the connection between corporate strategies and the effective management of human resources that, at times, may require different policies across geographic borders.

MGT 2034: Training Through Technology (3 cr.)*
Today’s technology provides many venues for the delivery of information and for skill development. The course examines ways in which technology, including software, can complement the delivery of training, especially in business. Attention will be paid to the training of individuals with disabilities.

MGT 3001: Intermediate Accounting I (3 cr.)*
An intermediate-level treatment of accounting concepts and theories pertaining to external financial reporting. The emphasis is on theories surrounding asset valuations, liabilities, income determination and cash flows. Prerequisite: MGT 1002 and MGT 1008, and junior standing.

ECO 3997: Senior Seminar in Management (3 cr.)
Students undertake research on a topic approved by the instructor and use management tools and techniques to reach conclusions. The results of the research project are presented in a senior thesis and discussed in a seminar format. A grade of C- is the minimum standard for a successful senior evaluation. (Fall ONLY)
skills and demonstrate the ability to combine these competencies with the teaching of children and/or adolescents.

Admission to the School of Education is not automatically granted with acceptance to the College. Typically, students submit an application during the semester in which they are taking EDU 2000 or EDU 3017 (Early Childhood). A G.P.A. of 2.75 is required to major in education and to student teach. Transfer students who have had the equivalent of EDU 2000 prior to their arrival at Manhattanville are strongly urged to make their application to the School of Education at the same time they are applying to Manhattanville so that appropriate advising for their program can begin as soon as possible.

Specific course requirements for each undergraduate certification program, as well as New York State certification requirements and overall program requirements are outlined in detail in the School of Education Undergraduate Catalog, available in the School of Education. The information in this booklet should be considered part of the official Manhattanville catalog.

Students may select the traditional B.A. Program, the Accelerated (“Senior Start”) Program or the Dual Degree Honors Program. The Accelerated (“Senior Start”) Program and the Dual Degree Honors Program lead to a B.A. (or B.F.A or B.Mus.) and either a Master of Arts in Teaching or a Master of Professional Studies degree.

The Traditional B.A., B.F.A. and B.Mus. Programs

These programs allow students to work toward the following New York State certifications:
- Early Childhood Education (Birth-Grade 2)
- Childhood Education (Grades 1-6)
- Childhood Education and Early Childhood Education (Birth-Grade 2 and Grades 1-6)
- Adolescence Education and Middle Childhood – English, Math, Social Studies, Science (Biology, Chemistry or Physics), Second Language (French, Italian, Latin or Spanish) (Grades 7-12 with extension in Grades 5-6)
- Visual Arts Education (All Grades)
- Music Education (All Grades)
- Theatre Education (All Grades)

With the exception of Music Education and Art Education, students in education programs at Manhattanville major in two areas. They must follow a traditional B.A. program with a major in one of the liberal arts and complete a second major in Education. Art Education students major in Studio Art and minor in Art Education. Music Education students major in Music Education and require no additional major or minor. Theatre Education students major in Dance and Theatre with a second major in Theatre Education. All B.A., B.F.A. and B.Mus. students do their Clinical Experience (student teaching) during the senior year. Upon graduation, they will be eligible for a New York State initial certification that will allow them to work in a mentored teaching environment. They then have five years to complete a Masters degree.

Preparation for the Masters program in Physical Education and Sport Pedagogy

Students who wish to prepare for the new Manhattanville Masters program leading to certification in Physical Education should plan to take the prerequisites for that program during their undergraduate years in addition to the courses required for their major and minor areas. Depending on their grades, students may be eligible for the Fast Start Scholarship and Senior Start Program described above.

Prerequisites for the Physical Education program include:
- Undergraduate GPA of 3.00
- New York State General Education Requirements listed in the table on page 12
- EDU 2000 Fundamentals of Schools and Teaching
- EDU 3366 Methods for Teaching Literacy I
- A course in Child or Adolescent Development, (PSY 2001 or PSY 2002)
- A course in Nutrition
- Two of the following courses: BIO 1, BIO 2, BIO 3007 Human Anatomy and Physiology, DTH 3645 Anatomy and Kinesiology

The B.A./M.A.T. Dual Degree Honors Program

The B.A./M.A.T. Dual Degree Honors Program streamlines the high achieving student’s path through the Bachelor’s and the Master’s degree. In this program, undergraduate students intent on a teaching career major in one of the liberal arts and minor in an area other than education. They save the majority of their education courses for the Master’s program. However, the completion of the Master’s program is accelerated since they are allowed to take up to 15 graduate credits in education as undergraduates, with these credits counting toward both their undergraduate and graduate degrees.

A full semester of student teaching is done during the year following the granting of an undergraduate degree, after all of the coursework toward the Master’s degree has been completed. On completion of the Master’s degree, students may receive state certification in one or two areas.

Students interested in applying for the Dual Degree Honors Program should plan to meet as early as possible, usually by the second semester of the freshman year, with the Associate Dean of Undergraduate Advising in the School of Education to discuss their choices. Students must achieve and maintain at least a 3.4 G.P.A. to be eligible for the program. They must also have completed the two prerequisites for all graduate education courses, EDU 2000 and either Psych 2001 or 2002, with a grade of B- or better. Specific course requirements for each undergraduate certification program, as well as New York State certification requirements and overall program requirements are outlined in detail in the School of Education Undergraduate Catalog, available in the School of Education. The information in this booklet should be considered part of the official Manhattanville catalog.

The Accelerated B.A./M.A.T. Program (Senior Start)

The Accelerated B.A./M.A.T. Program option (“Senior Start”) encourages undergraduate non-education majors interested in a teaching career to enroll in the education master’s degree programs at Manhattanville. Undergraduates with a 3.0 G.P.A. by the end of their junior year are eligible to take up to three graduate education courses during their senior year. These courses can be counted towards both the undergraduate and the graduate degree programs. Since students must have the prerequisite EDU 2000 and PSY 2001 or 2002 with a grade of B- or better to be eligible to take the graduate education courses, they are urged to contact the Associate Dean of Undergraduate Advising as soon as possible, but no later than the beginning of their sophomore year.

Fast Start

Fast Start is a graduate program offered to undergraduate students who graduated from Manhattanville. Fast Start students receive 20 % reduction in tuition for the entire master’s degree program in education, provided that the Fast Start
students attend full-time and begin their program immediately after graduating with a bachelor’s degree (either the following Summer I, Summer II, or Fall).

Course Descriptions
Note: Courses with the EDU heading are not liberal arts. As with all non-liberal arts courses at the College, this is indicated by an asterisk after the title of the course. For the B.A. degree, Education students must have a minimum of 90 liberal arts credits.

EDU 2000: Fundamentals of Schools and Teaching (3 cr.) *
Develop the knowledge, skills and attitudes necessary to benefit from a full-time, field-centered, competency-based program of teacher education. Explore the history, philosophy and role of education as well as the rights and responsibilities of teachers, other professional staff, students, parents, community members, and school administrators. Focus on philosophical, social and psychological issues in contemporary education, from theoretical and practical perspectives. Field experience required. (Fall) (Spring)

EDU 2010: Educating Learners with Diverse Needs (3 cr.) *
Discuss the social and educational issues involved in meeting the needs of all children, including the gifted and students with disabilities in a multi-cultural school environment. Field experience required. Prerequisite: EDU 2000. (Fall) (Spring)

EDU 3003: American Sign Language I (3 cr.) *
Discover the unique visual language of sign. Learn the basics of manual communication: signs, finger spelling, body language, mime and gesture. Receive a historical perspective on the use of sign and discuss considerations on the use of sign language in schools. Note: This course may be used to help fulfill the New York certification requirement for a language other than English. (Fall)

EDU 3004: American Sign Language II (3 cr.) *
Continue to gain mastery of the basics of manual communication. Further explore issues related to the use of Sign Language in schools and society. Note: This course may be used to help fulfill the New York certification requirement for a language other than English. Prerequisite: EDU 3003 or its equivalent. (Spring)

EDU 3012: Observing, Assessing and Understanding Child Development: Birth-Grade 2 (3 cr.) *
Investigate formal and informal methods of assessing students’ learning, including observational techniques and evaluating one’s own instructional practice. Develop skill in using information gathered through observation and assessment to plan and modify instruction. Field experience required. Prerequisite: EDU 2000 or 3017. (Fall)

EDU 3016: The Integrated Curriculum in ECE I: Math, Science and Technology (3 cr.) *
Examine the evolving early childhood curriculum. Focus on the design of curricula that integrate language arts, mathematics, science, instructional and assistive technology, and expressive arts in a holistic framework. Explore ways of teaching young children about health, physical education, and family and consumer sciences. Examine numerous research-validated instructional strategies for teaching students with the full range of abilities. Fieldwork is required. Prerequisite: EDU 2000 or 3017. (Fall)

EDU 3017: Foundations of Early Childhood Education (3 cr.) *
This course is an introduction to the historical, philosophical, and cultural roots of early childhood education including traditional, current and innovative models for early childhood programs. Fieldwork is required. (Fall) (Spring)

EDU 3020: Social Studies Curriculum and Methodology (Grades 5-12) (3 cr.) *
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescent levels for Social Studies education. Become familiar with the New York State Learning Standards in Social Studies. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the subject matter. Emphasis will be placed on methods of reading enrichment and/or remediation to assure students’ academic success. Prerequisite: EDU 2000. Fieldwork is required. (Spring)

EDU 3021: English Curriculum and Methodology (Grades 5-12) (3 cr.) *
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescent levels for English Language Arts. Become familiar with the New York State Learning Standards in Language Arts. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the subject matter. Emphasis will be placed on methods of reading enrichment and/or remediation to assure students’ academic success. Prerequisite: EDU 2000. Fieldwork is required. (Spring)

EDU 3022: Mathematics Curriculum and Methodology (Grades 5-12) (3 cr.) *
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescent levels in Mathematics education. Become familiar with the New York State Learning Standards in Mathematics, Science, and Technology. Prepare lesson plans for Algebra, Geometry and Probability lessons. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for mathematics. Emphasis will be placed on methods of reading enrichment and/or remediation to assure students’ academic success. Prerequisite: EDU 2000. Fieldwork is required. (Spring)

EDU 3023: Science Curriculum and Methodology (Grades 5-12) (3 cr.) *
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescent levels for Science education. Become familiar with the New York State Learning Standards in Math, Science, and Technology. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the subject matter. Emphasis will be placed on methods of reading enrichment and/or remediation to assure students’ academic success. Prerequisite: EDU 2000. Fieldwork is required. (Spring)

EDU 3024: Curriculum and Methodology in Middle Childhood and Adolescence Education: General (3 cr.) *
Explore curriculum approaches, teaching and assessment strategies, classroom management, and other critical issues in
teaching at the adolescent level. Become familiar with the ways in which middle and high schools function, both within their buildings and within their broader communities. Focus on the critical need to integrate methods of reading enrichment and remediation across the middle childhood curriculum. Prerequisite: EDU 2000. Field experience required. (Fall)

EDU 3027: Student Teaching and Seminar: Early Childhood (12 cr.) *
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience at the early childhood level. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all education courses, PSY 2001, approval by the Office of Field Placement, Certification and Community Outreach. (Fall) (Spring)

EDU 3028: Second Language Curriculum and Methodology (Grades 5-12) (3 cr.) *
Integrate language learning and theory into classroom practice. Develop instructional techniques and survey materials for promoting the four language skills; listening comprehension, speaking, reading and writing. Prerequisite: EDU 2000. Field experience required. (Spring)

EDU 3030: Emergent Literacy: Methods and Materials for Beginning Reading Instruction (3 cr.) *
Examine current approaches to beginning reading instruction and familiarizing the student with specific materials and methodologies. Explore the concepts of emergent literacy, reading readiness, sign word recognition, schema building, phonics, phonemic awareness, structural analysis, configuration clues, programmed instruction and language experience approach. Prerequisite: EDU 2000. (Fall) (Spring)

EDU 3032: Student Teaching and Seminar: Childhood (12 cr.) *
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience at the childhood level. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all education courses, PSY 2001 and approval by the Office of Field Placement, Certification and Community Outreach. (Fall) (Spring)

EDU 3034: Art Education Workshop: Childhood through Adolescence (3 cr.)
As an art education student, analyze the creative aesthetic process from early childhood through adolescence and learn from an overview of the objectives of contemporary art education. Prerequisite: EDU 2000. Field experience required. (Spring)

EDU 3039: Student Teaching and Seminar: Early Childhood/Elementary (12 cr.) *
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between working with youngsters from birth to grade 2 and from grades 1-6. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all methods courses, PSY 2001 and approval by the Office of Field Placement, Certification and Community Outreach. (Fall) (Spring)

EDU 3040: Theatre Education: Early Childhood/Elementary This course explores theories and methods of teaching drama in the elementary classroom. The primary focus will be on drama as an experiential link between subject areas. Emphasis will be placed on the design, structure, teaching, and evaluation of drama lessons as well as classroom management. Prerequisite: DTH 1000 Creative Process and EDU 2000 Fundamentals of Schools and Teaching. (Fall)

EDU 3041: Theatre Education: Grades 7-12 This course explores theories and methods of teaching drama in high school settings, including exploration of a range of possible dramatic experiences. Emphasis is placed on the design, teaching, and evaluation of classroom lessons that use drama effectively as well as classroom management structures that support successful teaching. Prerequisite: DTH 1000 Creative Process and EDU 2000 Fundamentals of Schools and Teaching. (Spring)

EDU 3045: Student Teaching & Seminar Theatre Education (12 cr.) *
Develop your teaching skills in a full-time, twelve week, supervised student teaching experience. Fulfill your requirements for New York State Initial certification. Prerequisites: successful completion of all appropriate methods courses, and approval by the Office of Field Experiences and Student Teaching.

EDU 3107: Childhood Mathematics Education (3 cr.) *
Focus on methods and materials for teaching mathematics to elementary students. Learn to use concrete and representational materials and appropriate technology to develop math skills, independent thinking and problem solving. Prerequisite: College level math course and EDU 2000. Field experience required. (Fall) (Spring)

EDU 3108: Childhood Science Methods Education (3 cr.)
Learn process skills and content for elementary science programs. Participate in direct, hands-on experiences as well as lectures and discussions. Develop a science unit. Prerequisite: EDU 2000. Field experience required. (Fall) (Spring)

EDU 3112/3113: Childhood Social Studies and the Arts (3 cr.) *
Focus on the integration of elementary school social studies and fine arts in an interdisciplinary teaching context. Prerequisite: EDU 2000. Field experience required. (Fall) (Spring)

EDU 3205: Integrating Culture, Literacy and Literature in the Second Language Classroom (3 cr.) *
Focus on developing methods for sensitizing and guiding students from awareness to appreciation of second language/culture. Prepare required lesson and unit plans for teaching culture, literacy and literature. Prerequisite: EDU 2000. Field experience required.

EDU 3237: Problem Solving in Mathematics (3 cr.) *
Develop vital teaching skills that incorporate thinking critically in order to recognize how mathematical problem-solving strategies can be applied to various lessons throughout the curriculum. Recognize and construct connections across mathematical ideas as you solve problems using tools from counting strategies, algebra; Euclidean, transformational and coordinate geometry; matrices; finite graphs and trees. Examine connections between problem solving; listening, speaking, reading and writing skills; and secondary mathematics. Identify and create problem solving materials and assessments for students within the full range of abilities. Field experience required. Prerequisite: EDU 3022 and EDU 2000. Field experience required. (Fall)

EDU 3245: Methods of Foreign Language in Elementary School (3 cr.) *
Explore theory and methods of teaching foreign language and culture in childhood education programs. Focus on the
development of language skills in a communicative setting. Identify topics and language uses which are relevant to various age groups and define the proficiency level appropriate for each group. Learn from special presentations by experienced teachers of exploratory, immersion and early middle school programs. **Prerequisite:** EDU 2000. Field experience required. *(Fall)*

EDU 3273: Teaching Literacy Skills in Middle School through Collaborative Study of Social Identity (3 cr.) *
Learn to teach literacy skills at the middle school level through study of autobiography as a tool to understand the development of the individual in a cultural setting. Involve written and oral uses of language to discover and express cultural and social points of view. Learn to use strategies including online research, role-play, group discussion and debate to assist students as they explore the development of the individual in diverse cultural and social settings. **Prerequisite:** EDU 2000. Field experience required. *(Fall)*

EDU 3278: Literacy in the Content Areas (3 cr.) *
Focus on the strategies needed to improve the listening, speaking, reading and writing skills of students within the full range of abilities, including those who are English language learners, at the middle childhood and adolescence levels in the areas of English, Social Studies, Mathematics and Science. Learn methods of teaching study skills, comprehension, vocabulary development, listening, and organizational skills. Learn the skills and strategies required to read, evaluate and write text incorporating laboratory procedures, graphs, charts, tables and equations. **Prerequisite:** EDU 2000. Field experience required. *(Fall) (Spring)*

EDU 3295: Teaching Health/Physical Education and Family/Consumer Education (1 cr.) *
Examine the characteristics of positive and negative health behaviors, while learning appropriate reinforcement and prevention strategies. Learn methods of teaching physical education skills at the childhood level. Focus on current issues in family and consumer science. **Prerequisite:** EDU 2000. Field experience required. *(Fall) (Spring)*

EDU 3316: Beyond Teaching: Organization and Management Strategies for the Beginning Art Teacher (3 cr.) *
Become familiar with resources including: museums, the Internet, and professional organizations that will help teachers meet the New York State standards for the visual arts. Develop strategies for organizing the art classroom and managing student learning and behavior. Learn how to develop budgets for elementary and secondary art programs and promote the arts in the schools. Create lesson plans for teaching art history as well as various art techniques. **Prerequisite:** EDU 2000. Field experience required. *(Spring)*

EDU 3339: Teaching Geography in the Social Studies Classroom (1.5 cr.) *
Must be taken in conjunction with EDU 3375. Learn methods for teaching key geographic concepts in the K-12 social studies curriculum. Explore ways to encourage students to use a variety of cognitive skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places and environments over the Earth’s surface. **Prerequisite:** EDU 2000. *(Fall)*

EDU 3359: Design-based Learning: Projects in Mathematics, Science, Technology (3 cr.) *
Consistent with the New York State MST standards, students learn the what, why and how of design-based learning. Create, test, evaluate, and refine projects by which students learn math, science and technology through solving design problems. **Prerequisite:** EDU 2000. Field experience required. *(Spring)*

EDU 3367: Methods of Teaching Literacy and Language Arts I (3 cr.) *
Examine language acquisition and literacy development by native English speakers and students who are English language learners. Study instructional strategies, and the theories upon which they are based, for developing listening, speaking, reading and writing skills among all students. Field experience required. **Prerequisite:** EDU 2000. *(Fall) (Spring)*

EDU 3369: Methods of Teaching Literacy and Language Arts II (3 cr.) *
Review literacy and the reading process with a focus on alignment with New York State standards. Topics include: balanced literacy; strategies for constructing meaning; meeting the literacy needs of diverse populations; assessment; technology and literacy; and classroom organization and management. **Prerequisite:** EDU 2000 and 3367. Field experience required. *(Spring)*

EDU 3370: Aesthetic Literacy (3 cr.) *
Focus on integrating reading, writing and the arts (including literary, visual and performing arts). Explore the theory and rationale behind this approach and develop a variety of instructional methods for classroom implementation. **Prerequisite:** EDU 2000 and 3367. Field experience required. *(Fall)*

EDU 3375: Teaching Economics in the Social Studies Classroom (1.5 cr.) *
Must be taken in conjunction with EDU 3339. Develop strategies for teaching economics in the social studies classroom so that students will understand key macroeconomic and microeconomic concepts. Topics will include methods for teaching how the United States and other societies develop economic systems and associated institutions to allocate resources; how major decision-making units function in the U.S. and the other national economies; and how an economy solves the scarcity problem through market and non-market mechanisms. **Prerequisite:** EDU 2000. *(Fall)*

EDU 3376: Fundamentals of Middle Childhood Education (3 cr.) *
Focus on the sociological and academic factors that have resulted in the creation of a new learning environment. Develop successful strategies for motivation, instruction, assessment and classroom management in a middle school environment. Learn how to create a success guidance structure and explore ways of facilitating collaboration and communication among students, teachers, staff and parents. Study alcohol, tobacco and other drug abuse prevention strategies, as well as fire and arson prevention. **Prerequisite:** EDU 2000. Field experience required. *(Fall) (Spring)*

EDU 3380: Curriculum, Management and Assessment in Childhood Education (3 cr.) *
Examine ways for childhood educators to develop curricula, plan and implement instruction for students within the full range of abilities. Learn to use technology (including assistive technology), examine methods of assessing student learning, and ways to use assessment data for planning and modifying instruction. **Prerequisite:** EDU 2000. Field experience required. *(Fall) (Spring)*
EDU 3384: Student Teaching and Seminar: Middle Childhood/Adolescence (12 cr.) *
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the middle childhood and adolescent levels. Fulfill your requirements for New York State initial certification. 
Prerequisites: completion of all education courses, PSY 2001 and 2002, and approval by the Office of Field Placement, Certification and Community Outreach. (Fall) (Spring)

EDU 3387: Student Teaching and Seminar: Music Education (12 cr.) *
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the childhood and middle childhood/adolescent levels. Fulfill your requirements for New York State initial certification. 
Prerequisites: completion of all education courses, PSY 2001 and 2002, and approval by the Office of Field Placement, Certification and Community Outreach. (Fall) (Spring)

EDU 3390: Student Teaching and Seminar: Art Education (12 cr.)*
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the childhood and middle childhood/adolescent levels. Fulfill your requirements for New York State initial certification. 
Prerequisites: completion of all education courses, PSY 2001 and 2002, and approval by the Office of Field Placement, Certification and Community Outreach. (Fall) (Spring)

EDU 3452: Strategies for Teaching Young Children and Guiding Their Behavior (3 cr.) *
This course will focus upon the application of developmentally appropriate theories of teaching and behavioral guidance to practice in the infant, toddler and early childhood classroom. Students will be introduced to theoretical concepts and principles, and shown how they may be integrated into the classroom by the use of specific methods and strategies. Topics include: classroom organization, planning, instructional methods, instructional equipment and materials, grouping for instruction, teaching style, child guidance, and management techniques. Prerequisite: EDU 2000 or 3017. Field experience required. (Spring)

EDU 3460: The Integrated Curriculum in ECE II: Social Studies, Expressive Arts, Health and Safety (3 cr.) *
Based upon current child development theories and principles, this course will examine methodology and resources applicable to teaching in the early childhood classroom. Focus will be on the study, design, and evaluation of developmentally appropriate curriculum in the areas of social studies, expressive arts, safety, and health, and the ways in which these areas may be integrated with other areas of the curriculum. Emphasis will include fostering skills of inquiry, problem-solving and creative thinking in young children through discovery and play. Fieldwork and case study methods will be used for practical application of concepts and principles. Prerequisite: EDU 2000 or 3017. Field experience required. (Spring)

ENE 3005: Literature for Adolescents (3 cr.)
This course is designed to introduce students to literature that features adolescents as primary characters, depicting conditions and experiences familiar to adolescents. The goals for the course are to introduce students to key authors and texts in the field of adolescent literature; to provide students with knowledge of literature appropriate to both middle school and high school; to develop students' expertise in wielding literary theory in a concrete, useful fashion; to accustom students to thinking about the ways adolescent literature may reflect significant aspects of human culture; and to analyze major works of adolescent literature.

ENE 3010: The Linguistics of English: Past, Present, and Future (3 cr.)
In this course, students first explore the major structures of English at all levels of language, from sound system, through word formation, to phrase and sentence--the “past.” Then, they will briefly survey the development of English from a small, countrified off-shoot of the Indo-European family to its status as world language--the “present.” Finally, they will investigate the current status of English as a world language--the “future”--and the role of language policy in both the core and periphery of the English-speaking world.

ENGLISH
The curriculum of the English Department includes courses in all periods of American, British, and International Literature in English, as well as courses in Creative and Professional Writing and in Film Studies. The English major offers courses that explore literary themes and genres from many different points of view. A chronological sequence of courses enables students to become closely acquainted with the principal periods of English and American literature and thus provides them with an understanding of historical and cultural trends. The study of literature not only enables students to become proficient in analytical reading and critical writing about literature; it also cultivates a capacity for verbal expression, logical argumentation, and close analysis of language that translates into many disciplines and careers. English majors excel in such diverse fields as law, business, medicine, journalism, film, public relations, corporate communications, editing, publication, and teaching.

Faculty and Professional Interests
Jeff Bens — Director of Creative and Professional Writing; courses in fiction and screenwriting
Nada Halloway — International literature in English, Asian literature, African literature
Van Hartmann — Neoclassical and romantic literature, American literature, history of the novel, comedy, and film
David Lugowski — Director of Communication Studies Program; film, media studies, gender studies
Marion Perret — Shakespeare, medieval and renaissance literature, modern fantasy
Anthony Piccolo — Nineteenth century, twentieth century, and contemporary British and American literature, poetry
Juliette Wells — Victorian literature, women’s writing, the novel, contemporary literature

Adjunct faculty

Major Concentrations and Requirements
The English major offers six different concentrations:
1) American Literature,
2) British Literature,
3) Creative and Professional Writing,
4) English Education
5) Film Studies, and
6) International Literature in English.
Only courses in which the student receives a grade of “C” or better may be used to satisfy major or minor requirements. A grade of “C-” or better in ENG 1009: Approaches to Literature is required for all concentrations except Creative and Professional Writing, which requires a C+ or better in ENW 2030: Approaches to Creative Writing.

A Comprehensive Exam in literature, taken during the senior year, is required for all concentrations. To ensure that students in advanced courses have experience thinking in analytical terms, a previous ENG course at the 1000 or 2000 is a prerequisite for all 3000 level ENG courses.

Honors Program in English
Each spring, the Department invites selected juniors with at least a B+ average in their major work and at least a B average in all other course work to enter the Honors English Major. Students enrolled in this Honors Major must demonstrate proficiency in a foreign language by showing that they have successfully completed either an intermediate level course or a proficiency test in their chosen language. Honors majors complete an Honors Thesis (ENG 3999) during the senior year under the mentorship of a departmental faculty member. If the thesis receives a grade of “A-” or better, the student will receive the designation of Honors English on the transcript. If not, the work will be given credit as an Independent Study project.

Independent Study
An advanced student who wishes to work on a specialized interest with a particular professor may, if the professor consents, do an independent study as ENG 4495. This cannot be used as a substitute for a core course required by the major. The department permits independent studies only with fulltime members of the department. Any exceptions to this rule must be approved by the Chair.

Internships
Internships related to the major may be available as ENG 4497 or ENW 4497. These are subject to the same rules as independent studies.

American Literature Concentration
In addition to ENG 1009: Approaches to Literature, the Concentration in American Literature requires a total of 12 courses, including:
- four core British Literature courses (English II, III, IV, and V),
- three core American Literature courses (American Literature I, II, and III),
- the Senior Comprehensive Exam (ENG 3998),
- four other electives. One of these electives must be devoted to a genre (e.g., the short story, poetry, drama, the novel, satire, comedy, or film) or a major author or authors (e.g., Shakespeare; Hawthorne, Melville, and Poe; D.H. Lawrence).

The core courses need not be taken in sequence. Composition courses (listed as ENC) may not be used as part of the major; however, up to two courses from the creative/professional writing (ENW) or film concentrations may be used.

British Literature Concentration
In addition to ENG 1009: Approaches to Literature, the Concentration in British Literature requires a total of 12 courses, including:
- five core courses (English I, II, III, IV, and V),
- the Senior Comprehensive Exam (ENG 3998: Senior Comprehensives),
- six other elective courses. One of these electives must be in American Literature; one must be devoted to a genre (e.g., the short story, poetry, the novel, satire, comedy, or film) or a specific author or authors (e.g., Shakespeare; Hawthorne, Melville, and Poe; D.H. Lawrence).

The core courses need not be taken in sequence. Composition courses (listed as ENC) may not be used as part of the major; however, up to two courses from the creative/professional writing (ENW) or film concentrations may be used.

English Minor in American and British Literature
These minors require at least five courses from the literature courses offered by the department. Two may be creative/professional writing or film courses.

Creative and Professional Writing Concentration
Students who plan to become professional writers will find that this concentration rigorously prepares them. Students whose chosen profession requires writing, e.g., Law or Business, will find that this concentration aids them in communicating more effectively. Students who simply enjoy writing will find that this concentration allows them to explore and develop their interest. Students will have the opportunity to study: Advanced Writing with Research, Fiction, Journalism (including work on the campus newspaper, Touchstone), Memoir, Playwriting, Poetry, Screenwriting, and Writing for the Media. Internships will be available with Inkwell Magazine, Manhattanville’s national journal of fiction and poetry. Other internships are available through our Career Services Office.

Each spring, the Writing Concentration jointly with Inkwell Magazine, awards the Eileen O’Gorman Undergraduate Prize in Fiction and the Robert O’Clair Undergraduate Prize in Poetry. The English Department as a whole may also award the Sr. Margaret Williams Prize for Literary Criticism, the Dan Masterson Prize for Screenwriting, and the William K. Everson Prize for Writing on Film.

The Creative and Professional Writing Concentration requires ENW 2030: Approaches to Creative Writing, completed with a grade of C+ or better, and twelve additional courses, as follows:
- Six literature courses, one of which must be in American literature. Since students must pass the Senior Comprehensive Exam in literature, they are strongly urged to take as many of the core courses as possible beyond those required:
  - English I, English II or Shakespeare
  - English III
  - English IV, American Literature I or II
  - English V or American Literature III
  - One elective literature course
  - Senior Comprehensive Exam (ENG 3998).
- Six Writing Courses, as follows:
  - Narrative Writing Seminar I and II (a year-long seminar; it is highly recommended that students take this in the sophomore year, since it is a prerequisite for upper level writing courses)
  - Four of the following electives in writing: Advanced Writing with Research, Fiction Writing Workshop (repeatable for credit), Journalism (repeatable for credit), Memoir Writing, Playwriting, Poetry Workshop (repeatable for credit), Screenwriting I (repeatable for credit), Screenwriting II (repeatable for credit), Writing for the Media.
- Senior Writing Portfolio (ENW 3998)
Minor in Creative and Professional Writing
- Narrative Writing Seminar (a year-long course)
- two writing (ENW) courses, and
- two literature (ENG) courses.

English Education Concentration
Designed by the English and Education Departments for students who wish to become secondary English teachers, this concentration draws on courses by both majors. This is a dual major that requires advisors from both departments. The program includes 13 courses in English as well as the Senior Comprehensive Examination. The list below includes all courses, so that students can plan their schedules more effectively.

Required English courses:
- ENG 1009: Approaches to Literature
- ENW 2030: Approaches to Creative Writing
- American Literature: American Literature I, II, and III
- British Literature: English II, III, IV, and V
- Four electives, of which:
  o 1 must be a film course,
  o 2 must be in international literature in English and
  o 1 must be in a major genre or author.

In addition, the following ENE courses must be taken:
- ENE 3005: Literature for Adolescents, and
- In addition, the following EDU courses must be taken:
- EDU 2000: Fundamentals of Education,
- EDU 2010: Educating Learners with Diverse Needs,
- PSY 2002: Developmental Psychology: Early Through Late Adolescence,
- EDU 3024: Curriculum and Methodology in Grades 5-12 (General),
- EDU 3021: English Curriculum and Methodology in Grades 5-12,
- EDU 3376: Fundamentals of Middle Childhood Education,
- EDU 3273: Teaching Literacy Skills in Middle School Through Collaborative Study of Social Identity,
- EDU 3029: Literacy Development in Grades 5-12, and
- EDU 3384: Student Teaching and Seminar: Middle Childhood and Adolescence.

Film Studies Concentration
In addition to ENG 1009: Approaches to Literature, the Concentration in Film Studies requires 12 courses, including:
- Six core literature courses, as follows:
  o English I or II
  o English III or IV
  o English V
  o Two courses from the American Literature sequence (I, II and III)
  o Senior Comprehensive Exam (Eng 3998)

Since students must pass the Senior Comprehensive Exam in literature, they are strongly urged to take as many of the core courses as possible beyond those required.

- Six film courses, as follows:
  o Introduction to Film Criticism
  o Film Theory (Note: Introduction to Film Criticism is a prerequisite for this course)
  o Either History of Cinema I or History of Cinema II
  o Three electives in film, of which only one may be from outside the department.

Minor in Film Studies
At least five film courses, including Introduction to Film Criticism, Film Theory, and History of Cinema I or II. Only one film course may be from outside the department.

International Literature in English Concentration
The Concentration in International Literature in English centers on the literature of countries deeply influenced by British culture and investigates how these works extend the British literary tradition while also reflecting native cultures.

In addition to the requirement of ENG 1009, this concentration requires 13 courses:
- Shakespeare
- English III or IV
- English V
- two of the American Literature core courses (I, II, III),
- Survey of International Literature I and II
- the Senior Comprehensive Exam,
- four electives in world literature, one of which may be a course in international film
- one a course in foreign literature in translation, from outside the department.

Additional courses for this concentration are currently being developed.

Course Descriptions: Literature Courses for All Concentrations
Note: see “Creative and Professional Writing” and “Film” below for courses that may be used for a maximum of two electives in the American and British Literature Concentrations.

ENG 1009: Approaches to Literature (3 cr.)
This course introduces students to the methods, terms, and theories of college-level literary study. Works from a variety of literary genres and periods will be studied. (Fall) (Spring)

ENG 2001: Comparative Literature and Culture (3 cr.)
This course will examine selected literary texts both as expressions of specific national identities and in their intercultural relatedness. Though historical roots will be treated, emphasis will be on contemporary manifestations of the intellectual and cultural heritage of Western and Eastern Europe, Latin America, Asia, and Africa. (Fall)

ENG 2004: Exploring Fantasy Worlds (3 cr.)
Fantasy fiction offers not only the pleasure of escape, but also new perspectives that help us make sense of complicated worlds, internal and external. Sharing the heroes’ adventures enables us to discover how we could, should, and would act in situations that threaten our values, our lives, and our communities. Through the works of Tolkien, Rowling, Le Guin, and others, we will examine the power of word magic to create complex and compelling worlds that challenge our imagination, thought, self-knowledge, and compassion. Note: This counts as a genre course. (Fall or Spring)

ENG 2007: Masters of the Short Story (3 cr.)
This course covers a wide range of culturally diverse short fiction. Emphasized are interpersonal relations, narrative voice, imagery, symbolism, and other aspects of short story telling. Included are Raymond Carver, Anton Chekhov, Ralph Ellison, Louise Erdrich, Gail Godwin, Zora Neale Hurston, Bernard Malamud, Gabriel Garcia Marquez, Alice Munro, Flannery O’Connor, Leslie Silko, Richard Wright and others. Goals are improved critical reading, writing and speaking. Required: open class discussions, organized critical presentations, regular writing assignments. Note: this counts as a genre course. (Fall)
ENG 2011: English I: Medieval Literature (3 cr.)
English I studies a selection of masterpieces from the Dark and Middle Ages: Beowulf, Sir Gawain and the Green Knight, Le Morte D’Arthur, Piers Plowman, The Canterbury Tales, and early English drama. Through these works we observe how individuals learn to live with God, their neighbors, and themselves as well as how women and the lower classes gain new importance. Though many works will be read in translation, during the course the student will learn to read Middle English.  (Fall)

ENG 2020: English II: Renaissance Literature (3 cr.)
In an age of discovery, Renaissance writers explored the rewards and dangers of reaching into new areas of experience, of questioning the accepted social and moral order, of concentrating on their desires instead of God's. A selection of masterpieces by Shakespeare, Marlowe, Spenser, Donne, Milton and others reveals their insight, imagination and power over language as well as the possibilities and problems considered by sixteenth and seventeenth century writers.  (Spring)

ENG 2021: Shakespeare I (3 cr.)
This course will explore seven plays about lovers and rebels, young and old. We will watch young men and women find their identities or forge new ones while they struggle to balance obligations to family, society, and self; and older men and women struggle with the choices they have made. We will explore Shakespeare’s dramatic art as well as his deep understanding of our humanity. Students will write several short papers and watch many scenes on film.  Note: this counts as a major author course.  (Fall) (Spring)

ENG 2023: English III: Neoclassical and Romantic (4 cr.)
This course is divided into two parts, A and B, each of which runs for one-half semester and carries a value of two (2) credits. The course as a whole will examine the transition that took place in literature from the Neoclassical period of the early- and mid-18th-century to the Romanticism that emerged in the late-18th- and early-19th-centuries. Emphasis will be placed on comparing and contrasting these two different approaches to literature and art. Authors studied in part A will include Defoe, Swift, Gay, Pope, Goldsmith, Johnson, and Sheridan, among others. Part B will cover Blake, Wordsworth, Coleridge, Byron, the Shelleys, and Keats, among others. Students may register for either a full semester or half a semester, but must ultimately take both parts in order to count as a core course or an elective for the English major or minor.  (Fall)

ENG 2035: English IV: Victorian Literature (3 cr.)
This course offers an introduction to key authors, texts, and preoccupations of the Victorian era. Victorian authors sought to explore identity and to represent the human experience under the influence of such powerful social forces and ideas as industrialization, imperialism, the “Woman Question,” and evolutionary theory. Novelists include Charlotte Bronte, Charles Dickens, and George Eliot; poets include Alfred Tennyson, Robert Browning, Elizabeth Barrett Browning, Christina Rossetti, and Matthew Arnold.  (Fall)

ENG 2036: English V: The Modern Age (3 cr.)
This course focuses on 20th-century English and Irish writers whose work challenges social, religious and aesthetic conventions. It deals with the beginnings and refinements of modernism, the effects of class and cultural conflict, the risks of intimacy and the search for values in contemporary society. It includes W.B. Yeats, James Joyce, Virginia Woolf, Oscar Wilde, E.M. Forster, D.H. Lawrence, W.H. Auden, Dylan Thomas, Philip Larkin, Doris Lessing, Edna O’Brien, and Harold Pinter.  (Spring)

ENG 2049: Classical Mythology and Ancient Literature (3 cr.)
This course is designed to familiarize students with great works of the western European tradition of world literature from classical times through the eighteenth century. Readings include works by Homer, Aeschylus, Sophocles, Dante, Cervantes, Machiavelli, Moliere.  (Fall)

ENG 2058: Survey of International Literature I (3 cr.)
This course is designed to familiarize students with great works of the western European tradition of world literature from classical times through the eighteenth century. Readings include works by Homer, Aeschylus, Sophocles, Dante, Cervantes, Machiavelli, Moliere.  (Fall)

ENG 2065: Images of Women in Literature (3 cr.)
This course offers an introduction to women's writing from ancient times until the present, with a concentration on the 19th.
21st-centuries. By reading a variety of genres—principally poetry, the novel, and the short story—we will explore how women authors of different times and nationalities have represented themselves and their gender in literatures. Additional topics will include women's approaches to love, family relationships, artistic achievement, and social differences. (Spring '07)

ENG 2072: Survey of International Literature II (3 cr.)
This course is designed to familiarize students with great works of world literature written outside of England and the United States since the eighteenth century. Literature from a variety of regions and backgrounds will be examined, with special emphasis on works outside the western European tradition. (Spring)

ENG 3020: Jane Austen and Popular Culture (3 cr.)
This seminar examines the status of the Regency writer Jane Austen, often considered one of England's finest novelists, in our own popular culture. Readings will include a biography of Austen, four of her novels, selected scholarly articles on her current popularity, and creative responses to her work in the realms of fiction and non-fiction. We will also view several recent film adaptations of her novels. Note: this course counts as a major author course. (Fall '07)

ENG 3026: Shakespeare on Film (3 cr.)
Through films or videotapes of Shakespeare's plays, we will explore how productions illuminate, enhance, or distort the script and how the change of medium makes different effects possible or even necessary. This course will examine interpretations of the text as well as foster awareness of dramatic and film technique. Previous study of Shakespeare is very helpful. This course may be used as an elective for the Film Concentration. Note: this course counts as a major author course. (Fall)

ENG 3041: Modern Love Poetry (3 cr.)
Twentieth-century and contemporary treatments of intimacy in poems from various traditions in English and in translation from other languages. Emphasis is on tenderness, erotic attraction, courtship, "falling in love", addiction, martyrdom, obsession, compulsion, fantasy, loving the self, living with loss and living together. Discussion of problems in communication, education, censorship. In-class readings required. Some strong language. Note: this course counts as a genre course. (Spring)

ENG 3050: American Poetry (3 cr.)
This seminar in 19th-century, 20th-century, and contemporary poetry traces the transition from "Romantic" to "Modern" sensibility from Emerson to T.S. Eliot and beyond to living poets of the Americas. Discussion of forms and technique, but emphasis is on reading well, finding distinct voice and dramatic context in each poem. Includes Whitman, Dickinson, Frost, Langston Hughes, Sylvia Plath, Pablo Neruda, Derek Walcott, Sharon Olds, Julia Alvarez, Billy Collins and others. Required recitations, analyses and writing assignments. Some strong language. Note: this counts as a genre course. (Fall)

ENG 3057: Hawthorne, Melville, Poe (3 cr.)
This seminar examines in depth the short stories and the novels of Hawthorne, Melville, and Poe, focusing on their shared literary techniques and their relationship to earlier American thought. Special emphasis will be placed on the ways in which they developed or diverged from Emerson's use of symbolism as a literary technique and as a means of shaping one's understanding of reality. Note: this counts as a major author course. Research paper. (Fall '06)

ENG 3061: The English Novel (3 cr.)
This seminar will examine definitions of the novel as a genre from the eighteenth century to the twentieth century. As a new art form in the eighteenth century, the novel represented a new voice and new values in literature, embedded in realism, relatively democratic, sometimes female, and often middle class. Readings will include representative novels from the 18th-, 19th-, and 20th-centuries. Alternates every other year with ENG 3076: Satire in Literature and Film. Note: this counts as a genre course. Research paper. (Spring)

ENG 3065: Visions of Hell (3 cr.)
This course examines how the concept of Hell evolved from that of an afterworld where the dead dwell, to a place of diabolically appropriate punishment, to a state of mental and moral torment, to a useful incentive for impeccable behavior, to a means of revealing the nature of God and Heaven. Authors studied include Dante, Milton, Sartre, Joyce, and C.S. Lewis. Students need to be able to consider objectively the religious beliefs or disbeliefs assumed by the works. (Fall) (Spring)

ENG 3071: Laughter: Definitions of Comedy (3 cr.)
This seminar will explore the nature of comedy in its various forms from classical times to the present. It will examine comedy's appearance in various genres: drama, fiction, and film. At each of the weekly meetings, the course will pair a reading with a film. Seminar sessions will be organized around reports and discussion. A research paper is required for this course. (Spring)

ENG 3073: International Writers in English: Global Voices (3 cr.)
This course examines selected forms of fiction written in English by modern novelists from various regions, backgrounds, social experiences, and points of view. Major authors from Australia, South Africa, Canada, India, and other countries will be represented.

ENG 3101: New York City in Literature and Film (3 cr.)
This course will examine the ways in which New York City has been portrayed in literature and film. Literature will cover several authors from the 19th- through the 21st-centuries. Films will include comedies, satires, musicals, films about immigrant and ethnic experiences, and gangster and crime films. (Fall)

ENG 3108: Victorian Novels of Vocation (3 cr.)
This course examines the importance of vocation - a call to meaningful work in the world, which sometimes takes the form of a particular profession - in the novels by Charlotte Bronte, Charles Dickens, George Eliot, and Thomas Hardy. It will also attend to other key themes and to evolving techniques of narration, characterization, and description; contextual reading will include brief biographical selections and some criticism. Recommended: ENG 2035 (Victorian Literature). Note: this counts as a genre course. (Spring)

ENG 3115: Contemporary Memoirs (3 cr.)
This course investigates the significance of the memoir - a first-person account of a portion of one's life, often written by a person not otherwise famous - in late 20th- and early-21st-century literature and culture. Examining the ways in which memoirists represent themselves through prose and the choices they make in shaping their life stories, we will approach these memoirs both as literature and in terms of their appeal to present-day mass audiences. Both American and international authors will be represented. Note: this counts as a genre course. (Spring)
ENG 3998: Senior Comprehensives (3 cr.)
A comprehensive examination in English and American literature, which is required of all senior English majors. (Fall) (Spring)

ENG 3999: Senior Honors Project (3 cr.)
Students nominated by the faculty may be invited to do the Senior Honors Project, usually a major research paper. Further information may be found in the description of the departmental Honors Program. (Spring)

Creative and Professional Writing Courses:

ENW 2030: Approaches to Creative Writing (3 cr.)
This prose class will examine the mechanics and basic techniques essential to master such prose forms as: the memoir, the short story and the personal essay. These essentials of the craft of writing are 1) narrative voice, 2) characterization, 3) use of critical details as well as 4) fluency with college level grammar and vocabulary. The course is writing intensive and reading intensive. (Fall) (Spring)

ENW 3005: Writing for the Media (3 cr.)
Oriented toward social-science and business media, this creative nonfiction course examines issues of style, history, ethics and practice in writing for media research and criticism, public relations, advertising and the internet. Types of writing to be covered include copy editing, position papers, proposals, releases, "backgrounders" and new media copy. Students interested in journalism should take ENW 4011. (Spring)

ENW 3007/3008: Narrative Writing Seminar (6 cr.)
A seminar in the practice of writing forms other than expository. Through experimentation in various genres including short story, dramatic dialogue, autobiographical sketch and creative non-fiction, students develop critical sensitivity to technique in their own and others' work as well as awareness of their own authorial voice. The year-long project is the completion of two or three successful narrative pieces, no less than 40 pages in total length. Writing efforts are supported by conference with the instructor and seminar readings and discussions. Note: this is a year-long course; semesters may not be taken independently. Prerequisite: ENW 2030: Approaches to Creative Writing completed with a grade of "C+" or better, or permission of the instructor. (Fall) (Spring)

ENW 3062: Advanced Writing with Research (3 cr.)
This course treats writing a research paper on a topic in the humanities as an art as well as a science. After refining basic techniques of organizing and integrating sources, we will study how style can make an argument more convincing, how shaping affects response, how varying pace can make difficult material easier to grasp, how using good research well convinces the reader that the writer is an authority. Prerequisite: B or better in ENC 4010: Freshman Writing Seminar or an equivalent course, as well as approval of the instructor, based on a five page sample of writing with research, presented to the instructor during pre-registration or on the first day of the class (Fall)

ENW 3244: Playwriting (3 cr.)
Working with students' writing and exemplary American and European plays, this course will explore the basic principles and practices of playwriting — play and scene structure, characterization, language, tonal and thematic concerns. (Spring)

ENW 3998: Senior Writing Portfolio (3 cr.)
The student's work in the Creative and Professional Writing concentration culminates in the Senior Writing Portfolio. Each student meets individually and regularly with a mentor. The Portfolio will consist of at least forty pages of creative non-fiction, fiction, journalism, or poetry. Since the finished manuscript will demonstrate the student's mastery of language and form, students should include work in only one or two genres. Note: a grade of "C" or higher is required for graduation. Students may be asked to repeat ENW 3998 in the Spring of their senior year if this criterion is not met. (Fall)

ENW 4003: Screenwriting Workshop I (3 cr.)
Students are introduced to the craft of visual story-telling, exploring character, dialogue, plot setting and tone. Students view movies weekly and read extensively in professional film scripts. Each week student writing is discussed in a workshop format. The semester project is the completion of the "First Act" of a feature screenplay, approximately thirty pages of writing, as well as an accompanying outline of the entire screenplay. May be used as an elective for the Film Concentration. (Fall)

ENW 4004: Screenwriting Workshop II (3 cr.)
Students continue their work begun in ENW 4003. They work intensely on their own projects, workshopping scenes and sequences. Class lectures involve thorough examinations of story structure and address larger questions of authenticity and voice. ENW 4004 requires a major commitment to reading, viewing, and writing. The Semester project is the completion of a full-length feature film script draft of at least 90 pages. Prerequisite: Grade of "B" or better in ENW 4003. This class is repeatable for credit. May be used as an elective for the Film Concentration. (Spring)

ENW 4005: Topics in Broadcast Media Writing (3 cr.)
This course covers various genres of creative fictional and non-fictional writing in the realms of television and/or radio. Students will study relevant video and audio examples of successful writing for broadcasting and will work on small exercises in order to build up to a larger project. Student work will be shared in class, and might also utilize the campus TV and radio stations. This course is repeatable for credit provided the topic of focus varies; such topics could include authorizing the TV situation comedy, on-air promotions, short teleplays or radio plays, film criticism and news and interview writing. May be used as an elective for the Film Concentration. (Spring)

ENW 4009: Poetry Workshop (3 cr.)
The poetry workshop presents an opportunity for students to write and revise poems in free or fixed forms. Emphasis is on three elements of poetry: 1) memorable language, 2) remarkable imagery, 3) engaging story lines. This class is repeatable for credit. (Fall) (Spring)

ENW 4011: Journalism (3 cr.)
Students will learn about news, feature and article writing as well as plan and carry out reporting assignments on topics of current interest. The course will include discussion of such issues as objectivity, ethics, investigation and interpretation. Occasionally the class will visit or be visited by working journalists. Prerequisite: a minimum of B in ENC 4010 or an equivalent writing course. This class is repeatable for credit. (Fall) (Spring)

ENW 4020: Fiction Workshop (3 cr.)
Through readings, discussion and critique, students will hone their skills and refine their literary judgment. A minimum of 40 pages of manuscript during the semester is required; this may take the form of drafts of a single story, several shorter pieces, or an extended work. Prerequisite: Grade of C+ or better in
ENW 2030 or ENW 3008. This class is repeatable for credit. (Fall) (Spring)

ENW 4030: Advanced Fiction Workshop (3 cr.)
In this advanced seminar class, admitted students will look deeply at voice, character, plot and language in both published and peer work. Students will be expected to produce new work, in the form of short stories and/or novel excerpts. This course is writing and reading intensive. Prerequisite: Grade of B or better in ENW 4020. (Spring)

Film Courses:
Note: The following literature and writing courses may also be used as electives for the Film Concentration: ENG 2038, ENG 3026, ENG 3066, ENW 3003, ENW 4003.

ENG 2079: Women's Film (4 cr.)
This course examines films written, directed, and/or produced by women. Although the majority of films treated will be by American women, significant examples will be drawn from other countries as well. Special attention will be given to artists who attempt to develop film images of women that are freed from the stereotypes imposed by the classical Hollywood film. Alternates every other year with ENG 2080: American Film. (Spring '09)

ENG 2080: American Film (4 cr.)
This course begins with an examination of representative American film genres, such as the western, the gangster, and the screwball comedy, tracing their roots back to early American literature and culture, and following their development to the present. The course will also examine major new directors in contemporary American cinema. Taught every other year, this course alternates with ENG 2079: Women's Film. (Spring '08)

ENG 2083: Introduction to Film Criticism (4 cr.)
This course is an introduction to principles important to a critical appreciation of film. Students will view a representative variety of American and foreign films with an eye to the aesthetic and technical choices made by directors in their attempts to create coherent works of art. The course will trace the development of film as an art form and as a vehicle for social subject analysis throughout the twentieth century. (Fall)

ENG 3028: History of Cinema 1: The Beginnings to WW II (4 cr.)
Topics include pre-20th-century protohistory; the cinema of attractions; the development of narrative, features, stars and the classical Hollywood studio system; French impressionism; Weimar expressionism; Scandinavian naturalism; Soviet montage; documentary and avant-garde cinema; early Asian film; the changeover to sound; censorship; French poetic realism; developments in British, German and Latin American film. Students are not required to take part 2. (Fall)

ENG 3029: History of Cinema 2: WW II to the Present (4 cr.)
The course begins with the war years and includes: Italian neorealism, film noir, the decline of the Hollywood studio system, and new documentary and avant-garde approaches. Also considered are: International art cinemas from Europe and Japan in the 50s and 60s and other key movements, from Brazilian Cinema Novo to New German Cinema, African and Indian cinema and other postcolonial cinemas. The course also examines: Hollywood’s revival and its increasing commercialism, China’s “Fifth Generation,’’ feminist and other independent practice, and films from Australia, the Middle East, Hong Kong and elsewhere. Part 1 is not a prerequisite. (Spring)

ENG 3075: Film Theory (4 cr.)
This course will examine the range of contemporary theory about film through readings and viewings of selected films. The writings of earlier film theorists such as Eisenstein, Kracauer, Deren, and Bazin will provide a base for the examination of more recent theories rooted in genre studies, semiotics, Marxism, psychoanalysis, and feminism. Prerequisite: ENG 2083: Introduction to Film Criticism. Research paper. (Fall)

ENG 4010: Major Film Directors (4 cr.)
This course examines several filmmakers whose work has been considered to have sufficient consistency and merit as to be made by an "author." We interrogate the concept of authorship in cinema in terms of its history, politics, explanatory power, use as marketing strategy and other strengths and limitations. Directors will vary, but the course is international in focus, with at least one non-English language filmmaker represented. Prerequisite: One other film studies course or Instructor's permission. (Fall)

ENG 4020: Topics in Film Genres (4 cr.)
The basics of genre are considered through the prism of one genre studied in depth. Iconography, narrative, theme, ideology, audience response, generic evolution and industrial marketing of genres are explored. Hollywood films form the backbone for analysis, but alternatives receive attention. Focus varies with each offering and could include horror, the musical, gangster film, science fiction, Westerns, film noir, documentary, comedy, melodrama. Prerequisite: One film studies course, or permission of instructor. (Spring)

ENG 4030: Topics in National and Regional Cinemas (4 cr.)
This course considers one or, for comparative study, two cinemas in historical, cultural, aesthetic and political contexts. Key filmmakers receive attention, and concepts of identity, the nation and Diaspora are interrogated. Some cinemas to be studied include Asian, German and Scandinavian, French, International Jewish, Pan-African, British and Irish, Soviet/Russian, Italian film or others. Prerequisite: One film studies course, or permission of instructor. (Spring)

ENVIRONMENTAL STUDIES
The program in Environmental Studies provides students with a solid foundation in basic environmental sciences, specifically biology, physiology, and ecology. Additionally, students focus on in-depth analyses of local and global environmental challenges, and the dynamic relationships that exist between humans and their world. This major will provide students with a working knowledge of current environmental problems, so that they may address environmental challenges from a multidisciplinary approach.

Environmental Studies Facilities
The college has just completed a new Environmental Studies Classroom that is situated within an environmental research park on the campus. This classroom is a LEED-certified green building, and is associated with a Living Machine that filters water from a nearby stream. Combined with the environmental park, this area provides a unique opportunity for undergraduate research in stream ecology, forestry, and ecosystem studies.

In addition to the Environmental Park, there is an environmental research lab located within the biology department, for studies of aquatic toxicology and various other controlled laboratory experiments. The biology also has a greenhouse, which is currently slated for renovation.
Faculty and Professional Interests
Nancy E. Todd (Chair) — Ecology and evolution, anatomy, vertebrate biology, environmental studies
Wendy McFarlane — Comparative physiology, environmental physiology, marine biology/ecology

Major Requirements
Entry-level requirements and co-requisites:

- Principles of Biology I and II, completed with a minimum grade of C, or evidence of high achievement in equivalent course work, as a prerequisite for all biology courses above the 2000 level.
- Principles of Chemistry I and II, Principles of Chemistry I and II Lab, completed with a minimum grade of C-
- Biostatistics or Statistics for the Social Sciences (completed with a minimum grade of C-)

Upper Level Requirements:
- One Introductory Environmental Science course
  Choose from:
  - Endangered Earth
  - Global Environmentalism
- One Environmentally-related course from another department
  Choose from:
  - Environmental Politics
  - Environmental Geography
  - Environmental Chemistry
  - The Amazon: Power and Politics
- The Ecology Sequence (2 courses)
  - Foundations of Ecology and
  - Environmental Ecology
- Four additional electives, three of which need to be laboratory courses
  - Marine Biology
  - Microbiology
  - Human anatomy and physiology
  - Parasitology
  - Vertebrate Biology
  - Advanced Mammalian Physiology
  - Comparative Anatomy
  - Botany
  - Introduction to Geology
  - Aquatic Ecology
  - Invertebrate zoology
  - Developmental Biology
  - Tropical Rainforest Ecology

All elective major courses must be completed with a minimum grade of C-.

Senior Research Program
In addition to the requirements as outlined above, environmental studies majors must also complete the following 3-course sequence (see course descriptions below for further details):
- BIO 3099: Research Seminar
- BIO 3499: Senior Research
- BIO 3998: Senior Evaluation

Note: All students in the Senior Research Program are required to attend the senior presentations, and all majors are encouraged to attend.

Minor in Environmental Studies
This program will provide students with a working knowledge of current environmental problems, so that they may address environmental challenges from a multi-disciplinary approach. This minor can be tailored to a variety of majors and concentrations including Political Science, Sociology, Economics, Education, and English Writing, in order to provide a unique and individualized course of study. It is designed to integrate the skills and vision from the students’ major area of study within the examination of an important scientific issue in environmental studies.

Prerequisites
Principles of Biology I and II (4 credits each)

Requirements
One (1) Bio/Environmental Science course (3 credits)
Choose from:
- BIO 1016: Endangered Earth
- BIO 2016: Global Environmentalism

One (1) additional Science course with laboratory (4 credits)
Choose from:
- BIO 3005: Developmental Biology
- BIO 3007: Human Anatomy and Physiology
- BIO 3013: Microbiology
- BIO 3018: Invertebrate Zoology
- BIO 3031: Aquatic Biology
- BIO 3047: Vertebrate Biology
- BIO 3059: Marine Biology

The Ecology Sequence (2 courses)
- BIO 2010: Foundations of Ecology and
- BIO 3056: Environmental Ecology

Students are encouraged to take an environmentally-relevant course from another department. Biostatistics or Statistics for the Social Sciences are also strongly recommended for this program.

Note: Principles of Biology I and II must be completed with a minimum grade of C, all other minor courses must be completed with a minimum grade of C-.

Course descriptions are listed under the Biology Department, above.

FRENCH
The French department offers language instruction at the beginning, intermediate and advanced levels as well as an opportunity to enrich language skills through the study of French and Francophone literature and culture. The department aims to develop the four skills of listening, reading, writing, and speaking within the classroom and through the study abroad program in France. Students combine their study of French language, literature and culture with other areas of study such as International Studies, International Business, Law, Economics, Music, Film and Art History.

Faculty and Professional Interests
Binita Mehta — All levels of French Language, and Literature, Orientalism in French Literature, Francophone Literature, Postcolonial Literatures in French and English, Film
Adjunct Faculty
Frédérique Vieron-Feller – Language teaching, Business French, French Conversation
Claire Castel – Language Teaching
Major Requirements
Ten courses above the introductory level, including those listed below plus a Senior Evaluation:

- one semester of Advanced French Language, Literature, and Culture
- one semester of Introduction to the Analysis of French Texts
- five electives in French literature and culture
- with approval from the chair, one course from another department, provided it deals significantly with French history and/or culture.

Senior Evaluation
The Senior Evaluation is a thesis written during the two semesters of the senior year. Students register for Senior Evaluation I (1 credit) during the first semester of the senior year, and, in consultation with their faculty advisor, develop a topic for their thesis, collect primary and secondary resources and write a detailed outline. During the 3-credit Senior Evaluation II, completed during the second semester of their senior year, students write the thesis.

Minor Requirements
Five courses above the introductory level. With advance approval from the Chair, one of these courses can be taken in another department, provided it deals significantly with French history and/or culture.

Note: All course work counted toward the major and minor must be taken for a letter grade and must receive a grade of C or better.

Departmental Honors
Departmental Honors are conferred upon graduating seniors who have maintained grade point average in French of 3.5 and have received a minimum grade of A- for Senior Evaluation I and II.

Course Descriptions
FRN 1001/1002: Introductory French I and II (4 cr. each.)
An introduction to French language, grammar, and vocabulary, as well as, the reading of short dialogues and cultural texts, with the aim of developing the four skills of reading, writing, listening, and speaking. Language laboratory drills. Prerequisite for Introductory French II: Introductory French I, or its equivalent. (Fall) (Spring)

FRN 2001/2002: Intermediate French I and II (3 cr. each)
Intermediate French I and II enhance students’ foundation in French helping them improve their ability to: listen, communicate orally, read fictional and non-fictional texts, and to express themselves in writing. Special stress on fundamentals of grammar. Prerequisite: Two or three years of high school French or its equivalent, or Introductory French I and II. (Fall) (Spring)

FRN 2008: French Conversation (3 cr.)
The course will concentrate on improving speaking and listening skills in French. Students will learn the vocabulary and language structures that will help them converse in a number of specific situations – looking for a job, interviewing for a job, speaking about the future, the environment, global issues, advances in technology, and articulating points of view about the role of the media and advertising. They will also be introduced to current events in France and the Francophone world through newspaper articles, the Internet, video clips, films, and songs. In addition, students will practice using French in specific situations through mock job interviews and debates. Prerequisite: FRN 2002, or its equivalent. (Fall)

FRN 2009: Business French (3 cr.)
This intermediate-level French class will help students improve their command of French in order to conduct business in French or travel through French-speaking countries with greater ease. The course will introduce students to the vocabulary and structures of the French business world. Students will learn how to: engage in conversations over the telephone, arrange meetings, make travel plans and hotel reservations, look for jobs and write the curriculum vitae, interview, write business letters and e-mails, and make formal presentations. Students will also examine the economic challenges facing French businesses in the age of globalization. The course will offer extensive grammar review. Students will read articles related to business in French print and non-print media, and analyze authentic documents from the business world. Prerequisite: FRN 2002, or its equivalent. (Spring '07)

FRN 2011: Advanced French Conversation (3 cr.)
The course is a continuation of FRN 2008, French Conversation. It will concentrate on improving speaking and listening skills. Students will learn the vocabulary and language structures that will help them converse in a number of concrete and abstract situations and will be introduced to current events in France and the Francophone world through newspaper and magazine articles, the Internet, video clips, films, and songs. In addition, students will practice using French in specific situations through class presentations, skits, and debates. Prerequisite: FRN 2008, French Conversation, or its equivalent. (Spring)

FRN 2055: French Cinema: From the Nouvelle vague to the cinéma de banlieue (3 cr.)
This course will conduct a thematic and stylistic analysis of French films from the late 1950s through the 1990s and examine the images of French society that emerge. Filmmakers to be studied will include François Truffaut, Jean-Luc Godard, Agnès Varda, Louis Malle, Bertrand Blier, Jean-Jacques Beineix, Colline Serreau, Medhi Charef, Mathieu Kassovitz, and Bertrand Tavernier. In English. (Fall '07)

FRN 3003: Advanced French Language, Literature, and, Culture (3 cr.)
This course is designed for students who have completed FRN 2002, Intermediate French II, and who wish to improve their oral, reading, writing, and listening skills. In addition to an advanced grammar review, the course will expose students to French literature, literary history and culture from the Middle Ages through the 17th-century. Students will also read one literary work in its entirety. In addition, students will study French and Francophone culture through newspaper articles, web-related activities, songs, and films. Prerequisite: FRN 2002, Intermediate French II, or its equivalent. (Fall)

FRN 3012: The 19th-Century French Novel (3 cr.)
The course introduces students to key French novels of the 19th-century, paying particular attention to the social, political, and literary contexts of these fictional narratives. From the romantic novel of the early part of the century to the realist novels of Honoré de Balzac and Gustave Flaubert and the later naturalist novels of Emile Zola and Guy de Maupassant, this course will examine how these novels depict 19th-century French society. In addition to the novels, we will read critical and historical material on the 19th-century. Prerequisite: FRN 3024, Introduction to the Analysis of French Texts, or its equivalent. (Fall '09)

FRN 3017: World Literatures in French (3 cr.)
The course examines literature written in French outside of France by writers from the Maghreb (North Africa), the Caribbean and Sub-Saharan Africa. A strong emphasis will be placed on the condition of women, sexuality, religion, and the
postcolonial status of Francophone countries including their relationship with France. The class will also define what constitutes Francophone literature, the use of language, and the notions of Négritude and créolité. Course material includes historical and critical texts, novels, short stories, poems, and films by writers and filmmakers such as Cheikh Hamidou Kane, Mariama Bâ, Maryse Condé, Tahar Ben Jelloun, Azouz Begag, and Ousmane Sembène, among others. Prerequisite: FRN 3024, Introduction to the Analysis of French Texts, or its equivalent. (Spring ‘07)

FRN 3021: 20th-Century French Theatre (3 cr.)
In this course students read and analyze French plays by 20th-century dramatists including Jean Anouilh, Samuel Beckett, Aimé Césaire, Marguerite Duras, Jean Giraoudoux, Eugène Ionesco, and Jean-Paul Sartre. The approach to the texts will center on the social, political, and cultural contexts of the plays as well as representations of class, gender, and the role of language. Prerequisite: FRN 3024, Introduction to the Analysis of French Texts, or its equivalent. (Fall ‘08)

FRN 3024: Introduction to the Analysis of French Texts (3 cr.)
This course refines the skills acquired in FRN 3003: Advanced French Language, Literature and Culture. The class will continue to review French grammar and read, analyze, and write about French literature from the 18th through the 21st-century, including literature in French written outside of France. The class will also read one literary work in its entirety, and continue with the study of French and Francophone culture through newspaper articles, web-related activities, songs and films. Prerequisite: FRN 3003, Advanced French Language, Literature, and Culture, or its equivalent. (Spring)

FRN 3027: French Comedy (3 cr.)
This course studies the development of French comedy from the medieval period to the 20th-century. Plays to be read will include the medieval farce Maistre Pathelin and Ionesco’s absurd play La Cantatrice Chauve, as well as comedies by Molière, Marivaux, Beaumarchais, Musset, and Ionesco. In addition to the study of character, style and themes, the class will examine how the playwrights used comedy to reflect on their particular historical periods while commenting on the social and political situation of their times. Prerequisite: FRN 3024, Introduction to the Analysis of French Texts, or its equivalent.

FRN 3029: The Exotic Other in the 18th-Century French Novel (3 cr.)
In the 18th-century, certain French novels and short stories showed outsiders, exotic others, from Africa, Persia, Turkey, Siam, China, Peru, and the Americas visiting Europe and commenting on what they observed there. Other works were based on accounts of actual foreigners with whom the writers came into contact through travel narratives. In this course, the class will examine the figure of the exotic other, both real and imaginary, in novels and short stories from Montesquieu’s Lettres persanes (1721) to Voltaire’s L’Ingénu (1767) and analyze their role within the social and political context of 18th-century French society. Prerequisite: FRN 3024, Introduction to the Analysis of French Texts, or its equivalent.

FRN 3031: French and Francophone Culture through Literature and Film (3 cr.)
In this course, the class will examine contemporary French and Francophone culture through literature and film. The literary works and films to be analyzed will revolve around five themes: family and childhood, women, cities, immigration, and urban alienation. The class will read works by Annie Ernaux, Gisèle Pineau, and Tahar Ben Jelloun, among others, and watch films by Bertrand Tavernier, Cédric Klapisch, Mathieu Kassovitz, Colline Serreau, and Claire Denis, among others. Prerequisite: FRN 3024, Introduction to the Analysis of French Texts or its equivalent. (Spring ‘09)

FRN 3035: Writing in French
This course will concentrate on improving students’ written expression in French. Students will explore and practice different forms of writing in French – descriptions, narrations, essays, portraits, l’explication de texte, and correspondence. Students will learn how to describe, narrate, persuade, express and defend opinions, and hypothesize and synthesize arguments in their written assignments. To help with the writing process, students will read texts that will serve as models for different kinds of writing. (Prerequisite: FRN 3024 or its equivalent). (Fall ‘07)

FRN 3122: City of Light: Paris Through the Ages (3 cr.)
Paris has been the center of art and literature, culture and politics from the Middle Ages to the present. Through an examination of historical and literary texts, as well as painting and film, this course will follow its progress from a medieval town to an urban conglomerate that typified modernity in the 19th-century and internationalism in the twentieth. The focus will move from the narrow cobbled streets of the medieval period to the glittering salons of the 18th-century Enlightenment; from the great boulevards of Baron de Haussman to the pleasure palaces of the fin de siècle; from the intellectual and revolutionary hothouse of the 1950s and the 1960s to the multicultural crucible that it is today. This interdisciplinary course that will use literature and history as a primary lens but will also draw upon the academic disciplines of art, history, architecture, music, film, and sociology. (Spring ‘08)

FRN 4495: Independent Study (3 cr.)
For majors only, with permission of the department.

GERMAN
Manhattanville offers instruction in German at the introductory, intermediate and advanced levels. Both introductory and intermediate German are full-year courses. At the introductory level, however, aural skills are emphasized, whereas at the intermediate level, increased emphasis is placed on writing and reading skills. At the advanced level, students are more systematically introduced to German culture and literature, while further refining their oral and written use of the language. Advanced students may also qualify for independent studies in German literature.

Although a traditional major in German Language and Literature is not available, a self-designed major in German Area Studies (one undertaken in conjunction with one or more other departments, such as History, Art History and Philosophy) is possible. To accomplish this, students must work in close consultation with the department chairperson. They are also encouraged to spend a semester studying in a Germany-speaking country, e.g. on Manhattanville’s cooperative program in Berlin. (Cooperative study abroad programs require special application and approval; interested student should see the Study Abroad Advisor.)

Faculty and Professional Interests
Gabriele Wickert (chair) — Language teaching, literature/culture of the post-GDR and of unified Germany, German film

Adjunct Faculty
Camilla Chiappari — Language teaching
Minor Requirements
German is encouraged as a minor. Five courses beyond the introductory level are required for the minor. With special approval by the chair, one of the courses toward the minor may be an Independent Study, an interdisciplinary course, or a course from another department (e.g. History, Philosophy or Holocaust Studies), provided these deal significantly with German culture.

Course Descriptions
GER 1001/1002: Introductory German (4 cr.)
This year-long course applies a four skills (speaking, listening, reading, writing) approach to the learning of German. Prerequisite: for GER 1001: none. For GER 1002: GER 1001 or its equivalent. (Fall) (Spring)

GER 2001/2002: Intermediate German (4 cr.)
The student's ability to speak and understand, as well as to read and write German will be developed. Main emphasis will be on grammar review within a conversational context, combined with readings of modern literary or cultural material. Prerequisite: for GER 2001: One year of college German, three to four years of high school German; for GER 2002: GER 2001. (Fall) (Spring)

GER 3001: Advanced German Conversation (3 cr.)
This course is intended to solidify an advanced level of comprehension and speaking, and to utilize these skills to communicate about socio-cultural topics. Prerequisite: At least four semesters of college German or their equivalent. (Fall) (Spring)

GER 3009: From WWII to Reunification: The Cinema of East and West Germany (4 cr.)
This course looks at the films produced in the two Germanys during the 40 years of that country's separation into West (FRG) and East (GDR), analyzing them both as aesthetic vehicles and as expressions of a particular political-historical context. Films will include those of now world-famous directors such as Frank Beyer, Konrad Wolf, Rainer Werner Fassbinder, Margarethe von Trotta, Werner Herzog and Wim Wenders. Films are in German with English subtitles. Lectures and supplementary readings are in English. (Spring)

GER 3010: The German Heritage (3 cr.)
This course is a survey of important German contributions to Western civilization from the beginning to the 20th century. Important figures and movements in literature, philosophy, politics and the arts will be discussed. Prerequisite: Advanced German or its equivalent. (Fall)

GER 3012: German Culture in Context (3 cr.)
This course examines culture in the modern German-speaking world, including literature, politics and the arts. A German cultural textbook, “Anders gedacht,” will be supplemented by current articles from the German news media. While examining German culture, students will also systematically review advanced grammar and improve their speaking and writing ability. (Fall)

GER 3060: The Rise and Fall and Rise of Germany: Edgar Reitz’ Film “Heimat” (4 cr.)
This course uses Edgar Reitz’ epic 16 hour film “Heimat” [in German, with English subtitles] to investigate German socio-historical developments from the end of World War I to Germany’s political and economic dominance of Europe in the 1980’s. Praised for it’s emotional intensity, cinematic beauty and attention to detail, the film is an excellent vehicle for learning about the events of modern German history and their effect on individual lives. Lectures and readings in English. (Spring)
Major in History with concentration in Social Studies
This concentration is intended for students preparing to be teachers of Social Studies in middle and high school. A co-major in Education is required.

Requirements for Concentration in Social Studies
A total of 17 required courses:

- 9 courses in History including
  - HIS 1011: Development of America I
  - HIS 1012: Development of America II
  - HIS xxxx: Europe
  - HIS xxxx: Africa
  - HIS xxxx: Asia and the Middle East

- An additional 5 co-requisites in the Social Sciences:
  - INS 2050: Environmental Geography
  - ECO 1011: Principles of Economics I: Introduction to Macroeconomics
  - ECO 1012: Principles of Economics II: Introduction to Microeconomics

Course Descriptions
HIS 4495: Independent Study (3 cr.)
The Department of History welcomes independent study projects. These may consist of directed readings, research and writing, or a combination thereof; the exact nature of the study being worked out in consultation with a faculty member. Some recent examples of independent study include histories of Iraq, the Israeli-Palestinian conflict, Julius Caesar, World War II in the Pacific, Wall Street, the New York Yankees, and ice hockey, among many others.

European History
HIS 1036: World History (3 cr.)
This course is an examination of the salient political, socio-economic, and cultural features of world history since 1500. Special emphasis will be devoted to explaining why western initiatives helped to shape and influence the evolution of global civilization during the past 500 years. (Fall)

HIS 1050: Traditional Europe: Graeco-Roman World to the Eve of the Enlightenment (3 cr.)
This course discusses the making of a specifically European civilization in its social, economic, political, religious and intellectual aspects. Attention will be focused on ancient Greece and Rome, the development of Christianity, the High Middle Ages, the Renaissance and early modern Europe. (Fall)

HIS 1051: Modern Europe: From Enlightenment to Counter-Culture (3 cr.)
The transformation of Europe from the middle of the 17th-century to the present is the subject of this course. Emphasis will be given to those ideas, personalities and institutions that have helped shape the modern world from political, socioeconomic and cultural perspectives. (Spring)

HIS 2030: Italy Since 1800 (3 cr.)
In 1800, Italia was an idea but not a nation; 200 years later, Italy has become a leading member of the European community and a strong influence on the world. This course examines the epic of modern Italian history, from the Risorgimento of the 19th-century through the fascist experience, the Cold War years, and the post-Cold War adjustment. Historical continuities with this ancient area's past greatness will form a continuing theme of study. (Fall '07)

HIS 2045: The Making of the British Isles (3 cr.)
This course addresses the interrelationship of England, Wales, Scotland, and Ireland from the early Christian period to the present. Chief topics will include the spread of Christianity, the growth of Norman feudalism, the emergence of nation states, the influence of the Reformation, the emergence of England as the dominant center, the face of the Celtic countries, the growth of empire, industrialization, and finally the emergence of devolution movements in the 19th- and 20th-centuries. (Fall '08)

HIS 2052: Russian History to 1917 (3 cr.)
This course surveys the development of Kievan Rus, the Mongol Yoke, the reigns of Ivan the Terrible, Peter the Great, and Catherine the Great, the rise of the Russian state to Great Power status and the development of the revolutionary movement in the 19th-century. (Fall '08)

HIS 2053: Modern Russia (3 cr.)
This course considers the background to and success of the Bolshevik Revolution of 1917 as a product of Russian revolutionary tradition and Marxism, the story of the Soviet state under Lenin, Stalin, and their successors, the Cold War years, the disintegration of the U.S.S.R. and the post-communist aftermath. Fall '08)

HIS 2069: Ireland in the 20th-Century
This course will survey the social, cultural, and political history of Ireland in the 20th-century. Topics covered will include the Celtic Revival of the early years of the new century, the Easter Rebellion (1916), the War of Independence (1919-22) and Civil War (1921-22), the Irish Free State (1922-49), the years of stagnation in the post-1945 era, the period of the 'Troubles' in Northern Ireland (1968-98) and the development of the Celtic Tiger economy in the 1990s. Particular emphasis will be given to cultural and literary influences, especially the role of religion in Irish society (Spring '09)

HIS 2090: Modern Ireland since 1601 (3 cr.)
This course follows the emergence of modern Ireland from the Elizabethan conquest to the modern period. Special attention will be paid to the experience of conquest and colonization, the impact of the penal laws, the major social dislocation caused by the Potato Famine, modernization, the role of the Catholic Church, the cultural and political influence of the Celtic Revival, and the background to the current situation in Northern Ireland. (Spring '08)

HIS 3002: The Great War, 1914-1918: Literature and Life (3 cr.)
This course studies the First World War as revealed in literature produced by participants, a literature now seen as important in shaping the modern imagination. Emphasis will be on British records, but we will also study the literature of France, Germany and the United States. (Spring '09)
HIS 3035: The Third Reich (3 cr.)
This course examines the origins of Hitler's Germany and the consequences of his ambitions for a Thousand Year Reich. Particular emphasis will be placed on the psychopathology of fascism, including the doctrines of racial purity, which led to the Holocaust, as well as Hitler's ambitions for world domination. (Spring '08)

HIS 3041: The French Revolution and Napoleon (3 cr.)
This course focuses on the French Revolution as a watershed in the political development of western Europe. Special emphasis will be paid to the role of ideology, class, and culture during the old regime and throughout the revolutionary period. The ongoing historical debate about the interpretation of the revolution will also be considered. (Fall '08)

HIS 3056: The Roman Empire (3 cr.)
The greatest empire of the ancient Western world is the subject of this course. Topics considered will include the Empire's rise, political, social, military, and religious institutions, the contested debate over the causes of the Empire's fall, and its lasting impact on the ensuing history of the world. (Spring '08)

HIS 3081: Chivalry in the British Isles, 1770-1914 (3 cr.)
Drawing on writers like Sir Walter Scott and Alfred Tennyson, politicians like Benjamin Disraeli, educators like Thomas Arnold and Thomas Hughes, the pre-Raphaelite movement in art and the neo-Gothic revival in architecture, this course will examine the emergence of chivalry as an agent of aristocratic hegemony and the anchor of conservatism and tradition in political and culture life in the period between the American Revolution and World War I. (Fall '07)

HIS 3091: Politics and Religion in Ireland (3 cr.)
This course examines the relationship between religion and politics as it affected, and indeed defined the conflict between native and colonial in Ireland over three centuries. Topics covered will include the Reformation, the Tudor conquest of Ireland, the Penal Laws, the emergence of "Protestant ascendency" in the 18th-century and, finally, the evolution of entrenched oppositional religious identities that has produced such a unique and complex legacy in the 20th-century. (Fall '07)

American History
HIS 1011/1012: Development of America (3 cr.)
These courses survey the political, intellectual, social, and economic development of the United States from the Age of Discovery to the end of the Civil War (first semester); and from Reconstruction to the present (second semester). (Fall) (Spring)

HIS 1040: American Voices: The Search For Identity (3 cr.)
This introductory-level course examines the quest for soul, character and personality in American writing, film, and visual art. Individuals whose lives and works are examined include Benjamin Franklin, Walt Whitman, Ralph Ellison, Ansel Adams, Thomas Merton, Alfred Kazin, Oliver Sacks, and Dorothy Day. Films include Citizen Kane and Zelig. (Fall '05)

HIS 2005: Recent American History (3 cr.)
This class examines United States post-World War II history. Topics include the origins, development and conclusion of the Cold War, the civil rights revolution and other social movements it inspired, the development of a suburban civilization, and the aftermath to the crisis of the 1960s. (Spring '09)

HIS 2009: The American Civil War (3 cr.)
This course examines the origins and consequences of "the most important event in the history of the United States" (Levine), exploring the political, economic, social, and moral significance of the course of events for Americans Northern and Southern, free and enslaved, rural and urban, on the battlefields and at home. Investigations will focus on selected writings from the era, interpretive sources, and documentary film. (Fall '08)

HIS 2012: American Sports History (3 cr.)
This course considers the history of American sports from its organized beginnings to the present, both as a significant social phenomenon itself, and as a reflection of and conduit for broader social, political, intellectual and religious aspects of American life. Great personalities, games, and events will be included. (Spring '08)

HIS 2025: American Economic History (3 cr.)
This course offers an analysis of the development of different sectors of the American economy from the colonial era to the present. Particular attention will be given to the role of government, technology, and entrepreneurs in the growth process. (Fall '08)

HIS 2036: History of New York City (3 cr.)
Why does New York City look the way it does? How have its physical appearance and spatial organization changed over the last 200 years? What are the economic, political, and cultural dynamics that have shaped this city's development? What have been the visions for the city? How have its residents and visitors experienced its physical organization? This course seeks to answer these and other questions. Its main focus is on the city's public and private architecture, physical design and use of natural and material resources. Answers will be sought in required readings, documentary films and field trips around New York City. (Fall '08)

HIS 2048/2054: American Places I (Cities On a Hill)II (Frontier Nation) (3 cr.)
These courses examine the political, architectural, and cultural history of particular American places: Salem, Massachusetts; Los Angeles; the Mississippi Delta (first semester); Jefferson's Virginia and Texas (second semester). (Fall '07) (Spring '08)

HIS 2060: Reconstruction and the New South (3 cr.)
The problem of how to reconstruct the United States of America after the Union's defeat of the Confederacy and the abolition of slavery was the most daunting task ever undertaken in the history of American government. This course examines the political, economic, and cultural ideas, events, and programs involved in Reconstruction. It traces the dramatic events of an era of great struggle and hope, crisis and tragedy. Special attention will be paid to the South, the former "rebels" states of the Confederacy, whose social, economic, and political systems lay in ruins in 1865 (Spring '09)

HIS 3001: California and the American West (3 cr.)
This course focuses on the amazing history of the greatest state in America, from its founding by Spanish missionary Father-President Junipero Serra through its acquisition by the United States in the 1840s, the gold rush that provided its jump start, and into its phenomenal growth and development over the course of the 20th-century and beyond, including its global roles as the gateway for Asian immigration to America and the production center for international cultural products. (Spring '08)

HIS 3011: Revolutionary America (3 cr.)
This course studies the period of the late 18th-century that saw the overthrow of British imperial rule and the creation of the United States as an independent nation struggling, ultimately successfully, to construct itself as a functioning republic. (Spring '09)
HIS 3014: African-American History (3 cr.)
This course surveys aspects of African-American history from earliest times to the present. Topics include: the African background; slavery and the trans-Atlantic slave trade; Blacks in the colonial period; the Civil War and reconstruction; Black migrations, civil and social rights struggles; and political and cultural nationalism (Harlem Renaissance, the Civil Rights and Black Power Movements). Topics are examined within the context of American history so as to highlight both intimate links as well as distinctiveness. (Fall)

HIS 3037: The Immigrant Experience in America (3 cr.)
This course is an overview of American immigration history from early settlement to the present. Topics include the motives and patterns of early European and African settlement and the enactment of early exclusionary laws in the new republic; the "first" great wave of 19th-century Irish, German, and later Asian immigrants and the impact of these groups on urban transportation and agricultural developments; the Ellis Island era of the "great migration" and its resulting impact on industrialization; the onset of government restriction in the early 20th-century and modern refugee problems. Students will also explore current issues of assimilation, acculturation, cultural identity and multiculturalism in American society. (Fall)

HIS 3040: Harlem Renaissance (3 cr.)
The course discusses the social, economic, cultural and literary significance of the New Negro Movement of the Harlem Renaissance from 1919 to 1929 and the impact it had on the self-defining of black people and the establishment of 20th-century Pan-Africanism. (Fall)

HIS 3067: Topics in the History of American Sports (3 cr.)
Two hundred years ago, sports in the new United States were generally considered to be minor diversions for children; today, organized sports and athletics form a major component of our culture. The increasing importance of sports, the various activities Americans have engaged in, and the meanings they have found and made while so occupied will form the content of this course, with football, baseball, and basketball receiving the greatest emphasis. (Spring '09)

HIS 3072: The American Transcendentalists. Emerson and His Circle
This course explores the origins, ideas and impact of an extraordinary literary and philosophical movement that flourished briefly in mid-19th-century New England: American Transcendentalism. Readings include selected essays of the movement's leading light, Ralph Waldo Emerson, Henry David Thoreau's Walden, essays and poetry of Margaret Fuller, and Nathaniel Hawthorne's critical fiction, as well as works of historical and interpretive analysis of their Concord community. (Fall '07)

HIS 3093: The United States in the 1950s and 1960s (3 cr.)
This course considers American society and culture during two decades of revolutionary change. Topics to be covered include the Civil Rights movement and its imitators, the American experience in Vietnam, consumer culture and subculture, and youth culture. (Fall '08)

HIS 3113: American Assassins: Political Murder in the United States (3 cr.)
This seminar examines political murder and murderers in the United States from the assassination of President Abraham Lincoln to the domestic terrorism of the Unabomber. Sociological, psychoanalytical, and psychiatric perspectives on the motivations and personality “types” of American political killers, as well as their own moral and political justifications, regrets, or denials of their actions, will be considered. A central focus of this course will be on understanding law enforcement, judicial, and legislative responses to political killing. Perspectives on the roles of government agencies and corporate power in political murder and the growth of a popular “conspiracy industry” will also be considered. Manifestations of domestic political homicide in modern American fiction, visual art, and music will be included. (Fall '07)

HIS 3123: The Mississippi: Site, Scene, Symbol (3 cr.)
This course will examine the social, political, cultural, and natural history of the Mississippi River and its environs. The river will be considered in all its aspects, from the physical and geographical through the social, political, and economic to the symbolic and spiritual. (Spring '09)

African History
HIS 1022: Europeans and Americans through African Eyes (Freshmen Honors Seminar) (3 cr.)
Most of the literature about the relations between Africans and Westerners is about the West's views. Therefore little is known about what Africa and Africans think about Europe. This is due partly to the fact that most scholars rely heavily on European and American materials, and partly to an unconscious Eurocentric perspective. This course addresses the issue of how Africans viewed Europe and North America through time. Only open to first-year students by invitation. (Fall)

HIS 2019: Introduction to African Studies I (3 cr.)
This course is an interdisciplinary, historical survey of African societies. It introduces major African political, social and cultural institutions and events from ancient times to the present. It aims to facilitate understanding of how African communities have faced the challenges of societal construction, encountered historical disruptions, recovered and continued the process of reconstruction to the present. (Fall)

HIS 2082: History of Ancient Africa (3 cr.)
This course surveys aspects of the history of post-independence Africa since the 1950s. Themes examined include the national independence movements and liberation struggles, nation-building, political ideologies, the party systems, the military in politics, internal conflicts, civil wars, educational, social and cultural developments, neo-colonialism, economic dependency and development, foreign interference through structural adjustment programs, the movement for political change and the future of Africa. (Spring)
HIS 3118: Women, the State, and Politics in Africa  (3 cr.)  
This course examines the formal and informal participation of African women in politics, their interaction with the state and their role in society. Themes will include: the role of women in pre-colonial African society, women’s responses to colonial intervention and rule, African women in the independence struggle, in the post-colonial political economy and the military, and women’s contemporary political and social activism.  
(Spring)

Asia and the Middle East

HIS 1018: History of the Modern Middle East and North Africa  
This course surveys the historical evolution of the Middle East and North Africa, i.e. the region stretching from Morocco to Afghanistan, and from the Balkans and Anatolia to the Arabian Peninsula. It focuses on the main political and cultural configurations of the area from the rise of the “Gunpowder Empires” of the 16th-century - the Ottoman and Safavid (Iran) states, to the modern nation-state systems of the present century. The dominant political, religious, economic, social, and cultural features of Middle Eastern peoples and societies are examined, as are the relationships between the region and other parts of Eurasia, particularly Western Europe.  
(Fall '07)

HIS 2067: History of Traditional China (3 cr.)  
This course surveys Chinese history from earliest times (ca. 1700 B.C.) to the late 18th-century, focusing on China's characteristic social and political institutions, as well as its intellectual and cultural traditions. China's relations with other Asian countries and peoples will also be treated.  
(Fall '07)

HIS 2063: History of Traditional Japan (3 cr.)  
This course surveys the history of Japan from its earliest period until 1800, highlighting its characteristic institutions and traditions. It includes a study of the major political figures, as well as the everyday material culture, particularly of the Tokugawa period. Additionally, some of Japan’s traditional literature and religions will be examined.  
(Fall '08)

HIS 2064: History of Modern Japan (3 cr.)  
A study of the modernization and westernization of Japan from the early 19th-century to the present, focusing on its emergence as a world power. The “underside” of Japan’s rise to power will be examined, as well as the nature of US-Japan relationships during and right after WWII.  
(Spring '09)

HIS 2022: History of Modern China (3 cr.)  
This course looks at China's long struggle to come to terms with the modern world, from the early 19th-century to the present. Topics discussed include the last days of the Qing dynasty, the problem of Western and Japanese imperialism, and the various attempts at revolution, culminating in the triumph of the Communists in 1949. The last part of the course will evaluate the successes and failures of Communist rule.  
(Spring '08)

HIS 2057: Wars of the Modern Middle East (3 cr.)  
This course endeavors to provide a clearer perspective on the origins of the conflict between the "Jewish State" and the "Arab Awakening" by considering a symmetrical investigation of the intense historical claims to territory by both Jews and Arabs. A detailed analysis of the modern wars between Israel and the Arabs since 1948 and their effect on international relations will be included.  
(Spring '08)

HIS 2061: Islam in World History (3 cr.)  
This course explores the role and place of Islam in world history from its debut to the present. Through history, Islam as a religion and a way of life has alternated between a focus of respect and imitation, and one of fear and disdain. Political events provide the frame while social change epitomizes the impact. Main themes include monotheism, Arab, interpretation, Quran, expansion, conversion, adaptation, secular, sacred/divine, prophet, war, peace, economy, and women.  
(Spring '09)

HIS 2068: History of Modern India  
This course surveys the social and political history of the Indian subcontinent from the end of the 18th-century to c. 1995. It examines the evolution of Indian nationalism and the Indian nation-state, beginning with the rise of British imperial dominance in southern Asia in the 18th-century and concluding with the economic, political, and social pressures on the subcontinent – regional and national as well as international – after independence and partition in 1947. It looks at the political, social, and religious developments in the nations of present-day South Asia and their impact on the world. No prior background of the region is required.  
(Fall '08)

HIS 3015: Orientalism and Occidentalism  
This course will look at this historical and theoretical debate and exchange of Orientalism and Occidentalism through the filter of art, film, and literature, dealing specifically with the Islamic cultures of the Middle East (including Iraq) and the Mediterranean (from Greece and Turkey to Egypt and North Africa). It examines both western representations of the "Orient" and "eastern" representations of the "West" and places them in their historical context.  
(Summer) (Winter)

HIS 3083: Women, Imperialism and Islam  
This course will familiarize students with the growing body of literature that examines the roles and positions of women in post colonial, Islamic societies and look in particular at 19th- and 20th-century Egypt. We will look at how modernization, colonization, independence and radicalism have affected women's real, lived experiences and contributed toward the manufacture of idealized, female behavior.  
(Fall '08)

HIS 3079: History of Modern Iran  
This course focuses on the social and cultural history and politics of modern Iran, covering the early modern formation of the country; the 19th-century encounter with the West and its economic and intellectual results, and the 20th-century struggles between despotism, theocracy, and constitutionalism in the shadow of petroleum and the Great Powers. It further covers the Islamic Revolution, the Iran-Iraq War, and the current situation in Iraq. The course will emphasize conflicts facing political and social elites arising from invasions, civil war, Shi`ism and modernization.  
(Spring '09)

International History

HIS 3071: World War II Revisited (3 cr.)  
This course offers an analysis of the causes and course of the greatest conflict in world history, covering all theatres of operation. Topics include the military and diplomatic implications of “total war” and the compelling personalities, both famous and otherwise, who struggled against each other.  
(Fall '07)

HIS 3126: Europe and Its Empires (3 cr.)  
The current postcolonial era is replete with the failure of many political experiences in the Third world, but the phenomenon is better understood by looking at its origins, the colonial state. The course covers Europe's expansion from the 15th- to the 20th-century and focuses on colonial regimes in America, Asia, and Africa. Some of the themes discussed are: nationalism, imperialism, assimilation, association, globality, hegemony, indigeneity, emancipation, culture, civilization, religion, and race.  
(Spring)
HOLOCAUST AND GENOCIDE STUDIES PROGRAM

In association with the Holocaust and Human Rights Education Center, which has its base of operations at the College and which maintains offices and a resource center open to the campus community, an interdisciplinary faculty committee oversees a minor in Holocaust and Genocide Studies. Although the program focuses on the destruction of European Jewry between 1933 and 1945, it also includes a range of topics dealing with human rights abuses and genocide. Faculty and students are welcome to attend the seminars and lectures sponsored by the Holocaust Education Center, which brings leading educators, scholars, and writers to the campus.

Committee
Peter Gardella (Chair), Lawson Bowling, James E. Jones, Lea Rutmanowitz, Norton Shargel, Irene Whelan

Requirements for the Minor
A minor in Holocaust and Genocide Studies requires the completion of WREL/IDS 3037: The Holocaust and Culture, and four other courses, with at least three from those listed below. One related course may also be counted with permission of the Chair.

Course Descriptions
HOLC 3042: Literature of the Holocaust (3 cr.)
A study of selected fiction, poetry, and drama depicting the human experience of the Holocaust, 1933-1945, and its continuing significance. The central question to be examined in this course is how genocide, the ultimate atrocity, can be transformed into art.

HOLC 3035: The Third Reich (3 cr.)
This course will examine the origins of Hitler's Germany and the consequences of his ambitions for a Thousand Year Reich. Particular emphasis will be placed on the psychopathology of fascism, including the doctrines of racial purity, which led to the Holocaust, as well as Hitler's ambitions for world domination.

HOLC 3036: The Holocaust and Film (4 cr.)
One of the most effective ways in which the memory of the Holocaust has been kept alive has been through its portrayal on film. One might argue that a whole genre of film has emerged, devoted to the examination and remembrance of the Holocaust, from Alan Resnais's early documentary, Night and Fog, to Steven Spielberg’s commercial feature, Schindler’s List. This course will study the evolution of that genre and the changing nature of the Holocaust’s portrayal.

HOLC 3037: The Holocaust and Culture (3 cr.)
Discussion will focus on three questions. First, how did Western culture contribute to the attempt to exterminate the Jewish people that was carried out from 1933 to 1945? Second, what support can culture, especially literature and the arts, offer to the attempt to live in awareness of that event? Third, are the cultural factors that contributed to the Holocaust still active today? (Fall)

HOLC 3095: Race, Religion, and Culture (3 cr.)
The purpose of this course is to examine the complex interplay between race, religion, and culture in a variety of contexts in the Western hemisphere. The course includes an examination of the impact of racism and sexism on religious practice.

Related courses
Other courses are listed under Holocaust and Genocide Studies in the course schedules that appear before registration each semester. Students completing a minor in Holocaust and Genocide Studies may also propose that one related course be counted toward their program with approval of the Chair. Internships and independent studies are encouraged. Related courses could include many offerings from the Department of History in the European or African areas; Philosophy courses dealing with the problem of evil or ethics; Political Science or Sociology courses dealing with race or genocide; and World Religions courses that provide background or a context for research on the Holocaust or genocide.

INTERNATIONAL STUDIES PROGRAM
The end of the Cold War and the rise of globalization has increased interdependence among nations and blurred the traditional boundaries between domestic and international affairs. There is scarcely an important segment of national, or for that matter, personal life that can be isolated from developments in the rest of the world. International competence, the ability to respond intelligently to what goes on abroad and to communicate effectively across cultural barriers, is at a premium in almost every profession. The International Studies Program at Manhattanville responds to this need of our globally interdependent world. It combines study in the disciplines of economics, political science and history with the insights of sociology and psychology and adds the dimension of comparative literature and culture. Good communications skills in English and at least one foreign language help to produce graduates who aspire to careers in government, business, international organizations, journalism, academic life and other professions.

Faculty Committee
Gabriele Wickert (Director), Lawson Bowling, James Bryan, Lawrence Krute, Mohamed Mbojd, Binita Mehta, Irene Whelan, Cecilia Winters, Kwan Ha Yim, Nada Halloway, Carolee Berg

Major Requirements
A total of thirteen courses is required, six of which form a core and seven of which are electives. Ordinarily, students are also required to have a minor in one of the modern foreign languages offered at the College, as detailed below.

Core courses:
- INS 1008: Introduction to Global Studies
- POS 1037: International Politics I or POS 1038: International Politics II
- ECO 1011: Principles of Economics I or ECO 1012: Principles of Economics II
- HIS 1035: World History
- INS 2001: Comparative Literature and Culture
- INS 3003: Senior Seminar in International Studies

Elective courses:
Students must have a minimum of seven electives, at least five of which must be in a concentration, selected from the list below. (A list of courses for the various concentrations is available from the Director.) At least six of the seven electives must be above the 1000 level and at least two of them must be at the 3000 level. Also, at least one of the elective courses must include significant cultural material. Each of the concentrations has certain internal requirements and guidelines, as indicated below.

Possible concentrations (five courses required out of a total of seven electives)
• International Political/Economic Relations. Appropriate for students with a minor in any foreign language. At least three of the courses chosen should be general and comparative, while two others can be specific to a particular issue or area of the world.

• International Management. Appropriate for students with a minor in any foreign language. Completion of this concentration, together with an appropriate internship or equivalent employment and at least one semester of study abroad earns the student the Certificate in International Management. Note: This concentration requires both ECO 1011 and 1012 and entails six, not the usual five courses for the concentration. The courses for this concentration are listed in the section below on “Certificate in International Management.”

Area Studies
1. Asian Studies. Particularly appropriate for students with a minor in Asian Studies, concentrating in either Japanese or Chinese language. However, the five courses for the Asian Studies concentration within International Studies must be in addition to any courses used for the Asian Studies minor. At least two of the five courses chosen should be focused on the modern world.

2. Latin American Studies. Particularly appropriate for students with a minor in Spanish, or for students with native backgrounds in Spanish. However, the five courses for the Latin American Studies concentration within International Studies must be in addition to any courses used for the Spanish or Latin American Studies minor. At least two of the five courses chosen should be focused on the modern world.

3. African Studies. Appropriate for students with a minor in any of the foreign languages, although French works particularly well, given its use in Northern and West Africa. At least two of the five courses chosen should be focused on the modern world.

4. European Studies. Appropriate for students with a minor in French, German, Spanish or Italian. A least one of the five courses chosen must be comparative, i.e., focus on more than one West European nation or culture, and at least three must be focused on the modern world.

• Global Cultural Studies. Appropriate for students with a minor in any of the foreign languages. At least two of the five courses chosen must be comparative and cross-cultural, i.e., must focus on the culture of more than one nation, and at least two must be focused on the modern world.

• Global Justice. Appropriate for students with a minor in any of the foreign languages. At least one of the five courses must be an internship at a social service or human rights agency or NGO.

• Self-designed. Students may design their own concentrations within International Studies, but these must be based upon a convincing written rationale approved by the director at the time of First Portfolio Review.

Minor
Given the interdisciplinary nature of the program, there is no minor in International Studies.

Language Requirement
International Studies majors are normally required to take one of the modern foreign languages as their minor. The standards for satisfying this are established by the respective language departments. The language requirement also applies to students with double majors, one of which is International Studies.

Students who can demonstrate native or near-native proficiency in a modern foreign language (including a secondary-school level of proficiency in reading and writing) may petition to the International Studies director to be exempted from the minor requirement. The College requirement for a minor area in some other field still, however, applies.

Study Abroad
Living and studying abroad make a distinct contribution to the aims of the International Studies Program and provide an opportunity for progress in the foreign language of one’s choice.

Manhattanville has developed cooperative study abroad programs in many of the world’s major cities, and prospective International Studies majors are encouraged to consult the Study Abroad section in this Catalog, as well as the Study Abroad Office for such opportunities.

Double Major
Students in the International Studies Program may take a double major, which necessitates fulfilling the major requirements of both departments. If the two majors entail some identical course requirements, only one course may be double-counted. Others must be made up with additional electives. As noted above, International Studies majors ordinarily must also fulfill the requirements for a foreign language as a minor, even though such a minor is not otherwise required by the College for students with double majors.

Departmental Honors
Honors in International Studies are awarded to graduating seniors on the basis of the following:
• An average of B+ or better in all courses applied toward the major (including any transfer courses approved for the major), as reflected on the student’s Major Checklist from the Final Portfolio Review
• A- or better on the Senior Evaluation

Certificate in International Management
A Certificate in International Management is awarded to students who complete a double major in International Studies and Management or who complete a major in International Studies with a concentration in Management. Students must also complete an internship or equivalent employment with a non-profit or human rights organization, or a business firm or trade association with a significant international dimension. Finally, students must spend at least one semester or summer session studying abroad. The last requirement may be waived for students who have significant previous foreign residence experience.

For the purposes of the Certificate, a concentration in Management consists of at least six courses from the following list. (Note: only one 1000-level course can count toward the seven International Studies elective):
• MGT 1001: Fundamentals of Management*
• MGT 1002: Fundamentals of Accounting I*
• MGT 1003: Introduction to Marketing*
• MGT 1008: Fundamentals of Accounting II*
• MGT 2006: International Marketing*
• MGT 2007: International Management*
• ECO 3016: International Trade and Development
Ireland has yielded rich dividends in our understanding of the Studies has assumed in the last two decades. Scholarship on underscore the extraordinarily diverse character that Irish the early Christian period to the present. Contemporary trends the history and culture of Ireland and the Irish Diaspora, from

The Irish Studies Program offers an interdisciplinary minor in comprehensive appreciation of the Irish experience through a

The aim of the program is to provide the student with a comprehensive appreciation of the Irish experience through a range of courses drawn from different disciplines and reflecting the richness and complexity of this field of study.

- ECO 3017: Seminar in International Finance and the Global Economy

**Course Descriptions**

*Note: The majority of International Studies courses are offered by other departments, such as Economics, History, Political Science, etc., and can be found in the course listings of those departments.*

INS 1008: Introduction to Global Studies
This course introduces issues, perspectives and visions of the global age with the objective of developing a multidisciplinary framework for analyzing problems that can be applied to a variety of global problems. Topics include euro-centrism, the cold war, cross-border movements, the problem of global slums, inequality and the world economy, ethnic conflict and religious extremism, and other issues affecting the world scene. *(Fall/Spring)*

INS 2001: Comparative Literature and Culture (3 cr.)
This course will examine selected literary texts and films both as expressions of specific national identities and in their intercultural relatedness. Though historical roots will be treated, emphasis will be on contemporary manifestations of the cultural issues of Western and Eastern Europe, Africa, migrants, Latin America and Asia. *(Fall)*

and East (GDR), analyzing them both as aesthetic vehicles and as expressions of a particular political-historical context. Films will include those of now world-famous directors such as Frank Beyer, Konrad Wolf, Rainer Werner Fassbinder, Margarethe von Trotta, Werner Herzog and Wim Wenders. Films are in German with English subtitles. Lectures and supplementary readings are in English. *(Spring)*

INS 3060: The Rise and Fall of Germany: Edgar Reitz’ Film “Heimat” (4 cr.)
This course uses Edgar Reitz’ epic 16 hour film “Heimat” [in German, with English subtitles] to investigate German socio-historical developments from the end of World War I to Germany’s political and economic dominance of Europe in the 1980’s. Praised for it’s emotional intensity, cinematic beauty and attention to detail, the film is an excellent vehicle for learning about the events of modern German history and their effect on individual lives. Lectures and readings are in English. *(Spring)*

IRISH STUDIES PROGRAM

The Irish Studies Program offers an interdisciplinary minor in the history and culture of Ireland and the Irish Diaspora, from the early Christian period to the present. Contemporary trends underscore the extraordinarily diverse character that Irish Studies has assumed in the last two decades. Scholarship on Ireland has yielded rich dividends in our understanding of the experience of colonialism, literature, music and national identity, the significance of emigration and diasporic communities, economic modernization, the role of women, and finally the difficulty of effecting lasting peace between bitterly divided peoples.

The aim of the program is to provide the student with a comprehensive appreciation of the Irish experience through a range of courses drawn from different disciplines and reflecting the richness and complexity of this field of study.

INS 2050: Environmental Geography (3 cr.)
This course is an introduction to the holistic study of the relationship between humans and the environment in a global context, including the cultural, technological and economic dimensions of environmental problems. It will examine the earth's regions and ecosystems and trace the impact over time of human populations on the earth's resources. Current issues such as increased resource consumption and waste generation will be highlighted, as well as the current agencies and regulations that mediate the relationship between humans and the environment.

INS 3003: Senior Seminar in International Studies (3 cr.)
An integrative seminar meant to pull together the diverse elements of international studies, including economic, political, historic, literary and cultural aspects. This course is usually taken by International Studies majors in their senior year; the senior thesis is written in conjunction with the course. International Studies majors who will not be present at Manhattanville in the Fall semester of their senior year may take the course in their junior year with the consent of the instructor. *(Fall)*

INS 3056: From WWII to Reunification: The Cinema of East and West Germany (4 cr.)
This course looks at the films produced in the two Germanys during the 40 years of that country’s separation into West (FRG) and East (GDR), analyzing them both as aesthetic vehicles and as expressions of a particular political-historical context. Films will include those of now world-famous directors such as Frank Beyer, Konrad Wolf, Rainer Werner Fassbinder, Margarethe von Trotta, Werner Herzog and Wim Wenders. Films are in German with English subtitles. Lectures and supplementary readings are in English. *(Spring)*

**Minor Requirements**

Students opting to minor in Irish Studies must take a total of five courses, including:

- two required courses IRSH 2090: Modern Ireland Since 1601 and IRSH 2045: The Making of the British Isles
- and one seminar at the 3000 level.

Faculty and Professional Interests

**Irene Whelan** *(Director)* — Religious and cultural history

**Gillian Greenhill Hannum** — Celtic art

**Mary Anne Joyce** — 20th-century Irish composers

**Anthony Piccolo** — Joyce and modernism

Adjunct Faculty

**Gale Justin** — Early Celtic Ireland

**Don Richards** — Irish American immigrant history

**Deborah Saleeby-Mulligan** — political art in Ireland

**Course Descriptions**

**IRSH 2036: English VI: The Modern Age (3 cr.)**
20th-century English and Irish writers whose work challenges social, religious, and aesthetic conventions. Course deals with the beginnings and refinements of modernism, the effects of class and cultural conflicts, the risks of intimacy and the search for values in contemporary society. Includes W.B. Yeats, Joseph Conrad, James Joyce, Virginia Woolf, Oscar Wilde, E.M. Forster, D.H. Lawrence, W.H. Auden, Dylan Thomas, Philip Larkin, Doris Lessing, Edna O’Brien, and Harold Pinter. *(Spring ’08)*
IRSH 2045: The Making of the British Isles (3 cr.)
This course will address the interrelationship of England, Wales, Scotland, and Ireland from the early Christian period to the present. Chief topics will include the spread of Christianity, the growth of Norman feudalism, the emergence of nation states, the influence of the Reformation, the emergence of England as the dominant center, the fate of the Celtic countries, the growth of empire, industrialization, and finally the emergence of devolution movements in the 19th and 20th centuries. (Fall '08)

IRSH 2090: Modern Ireland since 1601 (3 cr.)
This course will follow the emergence of Modern Ireland from the Elizabethan conquest to the modern period. Special attention will be paid to the experience of conquest and colonization, the impact of the Penal Laws, the major social dislocation caused by the Potato Famine, modernization, the role of the Catholic church, the cultural and political influence of the Celtic Revival, and the background to the current situation in Northern Ireland. (Spring '08)

IRSH 3031: The Medieval Synthesis (3 cr.)
Europe in the Early Middle Ages was an unstable world, with its collapsing imperial framework, migrating peoples, contrary cultures (laws, languages, religions, and values), insecure economic structures and clashing political strategies. Medieval records and a variety of cultural sources will be studied to bring to life this remarkable time. Students will collaborate on examining a vital issue of the period through a group seminar report. Each student will focus on an aspect of that issue for an individual research paper. (Fall)

IRSH 3037: The Immigrant Experience in America (3 cr.)
An overview of American immigration history from early settlement to the present: the motives and patterns of early European and African settlement and the enactment of early exclusionist laws in the new republic; examination of the “first” great wave of 19th-century Irish, German, and later Asian immigration and the impact of these groups on urban transportation and agricultural developments; a detailed look at the Ellis Island era of the “great migration” and its resulting impact on industrialization; the onset of government restriction in the early 20th-century and modern refugee problems. Students will also explore current issues of assimilation, acculturation, cultural identity and multiculturalism in American society. (Fall '07)

IRSH 3089: The Celtic Synthesis (3 cr.)
From the sixth through the ninth centuries, Ireland enlightened Western Europe with its spirit, learning, and artistic innovation. This seminar will explore the foundation of the Early Christian Celtic synthesis, the Hiberno-Saxon connection, and aspects of the medieval world that posed challenges to its existence. Students will explore continuity (i.e. how the roots of the early middle ages can be found in pre-Celtic and Celtic societies) and how cultural artifacts document history. Students will do individual work and collaborate on work in small groups. A seminar report and research paper are required. (Spring)

IRSH 3076: Troubled Images: Art and Conflict in Ireland (3 cr.)
This seminar will survey the history of political art in Ireland from the 20th-century to the present. The student will be introduced to the visual arts of modern day Ireland through slide lectures and readings. Issues of national identity and cultural revivialism will be addressed as we look at Irish political art beginning with the Celtic Revival of the late 1840s and continuing to the Northern Irish mural movement of the 1980s and 1990s. Each student will be required to complete a research paper of about 5-20 pages and must present that research in fifteen-minute oral presentation. A prerequisite of one art history course or one Irish studies course is required for the seminar. (Spring '09)

IRSH 3081: Chivalry in the British Isles, 1770-1914 (3 cr.)
Drawing on writers like Sir Walter Scott and Alfred Tennyson, politicians like Benjamin Disraeli, educators like Thomas Arnold and Thomas Hughes, the pre-Raphaelite movement in art and the neo-Gothic revival in architecture, this course will examine the emergence of chivalry as an agent of aristocratic hegemony and the anchor of conservatism and tradition in political and cultural life in the period between the American Revolution and World War I. Research paper required. (Fall '07)

IRSH 3091: Politics and Religion in Ireland (3 cr.)
This course will examine the relationship between religion and politics as it affected and indeed defined the conflict between native and colonial in Ireland over three centuries. Topics covered will include the Reformation, the Tudor conquest of Ireland, the Penal Laws, the emergence of “Protestant ascendancy” in the 18th-century and, finally, the evolution of entrenched oppositional religious identities which has produced such a unique and complex legacy in the 20th-century. Research paper required. (Fall '07)

ITALIAN
The Italian department offers language instruction at the introductory, intermediate and advanced levels. It also provides literature courses that enable students to become well acquainted with the principal periods of Italian literature, the major writers, and inter-related aspects of Italian culture. Although a traditional major in Italian is not offered, students may choose to self-design a major in either Italian Language and Literature or Italian Studies. Both programs of study are to be discussed and structured in consultation with the Italian department. Proficiency in Italian can be of practical advantage in several areas such as economics, law, business, International studies, medicine, music and art history. Study Abroad: Students with at least a B average have the opportunity to live and study in Italy for one or two semesters. A summer session of study in Italy is also recommended.

Faculty and Professional Interests
M. Alessandra Hart — 19th and 20th century Italian literature, Language teaching
Adjunct Faculty
Alessandro Daniele – Language teaching
Maria Repola – Language teaching

Minor Requirements
Five courses beyond the introductory level. The minimum grade for the Minor courses is C.

Course Descriptions
ITAL 1001/1002: Introductory Italian (4 cr.)
This course is designed to give the student a basic knowledge of spoken and written Italian. Pronunciation, fundamentals of grammar and vocabulary building are stressed. Attendance and participation figure in the final grade. Prerequisite for ITL 1002: ITL 1001 or its equivalent. ITL 1001, (Fall and Spring), ITL 1002. (Spring)

ITAL 1005: Introductory Italian and Conversation (3 cr.)
Designed to provide a solid foundation in spoken and written Italian. Emphasis on fundamentals of grammar and vocabulary building. Exclusive use of the language in dialogues and drills.
aims at developing linguistic ability in a meaningful and useful context. (Summer)

ITL 2001/2002: Intermediate Italian (3 cr.)
The aim of this course is to provide a comprehensive review of Italian grammar, and to serve as an introduction to the study of Italian literature. Much emphasis is placed on developing fluency in speaking and writing. Attendance and participation figure in the final grade. Prerequisite: for ITL 2001: Introductory Italian or its equivalent; for ITL 2002: ITL 2001. (Fall) (Spring)

ITL 2015: Italian Conversation and Composition: Intermediate Level (3 cr.)
Designed for students at the intermediate level, this course will provide the opportunity to expand oral and written skills. Conversation, compositions and oral reports will develop the student's use of the language in a variety of spoken and written situations. (Summer)

ITL 3001/3002: Advanced Italian (3 cr.)
This course has two aims: to continue improving students' use of spoken and written Italian, and to increase their ability to read, understand, and enjoy Italian literature. Fine grammar points will also be reviewed. Attendance and participation figure in the final grade. Prerequisite: for ITL 3001: Intermediate Italian or its equivalent, for ITL 3002: ITL 3001 or its equivalent. (Fall) (Spring)

ITL 3003: Advanced Italian Conversation (3 cr.)
This course is intended for students with a good knowledge of Italian grammar who wish to improve their fluency in the language. Emphasis is on reading and discussion of various current topics selected mostly from newspaper and magazine articles. Students prepare oral reports and complete short written assignments. Attendance and participation figure in the final grade. Prerequisite: Advanced Italian or its equivalent. (Spring '08)

ITL 3004: Advanced Italian Conversation and Composition (3 cr.)
The purpose of this course is to strengthen and refine the student's oral and written skills. Conversation and composition will be practiced through class discussions of modern literary texts and written assignments. Attendance and participation figure in the final grade. Prerequisite: Advanced Italian Conversation or its equivalent. (Fall '07)

ITL 3005: Contemporary Italian Literature (3 cr.)
For students with a high degree of proficiency in Italian. Selected works of contemporary Italian literature will be read and analyzed with special emphasis on the different aspects of Italian life and culture they reflect. Written assignments will include summaries, linguistic exercises and brief compositions. (Summer)

ITL 3007: The Short Story: From Boccaccio through the 20th Century (3 cr.)
The course will examine this popular literary form which in Italy has an ancient tradition that goes back to the Novellino and Boccaccio's Decameron. Readings will begin with a selection from the Decameron and, proceeding in chronological order, will follow the short story's development through the 20th century with a wide range of short fiction from major writers. (Fall '08)

ITL 3011: 20th Century Italian Narrative I (3 cr.)
Designed for students who already have a high degree of proficiency in Italian. Selected works by the century's major authors will be read and analyzed. Discussions will focus on the problems they address and the changes they reflect in the socio-cultural milieu of contemporary Italy. Selected film classics will be shown. Oral and written assignments. Prerequisite: Advanced Italian or its equivalent. (Spring '09)

ITL 3012: Twentieth-Century Italian Narrative II (3 cr.)
Designed for students who already have a high degree of proficiency in Italian. Selected works by the century's major authors will be read and analyzed. Discussions will focus on the problems they address and the changes they reflect in the socio-cultural milieu of contemporary Italy. Selected film classics will be shown. Oral and written assignments. Prerequisite: Advanced Italian or its equivalent. (Fall '09)

ITL 3014: 14th Century Masters: Dante, Petrarch, Boccaccio (3 cr.)
Selections from Dante's Vita Nuova and Divina Commedia, Petrarch's Canzoniere and Boccaccio's Decameron will be analyzed in connection with the philosophical and religious ideas of the period and its socio-political circumstances. Special attention will be given to the transition from medieval concepts and values to the onset of the spirit of the Renaissance. (Spring '09)

ITL 3019: Literature, Film and Society (3 cr.)
Literature and films are examined as a reflection of social reality and a source of information of cultural, social and political conditions and conflicts in 20th century Italy. Novels adapted into films will also be examined. Oral and written work assigned. Prerequisite: Advanced Italian or its equivalent. (Spring '08)

LATIN AMERICAN STUDIES PROGRAM
Latin America, a region of numerous nations where indigenous, European, and African cultures interact, offers broad opportunities for interdisciplinary study. The Latin American Studies minor is interdisciplinary and designed to integrate a series of courses from a variety of academic departments in an effort to acquaint students with the Latin American region — its history, politics, economics, and literature as well as its social and cultural background. The program offers a framework in which to explore contemporary developments and social issues impacting the larger Latin American community. In addition, the Latin American Studies Program hosts symposia, concerts, cinema and art exhibitions as well as lectures by distinguished experts on the Latin American region. A semester abroad in Latin America is recommended.

Faculty and Professional Interests
George Castellanos — Latin American literature, Latin American writers in English, and Spanish language education.
Maria José Lujan — Peninsular literature and language

Minor Requirements
Although a major is not offered, students may take a minor in Latin American Studies. A minimum grade of C is required for all courses.

For the minor, students must complete five courses, three required and two electives.

Required courses:
- POS 2058: Latin American Politics (English)
- SPN 2032: Analysis of Latin American Literary Texts (English/Spanish)
- SPN 3016: Latin American Civilization in the Arts (English/Spanish)
Electives:
Two elective courses are selected from among those approved by the Latin American Studies Faculty Committee and discussed with the advisor.

Additionally, students choosing Latin American Studies as a minor must demonstrate Spanish language competency at the introductory level, e.g., language competency equivalent to the completion of two semesters of Spanish for Beginners (SPN 1005 and 1008).

For Spanish speakers, a course in composition or conversation such as SPN 2001, SPN 2009, SPN 2012, SPN 3044 is advised.

Course Descriptions
LAS 2032: Analysis of Latin American Literary Texts (3 cr.)
Introduction to literary analysis through close readings of texts from the early period through modern, including current Latin American literature. The course engages students in the practice of textual criticism and provides basic theoretical background to develop critical skills. Prerequisite: Advanced Spanish Review and Written Contemporary Spanish or equivalent and approval by the Director of the Latin American Studies Program.

LAS 2035: Spanish for Business and Commercial Practice
(3 cr.)
This course provides students with a solid foundation in business vocabulary, basic business and cultural concepts, and situational practice, thereby helping to prepare them for success in today’s Spanish-speaking business world. Key unfamiliar business vocabulary and cultural concepts are presented. The business topics reflect the typical curriculum in an American Business School.

LAS 2058: Latin American Politics (3 cr.)
The course is an historical analysis of the last century of Latin American development. The central theme is the relationship between Latin America and the industrialized world and the way in which international policies are constructed to insure the continuation of Latin American dependency. Students will consider the problem agrarian societies confront when forced to industrialize, and the sometimes violent political solutions which are imposed as a consequence. (In English)

LAS 3017: Latin American Civilization in the Arts (3 cr.)
Through the use of audio-visual materials, visits to museums, and readings, students explore the development of Latin American civilization through artistic production. The course is divided into three sections: (1) the major pre-Columbian civilizations and the legacy of indigenous populations. (2) The period of conquest and three centuries of colonial administration. (3) The revolutionary period and the efforts made to assert political independence while resolving economic problems. The course is constructed from an interdisciplinary perspective, emphasizing Latin American art, history, geography, and culture.

Related Courses
Spanish
- SPN 2040: Spain and Latin America: Literature Nobel Prize Winners
- SPN 3010: The Latin American Novel and Film
- SPN 3014 Gabriel García Márquez and Magic Realism Writers
- SPN 3028: Latin American Black Literature
- SPN 3031: Women’s Writings in Latin America
- SPN 3034: Latino Literature in the United States
- SPN 3035: Latin American Modernism
- SPN 3038: Spanish Caribbean Literature
- SPN 3040: Latin American Literature and Social Change
- SPN 3042: Twentieth Century Latin American Poetry

A compilation of courses offered each year is available through the Latin American Studies Faculty Committee.

LIBRARY AND INFORMATION STUDIES
Teaching the student to function in the emerging Information Society is the goal of the Department of Library and Information Studies. Print and electronic resources are explored for a variety of subjects. The evaluation of all types of materials is stressed. Experience with information technology is integrated into each course. Competency in the area of Information Literacy is a requirement for graduation.

Departmental Liaisons:
Claire Gabriel — Rare Books and Archives, Art History, American Studies, German, History, Classics,
Elizabeth Gallagher — Academic Writing and Composition, Dance and Theatre, English, English Writing;
Rhonna Goodman — Mathematics and Computer Science; Music;
Lynda Hanley — Education
Maureen Kindilien — Economics/Finance/Management, Philosophy, Women’s Studies
Paula Moskowitz — World Religions; Political Science and Legal Studies; Psychology;
Kerry Santoro – Asian Studies, Biology, Chemistry, Physics
Barbara Steffensen — Art Studio, Communication
Walter Valero – French, Italian, Spanish and Latin American Studies

Information Literacy Requirement
All undergraduates are required to take at least one 1 credit course in Information Literacy. Options include the following:
- A one credit Information Literacy Lab offered in partnership with certain courses that require a research paper.
- One-credit Foundations of Research courses, to be offered to complement students’ upper level coursework and research projects. Some of these courses will be tailored to the specific requirements of an academic department and will address, in depth, the literature of that discipline. Others will focus on broader content areas such as Social Sciences, Sciences, and Arts of Humanities. These seminars will help students: learn to use information effectively to accomplish a specific purpose; develop lifelong learning skills that extend beyond the classroom; and provide practice with self-directed investigations. Both the labs and the Foundation course will meet seven times a semester.

In all of the courses the students will learn to
- Determine the nature and extent of the information needed
- Access needed information effectively and efficiently
- Critically evaluate information and its sources
- Use information effectively to accomplish a specific purpose
- Understand many of the economic, legal and social issues surrounding the use of information
Course Descriptions
LIS 202: E-Literacy = Web Quest + Library Research (1 cr.)
The web is thick with many strands of information. This course, which takes the student beyond web searching, provides an overview of a large variety of information-locating tools including catalogs, subscription databases, and reputable web resources. Emphasis will be placed on accessing, critically evaluating, and citing these resources in order to create lifelong information retrieval skills. It is recommended that an LIS course be taken with a W/R designated course. Fulfills the Information Literacy requirement for graduation.

LIS 2002OC: E-Literacy = Web Quest + Library Research (1 cr.)
An online version of the above course.

LIS 2004: Foundations of Library Research in Communication and Media (1 cr.)
This course focuses on library research methods in the field of communication and media. Since communication and media are highly influenced by context and source, this class will emphasize the accessing, evaluating, and citing of resources specific to this field. It is recommended that an LIS course be taken with a W/R designated course. The final project for this class will be a presentation. Fulfills the Information Literacy requirement for graduation.

LIS 2005: Foundations of Library Research: Social Science (1 cr.)
This course focuses on library research methods for the social sciences including psychology, anthropology, political science, sociology, economics, and education. This class will emphasize accessing, evaluating, and citing resources specific to the field. It is recommended that an LIS course be taken with a W/R designated course. The final project for this is an annotated bibliography. Fulfills the Information Literacy requirement for graduation.

LIS 2006: Foundations of Library Research in Art History (1 cr.)
This course aims to refine information literacy skills and create the foundation for lifelong learning. It introduces the art history student to advanced concepts of information retrieval, relevant techniques for accessing, collecting and synthesizing information and essential components of computer and information ethics and security. An integral part of the course is the introduction to the principle bibliographic tools in art historical research including using Chicago style citation. Students will be exposed to a wide range of research resources, including printed sources, online databases, ArtSTOR, and auction house catalogs. Students are advised to take this course if they are writing research papers or preparing for their thesis. Fulfills the Information Literacy requirement for graduation.

LIS 2007: Foundations of Library Research in the Humanities (1 cr.)
This five-session class focuses on library research methods for the humanities, including religion, philosophy, literature, art history, and interdisciplinary fields such as American Studies. The ability to use a library effectively is particularly important for humanities research, in which a primary work is often reviewed, evaluated and interpreted over time. It is recommended that an LIS course be taken with a W/R designated course. Fulfills the Information Literacy requirement for graduation.

LIS 2010: Business Information Resources (1 cr.)
This five-session course introduces the student to core business tools for advanced studies in the various fields of business literature. Its focus is on research resources, including databases and websites. Emphasis is on critically analyzing and evaluating business sources. Students will produce a “literature review” on a chosen business topic, after exploring basic business research methodologies. Fulfills the Information Literacy requirement for graduation, and may be taken either on-line or as a regularly scheduled class.

LIS 2012: Beyond Google: Using the Web to Research Effectively (1 cr.)
Information technology is changing the way research is conducted and the ease of accessing the Internet has opened a new chapter in that development. The history of the “web,” evaluation of search engines and web research material, advanced database searching, Internet available subscription databases, and a special emphasis on the current role of Google, will be explored. Critical thinking about web sources for academic work is at the core of this course. Fulfills the Information Literacy requirement for graduation.

LIS 2014: Foundations of Library Research in the Natural Sciences Meeting (1 cr.)
This course aims to refine information literacy skills and create the foundation for lifelong learning. It introduces the science student to advanced concepts of information retrieval, relevant techniques for accessing, collecting and synthesizing information and essential components of computer and information ethics and security. The course will concentrate on science databases (such as Science Direct) and science journals. Students will learn to create search strategies and retrieve, evaluate, and cite resources. Students are advised to best take this course if they are writing research papers or preparing for their thesis. Fulfills the Information Literacy requirement for graduation.

LIS 2015: Foundations of Library Research in Psychology (1 cr.)
This course will focus on library research methods (not empirical research) for Psychology. This class will emphasize locating, accessing, evaluating, critically analyzing and citing scholarly resources specific to the field. Emphasis will be placed upon researching and analyzing a Literature Review. This class is open to any student and supports the Psychology Department curriculum. Students will learn to use and cite properly each information source according to the APA bibliographic formatting style. It is recommended that an LIS course be taken with a W/R designated course. Fulfills the Information Literacy requirement for graduation.

LIS 3016: The Global Information Environment (1 cr.)
This class will help students adapt to the rapidly changing global information environment, incorporating considerations of nationality, culture, language and politics. It is geared towards students doing research projects in sociology, communications, international studies, political science, history or foreign languages and fulfills the LIS requirement for graduation. Students will learn to determine what kinds of sources are appropriate for their research, access information efficiently and effectively, apply critical thinking skills to evaluate their sources, and use information ethically and legally. It is recommended that an LIS course be taken with a W/R designated course.
MATH 1012: Introduction to College Math (4 cr.)  
The purpose of the course is to broaden and strengthen the student's high school mathematics background and to prepare for the study of calculus. Topics will include algebra and functions including exponential, logarithmic and trigonometric functions.  
(Fall) (Spring)  

MATH 1030: Calculus I (4 cr.)  
Topics in this course will include functions, limits, and continuity; derivatives of polynomials, products, quotients, trigonometric, and implicit functions; applications to related rates, maximum-minimum problems and graphing; anti-derivatives, the Fundamental Theorem of Calculus, and area problems. A computer symbolic algebra component is included.  
Prerequisite: four years of high school mathematics or Introduction to College Math or its equivalent.  
(Fall) (Spring)  

MATH 1032: Calculus II (4 cr.)  
Topics in this course will include applications of integrals to volumes of revolution, differentiation and integration of logarithmic, exponential, and inverse trigonometric functions, indeterminate forms, techniques of integration, improper integrals, sequences and series, Taylor’s Theorem, parametric equations, and polar coordinates. A computer symbolic algebra component is included.  
Prerequisite: Calculus I.  
(Fall) (Spring)  

MATH 2021: Differential Equations (4 cr.)  
This course will discuss classification of types of differential equations, elementary and non-elementary solutions, solutions to first order differential equations, existence and uniqueness theorems, solutions by approximation methods, solutions to second order differential equations, series solutions, nth order differential equations. A computer symbolic algebra component is included.  
Prerequisite: Calculus II.  
(Spring)  

MATH 2023: Fundamental Concepts of Mathematics (4 cr.)  
This course will discuss basic concepts of symbolic logic, axiomatic method, set theory, cardinality, and various mathematical systems. The emphasis of the course is the creation and understanding of mathematical proofs.  
Prerequisite: Calculus II.  
(Spring)  

MATH 2030: Calculus III (4 cr.)  
This course will focus on three-dimensional space, including the following topics: vectors, surfaces, planes and lines in three-space, partial derivatives and the gradient, vector functions, multiple integrals, line integrals, and Green’s Theorem. A computer symbolic algebra component is included.  
Prerequisite: Calculus II.  
(Fall)  

MATH 2075: Probability (3 cr.)  
This course provides an introduction to probability using the methods of calculus. Topics covered include: sample spaces, events as subspaces, probability axioms; binomial coefficients and counting techniques applied to probability problems; random variables (discrete and continuous), probability functions, density and distribution functions and special distributions; Poisson and normal distributions, the central limit theorem and law of large numbers.  
Corequisite: Calculus II.  
(Fall)  

MATH 3008: History of Mathematics (4 cr.)  
A survey of some of the central ideas in the development of mathematics. The historical and mathematical context and content of these ideas will be studied along with the major figures responsible for their development.  
Prerequisite: Fundamental Concepts of Mathematics.  
(Every third year)
MATH 3031: Advanced Calculus (4 cr.)
Emphasis of this course will be on basic concepts of analysis and techniques of proofs. Prerequisite: Calculus III. Corequisite: Fundamental Concepts of Mathematics. (Spring)

MATH 3034: Linear Algebra (4 cr.)
This course will discuss vector spaces, linear independence and linear dependence of vectors, bases, subspaces, linear transformations, and representations of linear transformations using matrices. Other topics include determinants, non-singular linear transformations, change of basis, rank of a matrix, orthogonal linear transformations, characteristic values and vectors of linear transformations, similarity and diagonal matrices, and orthogonal reduction of symmetric matrices. A computer symbolic algebra component is included. Prerequisite: Calculus II. Corequisite: Calculus III. (Fall)

MATH 3037: Number Theory (4 cr.)
This course will consider basic properties of the natural numbers. Topics include divisibility, primes, congruences, quadratic residues, Gaussian sums, number-theoretic functions, perfect numbers, distribution of primes, and also irrational, algebraic, and transcendental numbers. Prerequisite: Fundamental Concepts of Mathematics. (Every third year)

MATH 3040: Modern Algebra (4 cr.)
Basic concepts and structures of modern algebraic systems. Topics covered include: sets, functions, groups and homomorphisms, rings and ideals, fields and field extensions, Galois theory of the roots of polynomials. Prerequisite: Fundamental Concepts of Mathematics. (Every third year)

MATH 3041: Introduction to Graph Theory (4 cr.)
This course will discuss paths, cycles and properties of trees, planarity and duality, problems relating to the Four-Color map theorem, digraphs, traversal theory and network flows. Prerequisite: Fundamental Concepts of Mathematics. (Every third year)

MATH 3048: Complex Variables (4 cr.)
This course studies the algebraic properties of complex numbers and the notion of an analytic function. Many examples of analytic functions are discussed. The Cauchy Integral Theorem is proved. The course also covers the Cauchy Integral Formula and its consequences, Taylor and Laurent series expansions and the residue theorem and its consequences. Prerequisite: Fundamental Concepts of Mathematics. (Every third year)

MATH 3060: Topology (4 cr.)
An introduction to point set topology. Topics covered include: open sets, closed sets, compact sets in metric spaces and topological spaces. Prerequisite: Fundamental Concepts of Mathematics.

MATH 3077: Numerical Analysis (4 cr.)
This course offers a study of some basic algorithms of numerical computation with emphasis on the theoretical foundations of the algorithms and various problems related to the practical implementations of the algorithms. Topics covered include: floating point representation, implications of finite precision and errors due to round off, solutions of equations using fixed point method, Newton's method and secant method, numerical integration and differentiation. Prerequisites: Calculus III and Programming and Multimedia in Java.

MATH 3097: Mathematical Logic (4 cr.)
This course deals with propositional and predicate calculus, Gödel's completeness and incompleteness theorems, and undecidable problems. Prerequisite: Fundamental Concepts of Mathematics. (Every third year)

MATH 3997/3999: Senior Readings and Seminar (2 cr. each semester)
A year-long course for senior mathematics majors. In the first semester, students will read and summarize selected papers in mathematics. In the second semester, students will participate in a seminar presenting expanded versions of the papers read. (MATH 3997: Fall) (MATH 3999: Spring)

**COMPUTER SCIENCE**
The computer science major is designed to give a student in this program a solid background in applied and theoretical computer science. Graduates of the program will have the skills necessary to enter the business world or pursue graduate study in computer science. The variety of computer offerings allows ample opportunity for non-majors to increase their computer skills. All undergraduates are encouraged to take as many computer courses as possible to complement their major programs. No course with a grade lower than C- will be accepted toward a major or a minor in computer science. In addition, a C average (calculated as the College calculates G.P.A.) must be maintained over all courses required for a major or minor.

**Major Requirements in Computer Science**
- Calculus I
- Calculus II
- Discrete Structures
- Probability
- Programming and Graphics in Java
- Programming and Multimedia in Java
- Computer Systems Architecture and Programming
- Programming Languages
- Database Design and Construction
- Building Search Engines and Other Software Tools
- two 3000 level electives from the department offerings
- the Senior Evaluation

**Senior Evaluation**
A thesis, written under the direction of a department member, that includes a study of a topic in computer science at the level of an advanced elective and a significant programming project.

**Departmental Honors**
Departmental Honors in Computer Science are conferred upon graduating seniors who have maintained an average of 3.7 or more in courses required for the major (calculated as the College calculates G.P.A.).

**Minor Requirements in Computer Science**
The student must complete four required courses and one advanced course. Requirements:
- Programming and Graphics in Visual BASIC
- Computers and Information Technology
- Programming and Graphics in Java
- Programming and Multimedia in Java
- Advanced Course

For students with a background equivalent to a required course, an advanced course may be substituted with the approval of the Department.

Advanced Courses (partial list):
- Building Search Engines and Other Software Tools
- Database Design and Construction
- Programming Languages
- Computer Systems Architecture and Programming
Upon completing the program, a student will be proficient in programming in Visual BASIC and Java, will be familiar with various hardware configurations for large and small systems, and will be knowledgeable about the software needed to run these systems.

Depending on the advanced course chosen, a student will also study these topics:
- Advanced programming in Java
- Data structures used in programming
- Sequential and Random access files
- Computer architecture and low level programming

Internships
On completion of minor requirements, applications may be submitted for internship positions in local businesses and corporations through the Office of Career Services.

Course Descriptions
MAC 1000: Programming and Graphics in Visual BASIC (4 cr.)
This course is an introduction to graphical application development using object-oriented techniques in Visual Basic for the Microsoft Windows operating system. It is intended for students with no previous programming experience. Topics include object-oriented design and programming, GUI object classes, flow control, 2-D graphics, and collections. (Fall) (Spring)

MAC 1010: Programming and Graphics in Java (4 cr.)
This course is an introduction to graphical application development using object-oriented techniques in Java in a visual environment. Topics include object-oriented design and programming, GUI object classes, flow control, 2-D graphics, and collections. Computer Science majors are strongly encouraged to enroll in this course in the first semester of their freshman year, or immediately upon changing major to Computer Science. All other students are encouraged to first complete Programming and Graphics in Visual Basic (MAC 1000) if they have not had previous programming experience. (Fall) (Spring)

MAC 1075: Computers and Information Technology (3 cr.)
This introductory level course is a survey of the computer hardware and software in current use. Topics include: data representation, storage devices, input/output devices, computer hardware, operating systems and application development techniques. Students learn to use a word processor, spreadsheet, database, and presentation manager. Students will create and post a website. (Fall) (Spring)

MAC 2010: Programming and Multimedia in Java (4 cr.)
This is a continuation of the object-oriented, graphical application development in Java, begun in Programming and Graphics in Java (MAC 1010). Advanced object-oriented features of Java are covered, including multithreading, file I/O, and object classes used for multimedia applications. (Fall) (Spring)

MAC 2015: Database Design and Construction (3 cr.)
This course is an introduction to techniques used for structuring data to be stored in various devices. Theory of database design and the implementation of such designs is studied. Topics include: the definition and normalization of database designs, the SQL data design language (DDL), and the manipulation of databases designed in SQL via servlets written in the Java programming language. Prerequisite: Programming and Multimedia in Java (MAC 2010) (Fall) (alternate years)

MAC 2045: Computer Systems Architecture and Programming (3 cr.)
This course is an introduction to computer architecture and its relation to programming in C on the UNIX operating system. General concepts and techniques that apply to a broad range of computers will be covered. These include: representation of data and computer arithmetic, the organization and structuring of the major hardware components of computers, and methods of I/O. Prerequisite: Programming and Multimedia in Java (MAC 2010) (Spring) (alternate years).

MAC 2055: Theory of Computation (3 cr.)
This course provides an introduction to the theory of computation, which essentially deals with the question: What are the fundamental capabilities and limitations of computers? Topics include: regular languages, context-free languages, the Church-Turing thesis, decidability, reducibility, time complexity, space complexity, intractability. Prerequisite: Programming and Multimedia in Java (MAC 2010).

MAC 2017: Building Search Engines and Other Software Tools (3 cr.)
This course offers a formal study of the basic structures used for storing data and an analysis of the algorithms, which act on data structures. It builds on the material presented in Programming and Graphics in Java and Programming and Multimedia in Java. This material is made more rigorous with an emphasis on the analysis and design of efficient algorithms. Topics include review of basic data structures, basic graph theory with algorithms for finding paths and spanning trees, techniques of design and analysis for (internal and external) sorting, merging and searching, algorithms for hashing, garbage collection and compaction. Prerequisite: Programming and Multimedia in Java (MAC 2010) (Fall) (alternate years).

MAC 2020: Introduction to Mobile Robotics (3 cr.)
This course is an introduction to programming autonomous mobile robots, using a development environment on a workstation, and then downloading/executing the developed programs on the robot. Students are tutored in the robot design as well as in the basics of the development environment. Students then program the robots to perform different tasks, such as wall-following and light tracking. Lastly, students program the robots for a multi-robotic competition. Prerequisite: Programming and Multimedia in Java or a grade of B or better in Programming and Graphics in Java. (Interession)

MAC 2021: Internet Concepts and Web Page Construction (3 cr.)
This course offers a formal introduction to the internet. Topics include how the internet works, web page construction using HTML code and HTML editors. The course covers Java script programming. Note: This course does not count for major credit. Prerequisites: Computers and Information Technology and Programming and Graphics in Visual BASIC or Programming and Graphics in Java.

MAC 2035: Programming Languages (3 cr.)
This course is an introduction to the formal study of programming language specification and analysis. Several programming languages (both compiled and interpreted) will be studied in terms of their features and limitations. Topics include formal language definition (using Backus-Naur Form and Java as an example), a comparison of several languages in terms of data types and structures, control structures and run-time considerations. Prerequisite: Programming and Multimedia in Java (MAC 2010) (Spring) (alternate years).

MAC 2045: Computer Systems Architecture and Programming (3 cr.)
This course is an introduction to computer architecture and its relation to programming in C on the UNIX operating system. General concepts and techniques that apply to a broad range of computers will be covered. These include: representation of data and computer arithmetic, the organization and structuring of the major hardware components of computers, and methods of I/O. Prerequisite: Programming and Multimedia in Java (MAC 2010) (Spring) (alternate years).

MAC 2055: Theory of Computation (3 cr.)
This course provides an introduction to the theory of computation, which essentially deals with the question: What are the fundamental capabilities and limitations of computers? Topics include: regular languages, context-free languages, the Church-Turing thesis, decidability, reducibility, time complexity, space complexity, intractability. Prerequisite: Programming and Multimedia in Java (MAC 2010).
MAC 2085: Discrete Structures (3 cr.)
This course provides an introduction to fundamental algebraic, logical and combination concepts from mathematics with applications to various areas of computer science. Topics covered include sets, relations, functions and induction, Boolean algebra and introduction to graph theory. *(Spring)*

MAC 3010: Introduction to Compiler Design (3 cr.)
This course provides a formal treatment of programming language translation and compiler design concepts. Topics covered include: organization of a compiler including symbol tables, lexical scan, syntax scan, object code generation and optimization techniques. **Prerequisite:** Programming and Multimedia in Java (MAC 2010). **Corequisite:** Computer Systems Architecture and Programming (MAC 2045). *(every third year)*

MAC 3012: Internet Programming (3 cr.)
Topics in this advanced course include internals of the internet, review of HTML coding, JavaScript programming, CGI programming. **Prerequisite:** Programming and Multimedia in Java (MAC 2010) or Internet Concepts and Web Page Construction (MAC 2021). **Corequisite:** Current 2000 level computer science course. *(every third year)*

MAC 3014: Building Computer Games (1.5 cr.)
This course begins with the introduction of fundamental game theory, then shows the application of this theory to the construction of computer games using the Java programming language, of which prior knowledge is assumed. Game theory includes such concepts as the design of game sprites, as well as the realization of fundamental animation. **Pre-requisite:** Programming & Multimedia in Java (MAC 2010) *(every third year)*

MAC 3016: Building Cell Phone Games (1.5 cr.)
In this follow-up to How to Build Computer Games, students apply game theory to constructing games for mobile devices (e.g., Blackberry, Palm OS, and Java-enabled cell phones). The course also includes an introduction to the Java Mobile Edition (ME), assuming a prior working knowledge of the Java programming language. **Pre-requisite:** How to Build Computer Games (MAC 30XX) *(every third year)*

MAC 3020: Introduction to Operating Systems (3 cr.)
The principles of control program function and operation will be studied with examples of one or more specified operating systems. Topics covered include storage management, processor management, device management, file management, system management and system configurations. **Prerequisite:** Programming and Multimedia in Java (MAC 2010). *(every third year)*

MAC 3021: Intro to FPL Using Haskell (1.5 cr.)
Functional programming language gives a simple model of programming: one value, the result, is computed on the basis of others, the inputs. Because of the simplest foundation, functional language gives the clearest possible view of the central idea in modern computing, including abstraction (data abstraction), polymorphism, and overloading. Functional programs are shorter, cleaner and faster to develop than their imperative counterparts because of the high level of abstraction. Haskell is not just a good ‘teaching language’: it is a practical programming language used in a number of real-world projects. **Prerequisite:** Programming & Multimedia in Java (MAC 2010) *(every third year)*

MAC 3024: Algorithms in Haskell (1.5 cr.)

Functional programs tend to be shorter, clearer and faster to develop than their imperative counterparts. This contributes to a better understanding of the algorithm being implemented and makes it possible to explore alternative solutions more rapidly. This module covers traditional topics in sorting, searching, graph algorithms, as well as algorithm design strategies: divide-and-conquer and dynamic programming. The emphasis is on intuitive and pragmatic program development techniques. **Pre-requisite:** Intro to FPL using Haskell (MAC 3021) *(every third year)*

MAC 3042: Advanced Topics in Computer Programming
This course covers advanced features of the Java programming language taught in the courses Programming and Graphics in Java (MAC 1010) and Programming and Multimedia in Java (MAC 2010). Possible course topics include: network (socket-based) programming, concurrent programming, distributed computing, web-based applications, and mobile applications. **Prerequisite:** Programming and Multimedia in Java (MAC 2010)

MAC 3050: Introduction to Parallel Programming (3 cr.)
This course introduces students to programming multi-processor architectures. However, rather than program a single computer with multiple processors, the PVM architecture is used, which simulates a multi-processor machine using a network of single processor machines. Programs for PVM are written in an augmented version of the C programming language. **Prerequisite:** Programming and Multimedia in Java (MAC 2010) *(every third year)*

MAC 3054 Web Development in Perl I (1.5 cr.)
This course provides an introduction to the code syntax of Perl, an interpreted programming language that combines the flexibility of general-purpose programming languages such as C or Java. The result is a language especially suited to performing complex searching and manipulation of text. This course teaches students how to utilize Perl in terms of syntax, the basics of regular expressions and Perl data types. **Prerequisite:** Programming and Multimedia in Java (MAC 2010) *(every third year)*

MAC 3058 Web Development in Perl II (1.5 cr.)
Perl has enjoyed recent popularity for programming World Wide Web electronic forms and generally is considered as the glue and the gateway between systems, databases, and users. This course introduces advanced topics such as the access and manipulation of files, database connectivity and debugging techniques. **Prerequisite:** Web Development in Perl I (MAC 3054) *(every third year)*

MAC 3060: Graphics for Computer Science Majors (3 cr.)
Topics covered will include: representation of two-and three-dimensional objects, transformation and rotations, hidden-line algorithms, and orthographic and perspective projections. **Prerequisite:** Programming and Multimedia in Java (MAC 2010).

MAC 3062 Building Intelligent Software: Knowledge Engineering (1.5 cr.)
Historically, Knowledge Engineering has been one of the most successful areas in the field of Artificial Intelligence. Knowledge Engineering involves the development of intelligent databases (knowledge bases), which can then be used as consultation/help systems (e.g., the infamous MS Office paper clip). Students will be introduced to knowledge engines, which they will then use to build their own custom knowledge bases. **Prerequisite:** Programming and Multimedia in Java (MAC 2010) *(every third year)*
MAC 3065 Intelligent Robots (1.5 cr.)
This course introduces students to programming autonomous, mobile robots. It begins with an introduction to the programming environment, which the students will then use to program the mobile robots. Once students, working in teams of two have developed a program implementing the behavior of the robot, the program is downloaded to the robot via a data connection. The connection is then severed, allowing the robot to autonomously use its programmed behavior to interact with its environment and carry out its pre-determined task.
Prerequisite: Programming and Multimedia in Java (MAC 2010) (every third year)

MAC 3998 Senior Evaluation (3 cr.)
A thesis written under the direction of a department faculty member.

MUSIC
Manhattanville's music program offers broad opportunities in a variety of areas both for music majors and liberal arts students. The music curriculum blends a strong emphasis on creativity and individual expression with the development of necessary skills and self-discipline. Courses are available in specialized areas of musical performance, music theory, music history, music education, composition, music management, music technology, musical theatre and jazz studies. Interested students should contact the Music Department for audition requirements.

Opportunities for public performances, both on and off campus, exist through membership in the Manhattanville Chorus, Manhattanville Chamber Vocal Ensemble, Orchestra, Big Band and Small Jazz Ensembles, the MIDI Ensemble, The Quintessentials (Manhattanville’s elite pop vocal group), and musical theatre ensembles and productions. There are also several faculty-directed small ensembles, both instrumental and vocal, based on student interest and ability. Participation in and appreciation of live musical performances are vital within the music department, and the department presents numerous regularly scheduled concerts and recitals. All music majors are required to attend performances as part of course and major requirements. Students who do not take part in the musical life of the College will not be able to major in music.

Music majors may pursue either the Bachelor of Arts degree with a major in Music or specializations in Music Management or Musical Theatre, or the more professionally oriented Bachelor of Music degree with a major in music education.

Faculty and Professional Interests
Carmelo Comberiati (Director) — Music history, analysis, ethnomusicology
Francis Brancalone — Piano, organ, music theory, keyboard harmony
Mark Cherry — Musical theatre, cabaret, voice class, vocal ensemble
Mary Ann Joyce — Music theory, composition, ear training
Jerry Kerlin — Music education, music theory
Geoffrey Kidde — Music theory, music technology, ear training

Adjunct Faculty
Jay Azzolina — Jazz studies, guitar, ensemble
Anne Marie Baeza — Clarinet
Ronald Cappon — Voice
Lyn Christie — Acoustic and electric Bass
Catherine Coppola — Piano, music appreciation
Mareda Gaither-Graves — Voice, voice class
Diane Guernsey — Vocal accompanist, vocal coach

Neal Haiduck — Saxophone, clarinet
Harold Jones — Wind ensemble
Nancy Kennedy — Jazz piano
Claudia Knafo — Flute, ensemble
Flora Lu Kuan — Piano, ear training, ensemble
I Hao Lee — Violin
James Lorusso — Guitar
Wendy Kerner Lucas - Harp
Elliot Magaziner — Violin, viola, instrumental conducting, orchestra
Sarah Steigerwald Matthews — Music education
Michael Meade — Cello
Beverly Meyer — Vocal coach, vocal accompanist
Harvey Rachlin — Music management
Terrence Reynolds — Jazz studies, wind ensemble, music education
Martin Rutishauser — Chorus, vocal chamber ensemble, choral conducting
Richard Slade — Voice, voice class
Frederick Snyder — Trombone, euphonium, tuba
Ron Vincent — Percussion
Patricia Walker — Instrumental rudiments, trumpet, horn
Jeongeun Yom — Choral accompanist

Satisfactory Progress towards Degree Requirements for Intended Music Majors
The Sophomore Music Review determines whether each student is making progress towards acquiring skills necessary for success as a major in the Music Department. Each student is reviewed by music department faculty for progress in core areas of the major requirements during his/her third semester at the College, except for transfer students who will be reviewed at the end of their first semester. All students will be evaluated for satisfactory grades in required courses and acceptable progress in Music Theory. Students in the Bachelor of Music (Music Education) program and in the Bachelor of Arts (Major in Music) program will also be evaluated for satisfactory progress on their major performing vehicle.

The Sophomore Review focuses on both theoretical and practical areas of knowledge. The review will be used to determine that students have acquired sufficient technical knowledge about music to proceed to upper level courses as juniors and to accomplish the upper level courses in a timely manner. Each student will have to demonstrate satisfactory progress in selected Core Courses and meet the standards in Music Theory and Applied Music as applicable (see below). Satisfactory progress is necessary for permission to continue in a major program in the Music Department. Failure to achieve satisfactory progress can result in the following: either the student must withdraw from the major program or, upon recommendation of the faculty review, the student can continue in a provisional status. Provisional status can require the retaking of the courses and either additional time or summer study for the completion of the degree.

Students transferring to Manhattanville with 40 or more credits should be on track to meet the same requirements. They will be reviewed at the end of their first semester of full time study at the College.

Progress in Core Courses
• Students studying for the B.A. Major in Music must be on schedule to complete MUH 2011-12: Survey of Western Music I and II by the end of the second year of study.
• Students studying for the B.Mus. Music Education program must be on schedule to complete MUH 2011-12: Survey of Western Music I and II, EDU 2000: Fundamentals of
Schools and Teaching, and EDU 2010: Educating Learners with Diverse Needs by the end of the second year of study.

- Students in the B.A. Major in Music with concentration in Music Management must be on schedule to complete at least two Music History courses, two Music Management courses, and two required ECO or MGT courses by the end of the second year of study.
- Students in the B.A. Major in Music with a concentration in Musical Theatre must be on schedule to complete DTH 1002: Creative Process in Dance/Theatre, DTH 1001: Acting I, and at least two courses in Music or Theatre History by the end of the second year of study.

Music Theory Standards
- Students studying for the B.A. Major in Music must be on schedule to complete MUT 2043: Comprehensive Musicianship IV, MUT 2044: Keyboard Harmony IV, and MUT 2022: Intermediate Ear Training II by the end of the second year of study.
- Students studying for the B.Mus. Music Education program must be on schedule to complete MUT 1033: Comprehensive Musicianship II, MUT 1034: Keyboard Harmony II, and MUT 1041: Creative Process II by the end of the second year.
- Students in the B.A. Major in Music with a concentration in either Management or Musical Theatre must be on schedule to complete MUT 1033: Comprehensive Musicianship II, MUT 1034: Keyboard Harmony II, and MUT 1041: Creative Process II by the end of the second year of study.

Applied Music Standards: Major Performing Vehicle
- Students studying for the B.A. Major in Music must be on schedule to complete their fourth semester of one-hour applied study (4 credits) by the end of the second year of study. The applied music jury will determine if satisfactory progress towards preparation for a full Senior Recital has been made. Students using Music Technology as a major focus must be on schedule to complete four semesters of course work in topics of Music Technology before senior year.
- Students studying for the B.Mus. Music Education must be on schedule to complete their fourth semester of one-hour applied study (4 credits) by the end of the second year of study. The applied music jury will determine if satisfactory progress towards preparation for a half Senior Recital has been made.
- Students in the B.A. Major in Music with a concentration in Musical Theatre must be on schedule to complete their fourth semester of one-hour applied study (4 credits) by the end of the second year of study. The applied music jury will determine if satisfactory progress towards preparation for participation in Musical Theatre productions has been made.

Applied Music Standards: Piano
- Students studying for the B.A. Major in Music (major instrument other than piano) must be on schedule to complete their fourth semester of half-hour study of piano (2 credits) by the end of the second year of study. The applied music jury will determine if satisfactory progress towards competency on piano as a secondary instrument has been met. Students not meeting satisfactory progress will be required to continue study.
- Students studying for the B.Mus. Music Education (major instrument other than piano) must be on schedule to complete their fourth semester of half-hour study of piano (2 credits) by the end of the second year of study. The applied music jury will determine if satisfactory progress towards competency on piano as a secondary instrument has been met. Students not meeting satisfactory progress will be required to continue study.
- Students in the B.A. Major in Music with a concentration in Musical Theatre must be on schedule to complete their second semester of half-hour study of piano (1 credit) by the end of the second year of study. The applied music jury will determine if satisfactory progress towards using the piano as support for Musical Theatre study has been met. Students not meeting satisfactory progress will be required to continue study.

Major Requirements for Bachelor of Arts Degree in Music
One-hundred-thirty (130) total credits, including 70 credits in music courses as follows and reading proficiency in French, German, or Italian. A minimum of 60 credits in non-music courses is required. A grade of at least C- is required for credit towards the Music Major, except in the Senior Seminar courses, which require a minimum grade of C. Students pursuing a B.A. in Music must have a minimum of 90 liberal arts credits.

Eighteen required courses as follows:
- MUH 2011-2012: Survey of Western Music I, II
- MUT 1040-1041: Creative Process I, II
- MUT 1031-1032: Comprehensive Musicianship and Keyboard Harmony I
- MUT 1033-1034: Comprehensive Musicianship and Keyboard Harmony II
- MUT 2021-2022: Intermediate Ear-Training I, II
- MUT 2041-2042: Comprehensive Musicianship and Keyboard Harmony III
- MUT 2043-2044: Comprehensive Musicianship and Keyboard Harmony IV
- MUT 3021: Advanced Ear-Training I
- MUH 3011: Music of the 20th Century
- MUH 3997-3998: Music Senior Seminar & Projects

Plus 15 credits in music electives including:
- one 3000 level course in Music History
- two 3000 level courses in Music Theory, and
- Applied Music courses (for students using either voice, piano, or an orchestral instrument as the major performing vehicle) including:
  - 8 semesters of large ensemble (Chorus, Large Jazz Ensemble or Orchestra) and 2 semesters of small ensemble and:
  - 8 semesters of one-hour lessons on the primary instrument or:
  - 12 credits of music technology courses (for students using either Audio Recording or Technology as a major performing vehicle) at the 2000-, 3000-, and 4000-level and 6 credits of applied music performance (either lessons or ensemble) and:

All B.A. in Music students must take a minimum of 4 semesters of piano study (replaced by music department electives if piano is the major instrument). Finally, all B.A. in Music students must take at least 60 credits in non-music courses including distribution, electives, and reading knowledge of French, German, or Italian (Spanish may be used if major instrument is guitar).

Requirements for the B.Mus. Degree in Music Education
One-hundred-thirty credits required. A grade of at least C- is required for credit towards the Music Major, except in the Senior Seminar course, which requires a minimum grade of C.
All students pursuing a B.Mus. in Music Education must have a minimum of 30 liberal arts credits.

Eighteen required music courses as follows:
- MUH 2011-2012: Survey of Western Music I, II
- MUH 3011: Music of the 20th Century
- MUT 1040-1041: Creative Process I, II
- MUT 1031-1032: Comprehensive Musicianship and Keyboard Harmony I
- MUT 1033-1034: Comprehensive Musicianship and Keyboard Harmony II
- MUT 2021-2022: Intermediate Ear-Training I, II
- MUT 2041-2042: Comprehensive Musicianship and Keyboard Harmony III
- MUT 2043-2044: Comprehensive Musicianship and Keyboard Harmony IV
- MUT 3021: Advanced Ear-Training I
- MUT 3043: Orchestration
- MUH 3997: Music Senior Seminar

Applied Music courses including:
- 6 semesters of either large or small ensemble and
- 4 semesters of one-hour lessons on the primary instrument and
- minimum of 4 semesters of piano study (replaced by music department electives if piano is the major instrument)

Fifteen required education-related courses as follows:
- EDU 2000: Fundamentals of Schools and Teaching*
- PSY 2001: Developmental Psychology: Birth through Late Childhood
- PSY 2002: Developmental Psychology: Early through Late Adolescence
- EDU 2010: Educating Learners with Diverse Needs*
  Two of the following three Literacy courses:
- EDU 3367: Methods for Teaching Literacy and Language Arts I*
- EDU 3278: Literacy in the Content Areas
- EDU 3370: Aesthetic Literacy*
  All of the following Music Education courses and Student Teaching:
- MUE 2067-2068: Instrumental Rudiments I, II*
- MUE 2079: Teaching Beginning Strings and String Groups*
- MUE 2085: Piano for the Classroom
- MUE 2090-2091: Choral and Instrumental Conducting*
- MUE 3054: Methods for Early Childhood/Childhood Music*
- MUE 3057: Methods for Middle Childhood/Adolescent Music*
- EDU 3387: Student Teaching and Seminar: Music Education*

Thirty-one credits in non-music courses, including distribution and other electives, required for NY State Certification (must be completed before graduation). Courses must include:
- A course in Literature (3 credits)
- A course in Science (3 credits)
- A course in Mathematics (3 credits)
- One year of the equivalent of coursework in a language other than English
- Passing score on NY State test LAST

Other requirements for NY State Certification (must be completed before graduation):
- Passing score on NY State test AST-W
- Child Abuse Seminar (student teaching semester)

- Violence Prevention Seminar (student teaching semester)
- Fingerprinting

The following required courses listed below meet NY State requirements, if taken at Manhattanville:
- MUT 1040-1041: Creative Process I, II for a course in Communications
- MUH 3011: Music of the Twentieth Century for a course in History
- MUH 2012: Survey of Western Music II for a course in Written Analysis and Expression

No minor is required for the B.Mus. in Music Education.

Ensemble Requirements for B.A. and B.Mus.
The Bachelor of Arts in Music program requires participation in a large ensemble (chorus or orchestra) in each of eight semesters, plus a minimum of two semesters participation in smaller ensembles. The Bachelor of Music degree program in Music Education requires participation in either large or small ensembles for six semesters. Each degree program also requires participation in student recitals at least twice a year.

Senior Evaluation for B.A. and B.Mus.
For all Bachelor of Arts music candidates: MUH 3997-3998: Music Senior Seminar and Senior Projects; for Music Education candidates: supervised teaching experience and MUH 3997: Music Senior Seminar.

All music candidates, with the exception of Music Management candidates, are required to present a recital on their major instrument or voice. A grade of C constitutes the minimum standard for each part of a successful senior evaluation.

Minor in Music
Requirements for the minor in music may be fulfilled by the completion of eighteen credits in Music. Nine credits must be in approved courses covering the areas of applied music or technology, music history, and music theory. No fewer than three credits must be taken in each of these areas. The remaining 9 credits can be from any Music Department offerings. A grade of at least C- is required for credit towards the Music Minor. Approval by the Director of Music is required for the Minor in Music.

Honors Program in Music
A limited number of upper-class music majors may be eligible for an approved Honors program including: research, performance, or off-campus internships. Please consult the department for details.

Departmental Honors
Upon recommendation of the Music Faculty, Departmental Honors are conferred upon graduating seniors who have maintained a cumulative grade point average of 3.5, received a minimum grade of A- for the Senior Evaluation, and have made significant contribution to the activities of the Music Department.

5 Year B.Mus./M.A.T. Program in Music Education
The 5 year B.Mus./M.A.T. program allows students with a 3.4 or better G.P.A. who intend to become music teachers to complete their M.A.T. usually within one year after receiving the undergraduate degree. Students must apply to the School of Education for acceptance into the program, usually by the end of the Sophomore year, and need a letter of recommendation from the director of the Music Department. For more details, please consult the Music Department.
**Course Descriptions**

*Note: Courses followed by an asterisk do not receive credit as liberal arts.*

**History and Literature**

MUH 1007: Listening to Music (3 cr.)
This course explores the fundamentals of music as an approach to appreciation though the study of repertoire. Emphasis will be placed on listening to selected works in order to understand and to identify the styles and forms of Western music from the Baroque period to the 20th Century. Concert attendance is required. *(Fall) (Spring)*

MUH 1015: Music in American Culture (3 cr.)
An introductory course to the study of cultural history, this course will examine various time periods in United States History and the musical cultures emerged from the social influence of the time. Topics will include Early Rock and Roll, American Musical Theatre, Music in 19th-Century Vernacular America, Music in Colonial America, and the Music of Native Americans. *(Summer)*

MUH 2011-2012: Survey of Western Music I and II (4 cr.)
A chronological survey of music in the western world for both music majors and non-majors with special attention paid to listening for content and to comprehending musical genre and form in their historical context. The fall semester will cover music from its earliest notated forms through the works of Ludwig van Beethoven. The second semester will cover works from the outbreak of Romanticism in the works of Franz Schubert through the recent avant-garde. Concert attendance and directed listening will be an integral part of this course. Students may enter the course in the spring. *(Fall) (Spring)*

MUH 2016: History of Jazz (3 cr.)
The purpose of this course is to develop an understanding of, and insights into, the development of one of America's great art forms — jazz. A critical examination will be made of the musical ingredients through listening and participation. In addition, rock music, and its differences and relationships to jazz, will be explored. *(Spring)*

MUH 2018: Music History at the Movies (3 cr.)
The main activities of the course include listening to music, viewing films, and reading biography. We will analyze three musical masterpieces by Chopin, Mozart, and Beethoven and examine popular and scholarly biography by comparing films to academic sources. The class will visit the Metropolitan Museum of Art for viewing of materials in the Collection Musical Instruments related to world music. *(Intersession) (Summer)*

MUH 2235: History of American Musical Theatre (3 cr.)
This course for majors and non-majors explores the history of one of America’s art forms – musical theatre -- from its origins in the 19th Century up to the present. All aspects of the development of the musical are explored, with a particular emphasis on composers and lyricists. Course includes listening and viewing assignments. *(Fall)*

MUH 3001: Music of the 19th Century (3 cr.)
This course offers an intensive survey of the music literature of the 19th century. The musicological skills developed will enable the student to demonstrate an understanding of this period through analysis, listening and discussion of works from Beethoven's last style period through the works of Brahms and Mahler at the turn of the century. A major research project will introduce students to bibliographic skills in music research. *Prerequisite: MUT 1033: Comprehensive Musicianship II, or permission of the instructor. (Spring ’08)*

MUH 3010: Haydn, Mozart and Beethoven (3 cr.)
This seminar examines a golden age of music history, the transition from the middle of the eighteenth century to the era of Beethoven. Through the works of the era's three outstanding composers, we will understand the development of classic genres, the changing world of patronage and public concerts, and the establishment of binary- and ternary-based musical forms. Class work will require listening quizzes, two examinations, and a major analytical or historical paper. *Prerequisite: Survey of Western Music I and II and one year of music theory. (Spring ’09)*

MUH 3011: Music of the 20th Century and Beyond (3 cr.)
This course examines significant musical development from the Post-Romantic composers at the turn of the century to the most recent Post-Modern works in the international style. Coursework will include analysis, research and discussion of the period's important compositions, with an emphasis on the skills necessary for the Music Senior Listening Examination. Requirements include a major research paper on a twentieth-century topic, listening quizzes and two examinations. *Prerequisite: MUH 2012: Survey of Western Music II, MUT 2041: Comprehensive Musicianship III, ability to read scores. (Fall)*

MUH 3014: African and Eastern Music (3 cr.)
This seminar course in world music will introduce students to topics and techniques in Ethnomusicology. After an initial survey of the music cultures of the Pacific basin, the musics of Africa, India, China and Japan will be studied in greater detail. Students will develop a major project based upon one of these music cultures. A museum visit to study musical instruments will be an important component of the course. *(Spring ’09)*

MUH 3020: The Beatles in Their Context (3 cr.)
This class explores the career of the Beatles—from their beginnings in Liverpool through the band's breakup in 1970—from cultural and musical points of view. Historical readings and primary sources will analyze the social context in which the Beatles worked and the ways in which the group re-invented itself and their music. *Prerequisite: MUH 2041: Comprehensive Musicianship III. (Spring 2008)*

MUH 3997-3998: Music Senior Seminar and Projects (3 cr.)
Year-long capstone experience courses required of all B.A. in Music majors. The student-led seminar will cover a number of specialized topics in music and related areas and include a series of comprehensive examinations required for graduation. In the second semester, special emphasis will be placed on helping students to develop high quality senior evaluation projects. B.Mus. in Music Education majors are required to take only the fall Seminar. B.A. in Musical Theatre majors are required to take only the spring semester. B.A. in Music Management majors should substitute MUMG 3997 for the Projects course. *(Fall) (Spring)*

**Music Theory**

MUT 1011: Foundations of Music Theory I (3 cr.)
This course provides basic preparation in music theory for pre-professional students and non-majors. It is designed for students interested in acquiring skills in reading music, sight singing and ear training. Topics include: major and minor scales, rhythm, intervals and basic music vocabulary. *(Fall)*

MUT 1012: Foundations of Music Theory II (3 cr.)
This is a continuation of Foundations of Music Theory I. Topics include: triads and their inversions; continued study of rhythm,
sight singing and ear training; and compositional projects.  

**Prerequisite:** MUT 1011 or equivalent.  

**(Spring)**

**MUT 1031: Comprehensive Musicianship I (3 cr.)**
This course studies the basic principles used in the construction of music: rhythm, pitch, scales, intervals, chords, and harmonic progressions. Topics include: non-harmonic tones, modes, cadence patterns, melodic organization, and musical texture.  

**Prerequisites:** Open only to matriculated music majors and other qualified students who pass an examination or obtain the instructor's permission.  

**Corequisite:** MUT 1032 and MUT 1040.  

**(Fall)**

**MUT 1032: Keyboard Harmony I (0.5 cr.)**
This course emphasizes development of keyboard skills necessary to utilize this instrument as a tool for better understanding of music theory. Simple tunes will be harmonized using basic scale patterns and chord progressions. Coordinated with MUT 1031 and MUT 1040.  

**Corequisite:** MUT 1031 and MUT 1040.  

**(Fall)**

**MUT 1033: Comprehensive Musicianship II (3 cr.)**
This is a continuation of MUT 1031. Topics include: seventh chords, inversions, part writing, modulation, chords with secondary function and an introduction to binary and ternary forms.  

**Prerequisites:** Successful completion of MUT 1031 or permission of instructor.  

**Corequisite:** MUT 1034 and MUT 1041.  

**(Spring)**

**MUT 1034: Keyboard Harmony II (0.5 cr.)**
This is a continuation of MUT 1032 and ties in with exercises for Comprehensive Musicianship II.  

**Prerequisite:** MUT 1032.  

**Corequisite:** MUT 1033 and MUT 1041.  

**(Spring)**

**MUT 1040-1041: Creative Process in Music I and II (1.5 cr. each)**
Two semesters. This course deals with broad aspects of the study of music, including Music History, Theory and Performance, with special focus on the nature of the creative process. It also focuses upon ways in which music acts a medium of communication. Activities include: ear training skills, solfege, harmonic and melodic dictation, and performance projects, which include arranging, instrumentation and adapting musical materials.  

**(Fall)** (Spring)

**MUT 2021: Intermediate Ear-Training I (1 cr.)**
A workshop course designed to provide opportunities for strengthening individual musical skills in areas such as: melodic, harmonic and rhythmic perception, and notation. Topics include: seventh chords and inversions and free use of all diatonic intervals in dictation and sight singing.  

**Corequisite:** MUT 2041 and MUT 2042.  

**(Fall)**

**MUT 2022: Intermediate Ear-Training II (1 cr.)**
This is a continuation of MUT 2021, with a greater emphasis on chromatic harmony and modulation.  

**Prerequisites:** Successful completion of MUT 2021 or permission of instructor.  

**Corequisite:** MUT 2043 and MUT 2044.  

**(Spring)**

**MUT 2041: Comprehensive Musicianship III (3 cr.)**
This course is a study of the tonal and harmonic expansion in 18th and 19th century music — modulation and chromatic harmony. It concludes with an introduction to the analysis of short 19th-century compositions with an emphasis on chromatic harmony and form.  

**Prerequisite:** MUT 1033 or equivalent and open to others with permission.  

**Corequisite:** MUT 2021 and MUT 2042.  

**(Fall)**

**MUT 2042: Keyboard Harmony III (0.5 cr.)**
This course emphasizes development of more advanced piano skills and improvisational techniques, focusing on figured bass and chromatic harmony. Coordinated with MUT 2041.  

**Prerequisites:** MUT 1034.  

**Corequisite:** MUT 2021 and MUT 2041.  

**(Fall)**

**MUT 2043: Comprehensive Musicianship IV (3 cr.)**
This is a continuation of MUT 2041 and includes an introduction to 16th- and 18th-century counterpoint in analysis and writing. Students will learn techniques for composing an invention and the exposition of a three-voice fugue, and explore techniques of 20th-century composition.  

**Prerequisite:** MUT 2041.  

**Corequisites:** MUT 2022 and MUT 2044.  

**(Spring)**

**MUT 2044: Keyboard Harmony IV (0.5 cr.)**
This is a continuation of MUT 2042 with an introduction to score reading, exotic harmony and modulation techniques.  

**Prerequisite:** MUT 2042.  

**Corequisite:** MUT 2022 and MUT 2043.  

**(Spring)**

**MUT 3010: Counterpoint (3 cr.)**
This course is designed to make the student aware of the contrapuntal elements that are present in virtually all music through the disciplines of species counterpoint. It will concentrate on music from various style periods through two main activities: aural and visual analysis of representative works, and composing music that employs techniques characteristic of these style periods.  

**Prerequisite:** Four semesters of Comprehensive Musicianship or their equivalent or the permission of the instructor.  

**(Spring ’08)**

**MUT 3021: Advanced Ear-Training I (1 cr.)**
This is a continuation of MUT 2022 with four-part dictation and continued expansion of the use of diatonic chords.  

**Prerequisite:** Successful completion of MUT 2022 or permission of instructor.  

**(Fall)**

**MUT 3022: Advanced Ear-Training II (1 cr.)**
This is a continuation of MUT 3021 with more complex dictation and use of chromatic harmony.  

**Prerequisite:** Successful Completion of MUT 3021 or permission of instructor.  

**(Spring)**

**MUT 3036: Composition and Analysis (3 cr.)**
This course provides an intensive workshop in aspects of the analytical and compositional process. Study will focus on creation and development of germinal materials, structure, metric/rhythmic flow, concepts of consonance and dissonance, melodic invention, notation, text setting, color and orchestration. Class sessions will involve performance, analysis and discussion of old and new works, as well as group critiques.  

**Prerequisite:** MUT 2043 and MUT 2044 or permission of the instructor.  

**(Spring)**

**MUT 3037: Composition Projects (3 cr.)**
This course gives the student an opportunity to develop an individual compositional style through a variety of compositional projects in various media.  

**Recommended prerequisite:** MUT 2042 or permission of instructor.  

**(Spring ’06)**

**MUT 3043: Orchestration (3 cr.)**
This course deals with the study of instrumentation and techniques of orchestration. Students will learn to orchestrate previously composed compositions as well as their own original works.  

**Prerequisites:** MUT 2043.  

**(Fall)**
Music Education

MUE 2067: Instrumental Rudiments I: Woodwinds* (2 cr.)
Students may select one of the wind instruments for study during the semester, with the aim of understanding the fundamentals of correct playing. There will be solo and ensemble playing. The rudiments of percussion technique will also be introduced. Prerequisite: Ability to read music. (Fall)

MUE 2068: Instrumental Rudiments II: Brass* (2 cr.)
Students may select one of the brass instruments for study during the semester, with the aim of understanding the fundamentals of correct playing in both solo and ensemble playing. The rudiments of percussion technique will be continued. Prerequisite: Ability to read music. (Spring)

MUE 2079: Teaching Beginning Strings and String Groups* (2 cr.)
This course helps the student to develop sufficient facility on violin, viola, cello and bass to be able to play and teach basic string skills. Prerequisite: Ability to read music. (Fall) (Summer)

MUE 2085: Piano for the Classroom* (1 cr.)
This course provides training for the use of the piano as a tool in music education. Students will examine techniques for classroom instruction, the accompanying of class materials and the keyboard as an aid for theory and music rudiments. Prerequisite: 4 semesters of piano lessons and MUT 2044: Keyboard Harmony IV. (Spring)

MUE 2090: Instrumental Conducting* (2 cr.)
This course will meet twice weekly, once for work with recordings and cassettes to refine baton technique, interpretation and score reading; and once for a limited number of students in the regular orchestra class. During the latter, students will conduct the orchestra, and the semester will conclude with a formal concert conducted by students. Prerequisite: MUT 2041: Comprehensive Musicanship III or its equivalent. (Spring)

MUE 2091: Choral Conducting* (2 cr.)
This course will explore the basic skills of choral conducting, rehearsal techniques, program building, and score reading. Emphasis will be on the full range of choral repertoire, including sacred and secular choral materials. Weekly conducting assignments and lab work with chorus will be required. Examinations on score reading and conducting skills. Prerequisite: MUT 2041: Comprehensive Musicanship III or its equivalent. (Fall)

MUE 3054: Methods for Early Childhood/Childhood Music* (3 cr.)
Philosophy and praxis of the transmission (teaching and learning) of music by students preschool through grade 4. Emphasis on the work of Émile Jaques-Dalcroze, Zoltán Kodály, and Carl Orff, along with pedagogy and performance on classroom recorders in preparation for experience on the chest of recorders. Curriculum projects using five curriculum parts—beginning point, song list, yearly flow chart, daily lesson plan, and activity plan (strategy). In-class teaching with critique. Ten hours of observation of preschool and elementary musician-educators required. Prerequisite: Open to music education majors or others by permission of the Department. Must be completed as a preparation for EDU 3387: Student Teaching and Seminar: Music Education. (Fall)

MUE 3055: Technology for Music Educators* (3 cr.)
An introduction for music technology specifically designed for the music educators. Students learn how to create teaching materials using music technology, both in printed and interactive software formats. Students create projects relating to music pedagogy for various age and skill level. Software studied includes Finale, GarageBand, Smart Music, Digital Performer, and Band-in-a-Box, and Max/MSP. No prerequisites. Enrollment limited to ten. (Summer)

MUE 3057: Methods for Middle Childhood/Adolescent Music* (3 cr.)
Philosophy and praxis of the transmission (teaching and learning) of music by students grades five through twelve. Emphasis on the work of Émile Jaques-Dalcroze, Zoltán Kodály, and Carl Orff, and the use of world musics in the classroom. Curriculum development of eleven domains of music learning. Curriculum projects using five curriculum parts—beginning point, song list, yearly flow chart, daily lesson plan, and activity plan (strategy). Pedagogy and performance of the recorder chest available for the classroom In-class teaching with critique. Ten hours of observation of middle school and high school musican-educators. Prerequisite: MUE 3054 or permission of the Department. Must be completed as a preparation for EDU 3387: Student Teaching and Seminar: Music Education. (Spring)

EDU 3387: Student Teaching and Seminar: Music Education (12 cr.) *
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the childhood and middle childhood/adolescent levels. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all education courses, PSY 2001 and 2002, and approval by the Office of Field Placement, Certification and Community Outreach. (Fall) (Spring)

Applied Music and Music Technology.
MUA 1003-1004: Voice Class I and II (1 cr.) *
An introduction to the study of singing at the college level in a classroom/workshop setting. Required for Musical Theatre majors, this course is also open to non-majors, with permission of the instructor. The classes may substitute for private music lessons during a student’s first year of study. Enrollment is limited. (Fall) (Spring)

MUA 1005 MIDI and Audio Production (3 Credits)*
In this introductory course students learn the foundations of creating music with the computer. Beginning with an overview of computer concepts relating to MIDI and digital audio, students develop skills relating to MIDI and audio sequencing, recording and editing, and sound synthesis and processing. Software applications studied and used include: Digital Performer; Live Ableton; GarageBand; Band-in-a-Box; and MacSound. Students create projects using these programs. No prerequisites. Enrollment limited to ten. (Spring 2007)

MUA 2011: Audio Recording Techniques I (4 cr.) *
Starting with an introduction to acoustics, students develop skills in the art and science of live and studio sound recording. Students learn techniques for recording, editing, mixing, and mastering audio using ProTools and other products. We also focus on the tools for these processes: microphones, mixers, audio interfaces, and signal processors (such as compressor-limiter-expander-gate, digital delay, EQ, etc.) No prerequisites. Enrollment limited to ten. (Fall '06).

MUA 2227: Acting for Musical Theatre: From Scene to Song (2 cr.) *
The departments of Dance/Theatre and Music offer this workshop focusing on the process and craft of joining the performance of a song to a dramatic environment. Emphasis will
be placed on learning how to listen and react to one’s scene partner on a moment-to-moment basis with honest emotional responses, and how to translate these techniques into the world of musical theatre. (Spring)

MUA 2071-2072: Cabaret Performance Workshop I and II (2 cr.) *
Focus of this performance workshop, offered by the departments of Music and Dance/Theatre, is the successful communication of song to an intimate audience. Students are responsible for at least two songs and monologue material appropriate to a cabaret setting. Songs are analyzed for text, music, and interpretation, including an understanding of historical and societal context. Class structure is similar to an acting class, with all students observing when not performing. Course culminates in one performance evening. Prerequisite: 2 semesters of applied voice or permission of the Director of Music. Permission by audition. Enrollment is limited. Theatre (Fall) (Spring)

MUA 2227: Acting for Musical Theatre: Scene to Song (2 cr.)*
Focus of this class, offered by the departments of Music and Dance/Theatre, is the successful communication of song within the context of a musical play. Acting skills particular to the musical theatre stage will be developed and explored. Script and music will be analyzed and performances developed using various techniques, including improvisation. Historical and societal context will be explored. Class structure is similar to an acting class, with all students observing when not performing. There is an informal Showing of Work at the final class. Prerequisites: Acting 1, Acting 2, and Music 2071, 2072. Additional rehearsal time is required. Class culminates in one performance evening. Prerequisite: Admission by audition only. (Fall '08) (Spring '07).

MUA 3011: Audio Recording Techniques II (4 cr.) *
This is a continuation of MUA 3011. Students further develop skills and understanding of ProTools and related products taken up in the fall. Each student is responsible for the complete process of creating at least one track on the class CD. Additionally, students create digital signal processors using Max/MSP (as ProTools Plugin), and score a short segment of film as we discuss issues relating to video/audio synchronization. Prerequisite: Successful completion of MUA 3011. Enrollment limited to ten. (Spring '07).

MUA 3071: Advanced Cabaret Performance (2 cr.)*
This performance workshop extends the principles and techniques of MUA 2071 and 2072 for a select group of advanced students. Students are responsible for 15 to 20 minute performances, including song selection, program order, and connective monologue material. Additional rehearsal time is required. Class culminates in one performance evening. Prerequisite: MUA/DTH 2071 or 2072. Permission by audition. Enrollment is limited. (Fall '08)

MUA 3072: Children’s Music Theatre (3 cr.)*
This musical theatre performance project explores and develops the performance techniques particular to musical theatre for young audiences, and the practicalities of touring and performing a musical play for children. Performances are given in area elementary schools during the semester. Course requires additional rehearsal hours. Permission by audition. Enrollment is limited. (Spring '09)

MUA 4— (various numbers, repeatable for credit): Instrument or Voice: 60 min. or 30 min. (1 cr. or .5 cr.) *
These courses provide study of voice, piano, organ, guitar, percussion, and band or orchestral instruments. Type of lesson and materials will be determined by the abilities and interests of the students. Prerequisite: Permission of the Director of Music. (Fall) (Spring)

MUA 4011 Advanced Topics in Music Technology (3 cr.)*
For students who have completed two music technology courses Advanced Topics offers an opportunity for further individual work in music technology; such as computer sound synthesis, basic digital signal processing, and the study of issues relating to music production and delivery. Programs studied and used include Digital Performer, Max/MSP, MacCSound, Supercollider, LiveAbleton, and Reason. Prerequisite is successful completion of two of the following MUA 1005, MUA 2011 and MUA 3031. Enrollment limited to ten. (Spring '08).

MUA 4475: Performance Project: Musical Theatre (2 cr.)*
The Departments of Music and Dance/Theatre offer this performance project course, which culminates in five performances of a fully-produced musical. All aspects of musical theatre performance are developed and integrated. In addition to rehearsals and performances, students are expected to be knowledgeable regarding the composer, lyricist, librettist, and other creative staff of the original Broadway production. Course requires commitment to both fall and spring semesters, for 4 credits total. Prerequisite: Admission by audition only. (Fall) (Spring)

MUA 4480: Large Jazz Ensemble (1 cr.)*
This course is open to students with the permission of the instructor. Weekly rehearsals will help students acquire knowledge of the techniques and literature of big band jazz. Focus is on growth in sight-reading and improvisation skills as well as the development of musical understanding through experience in a public concert. Prerequisite: Admission by audition only. (Fall) (Spring)

MUA 4481: The Art of Ensemble Playing (2 cr.) *
This course is open to students and community members with the permission of the instructor. Weekly rehearsals will help students acquire knowledge of the techniques and literature of big band jazz. Focus is on growth in sight-reading and improvisation skills as well as the development of musical understanding through experience in a public concert. Prerequisite: Open to matriculated music students only or by special permission of the Director of Music. Individual sections of this course will also include Small Jazz Ensemble, Madrigal Singing, Popular Vocal Ensemble and the MIDI instrument Ensemble. (Fall) (Spring) (Summer)

MUA 4482: Orchestra (1 cr.) *
This course is open to students and community members with the permission of the instructor. Weekly rehearsals will help students acquire knowledge of orchestra techniques and literature. Focus will be on growth in sight-reading and orchestral skills as well as the development of musical understanding through experience in a public concert. Prerequisite: Admission by audition only. (Fall) (Spring)

MUA 4483: Chorus (1 cr.) *
This course is open to students and community members with the permission of the instructor. Weekly rehearsals will help students acquire knowledge of choir techniques and literature. Focus will be on growth in sight-reading and choral skills as well as the development of musical understanding through experience in a public concert. Prerequisite: Non-majors must audition for the conductor. Additional credit is available for participation in MUA 4488: Manhattanville Chamber Vocal Ensemble. (Fall) (Spring)
MUA 4485: Jazz Improvisation (2 cr.) *
The course will deal with technical elements of jazz theory, including chord types, chord changes, scales and modes. The students will explore musical concepts in improvisations. **Prerequisite:** Permission of instructor. *(Fall) (Spring)*

MUA 4488: Chamber Vocal Ensemble (1 cr.) *
This course is open to members of the Chorus with the permission of the instructor. Weekly rehearsals will prepare for the presentation of works selected from the chamber choral repertoire in concert. **Prerequisite:** Admission by audition only. *(Fall) (Spring)*

MUA 4489: Vocal Pop Group/Quintessentials (1 cr.)
The Quintessentials have the honor of representing the college at social functions both on and off campus. This elite pop vocal group sings in multi-part harmony, featuring the music of America’s great songwriters. Most numbers are staged; some are sung a capella. All performances are done from memory. Additional rehearsal hours are required. Course requires a full year commitment. Enrollment is limited. **Prerequisite:** Admission by audition only. *(Fall) (Spring)*

MUMG 1011: Intro to the Music Business: An Overview (3 cr.) *
Required of Music Management majors, but open to all students with a particular interest, this course offers important insights into the intricacies of a cross-section of major areas in the music business world. Guests will include active professionals in the music management field. *(Fall)*

MUMG 2011: Music Publishing and the Copyright Law (3 cr.)
A course developed to exploring the inner workings of the music publishing field with detailed study of the complexities of the Copyright Law. Required of all music management majors and open to other interested students. *(Spring)*

MUMG 2012: The Music Recording and Broadcast Industries (3 cr.)
This course will offer an in-depth study of these two major industries in the music business world. Emphasis will be on studying the business practices, strategies, and organization of major companies and broadcast venues. Required of music management majors and open to others. *(Fall)*

MUMG 2021: Pop Songs and the Music Business (3 cr.)
This course will offer a comprehensive survey of the “product” of the music business—pop songs, as well as the creators and talent behind them. The subject matter will include all genres and hybrids of American popular music including: easy listening, patriotic, country and western, hillbilly, bluegrass, folk, Latin, salsa, jazz, bubble gum, rock ‘n roll, hard rock, punk rock, grunge rock, rhythm and blues, disco, rap, and hip hop. Students will learn about the structure and form of pop songs and pop lyrics and how these elements have changed over the years; the singers and bands who made the songs popular; how and where new songs were introduced in the early years of the American Music Business; and how new and evolving genres of songs changed the music business. *(Spring)*

MUMG 3011: Contracts and Legal Issues for the Music Business (3 cr.)
This final course in the Music Management sequence of required courses will focus on the writing and reading of contracts relevant to the music business. In addition, the course will consider other significant legal issues and controversies. *(Spring)*

MUMG 3997: Music Management Project Seminar (3 cr.) *
Capstone experience courses required of all B.A. in Music Management majors. Emphasis will be placed on helping students to develop and high quality senior evaluation projects related to an active internship. Students may substitute MUH 3998 for the Projects course in conjunction with a second internship (beyond the required one for the major). *(Spring)*

**Bachelor of Arts in Music with a Concentration in Music Management**

The Music-Management concentration is offered as a combined program of the departments of Music, and Economics and Management. The purpose of the program is to provide students with both an understanding of these fields and the opportunity to diversify their studies.

For the individual interested in the Music-Management concentration, a sequence of courses enables the student to become widely acquainted with the history and theory of music and to have the opportunity to take part in the various musical activities on campus. At the same time, a sequence of courses provides the core knowledge of methods, concepts, and principles of management.

Like the B.A. in Music and the B. Mus. degree, the B.A. in Music with a concentration in Music Management requires more credits for graduation than the typical Manhattanville B.A. This is to accommodate the requirements in both departments and to allow for a distribution of courses from other departments. Graduates of the program will have the skills necessary to enter the business world with the special capability to address issues in the arts. Practical experience in both fields will be encouraged through the various performing organizations and through the Manhattanville internship program.

**Note:** Courses with the MGT department code, most courses with the MUA department code, as well as some course with the MUMG department code, are not liberal arts. Students should work carefully with their advisors to schedule a minimum of 90 liberal arts credits. Courses followed by an asterisk do not count for liberal arts.

**Major Requirements for the Bachelor of Arts in Music with a Concentration in Music Management**

Thirteen required core management courses as follows:

- ECO 1011-1012: Principles of Economics I and II
- MGT 1001: Fundamentals of Management*
- MGT 1002: Fundamental of Accounting I*
- MGT 1003: Introduction to Marketing*
- MGT 1007: Computer Concepts* or equivalent MAC course
- MUMG 1011: Introduction to the Music Business*
- MUMG 2011: Music Publishing and the Copyright Law
- MUMG 2012: The Music Recording and Broadcast Industries
- MUMG 3011: Contracts and Legal Issues for the Music Business
- MUMG or Mgt: Elective (3 cr.)
- MUMG 4997: Internship in Music Management
- MUMG 3998: Internship Seminar in Music Management

Thirteen required core music courses as follows:

- MUT 1031-1032: Comprehensive Musicianship and Keyboard Harmony I
- MUT 1033-1034: Comprehensive Musicianship and Keyboard Harmony II
- MUH 1007: Listening to Music
• MUH ———: Music History Elective
• MUH 2011-2012: Survey of Western Music I, II
• MUH 3997: Music Senior Seminar
• Plus 6 credits in Applied Music, including Music Technology, Ensemble classes and/or private lessons.

Other Courses:
• A total of 55 credits in non-music and non-management courses including distribution and other electives.

Senior Evaluation
All candidates must complete six credits of approved Internship in MUMG 4997 and MUMG 3997. In addition, all Bachelor of Arts in Music candidates with a concentration in Music Management must complete: MUH 3997: Music Senior Seminar. A grade of C constitutes the minimum standard for each part of a successful senior evaluation.

Other Requirements
The program requires 130 credits for graduation. Since the core courses already require 70 credits, no minor is required. However, candidates are expected to fulfill all liberal arts distribution and portfolio requirements established by the faculty for the B.A. degree, including 90 credits in the liberal arts.

The program is professionally oriented, yet designed to be flexible. Certain courses would be recommended to students depending upon their interests. For example, a student interested in a career with international possibilities would be urged to take foreign language and area studies courses, in either the Asian or International Studies programs. A student interested in pursuing Management in graduate school would be encouraged to take the necessary Mathematics and Statistics courses. All students would be encouraged to take part in as many musical organizations and performances as possible. A grade of at least C- is required for credit towards the Music Major, except in the Senior Seminar courses, which require a minimum grade of C.

Music Management is not offered as a minor.

Bachelor of Arts in Music with a Concentration in Musical Theatre
The Musical Theatre Concentration is offered as a combined program of the departments of Music and Dance & Theatre. The purpose of the program is to provide students with an opportunity to develop skills in all areas related to the art of musical theatre. A performance audition is required for admission to this program. For details, contact the Music or Dance/Theatre Departments. A total of 130 credits is required for the degree. A grade of at least C- is required for credit towards the Music Major, except in the Senior Seminar courses, which require a minimum grade of C.

Major Requirements for Bachelor of Arts Degree in Music with a Concentration in Musical Theatre
Forty-six required Music credits as follows:
• MUT 1040-1041: Creative Process in Music I, II
• MUT 1031-1032: Comprehensive Musicianship I and Keyboard Harmony I
• MUT 1033-1034: Comprehensive Musicianship II and Keyboard Harmony II
• MUT 2021-2022: Intermediate Ear-Training I, II
• MUH 2011-2012: Survey of Western Music I, II
• DTH 3320-3321 or MUH 3998: Senior Project in Dance/Theatre or Music
• MUA 1003-1004: Voice Class I and II*
• MUA 2071 or 2072: Cabaret Workshop*
• MUA/DTH 2227: Acting for Musical Theatre
• MUA 4475: Performance Project/Musical Theatre *(4 semesters)
• Plus 6 semesters of Voice Instruction and 6 semesters of Piano Instruction on Campus*

Forty-six required Dance/Theatre credits as follows:
• DTH 1002: Creative Process in Dance/Theatre
• DTH 1001: Acting I
• DTH 1500: Stagecraft*
• DTH 2318-2319: Major Seminar
• DTH/MUH 2235: Musical Theatre: Then and Now
• DTH 2530, 2535 or 2540: Scenic, Lighting or Costume Design*
• DTH 3202: Survey of Dramatic Literature I
• DTH 3310, 3312, 3314 or 3316: Performance Seminar
• DTH 4010: Voice and Speech I
• DTH 4111: Alexander Technique I*
• DTH ———: 3 semesters of Modern Dance or Ballet (including at least 1 semester of each style)*
• DTH ———: 3 semesters of Dance electives*
• DTH ———: 2 Upper-Level Acting electives

Other Courses:
A total of 38 credits in distribution and other electives outside of Music and Dance/Theatre. Liberal Arts Requirements: Since the core courses in Music and Dance/Theatre already require 92 credits, no minor is required for this concentration. However, candidates are expected to fulfill all liberal arts distribution and portfolio requirements established by the faculty for the B.A. degree. Care will have to be taken to meet the necessary distribution and 90 liberal arts credits requirements.

Senior Evaluation
All Bachelor of Arts in music candidates with a concentration in Musical Theatre must complete either DTH 3320-21: Dance Theatre Senior Project or MUH 3998: Music Senior Projects*. A grade of C constitutes the minimum standard for each part of a successful senior evaluation.

PHILOSOPHY
Philosophy is the love of wisdom. Just as there are a variety of approaches to wisdom, there are a variety of ways to major in Philosophy. The Philosophy Department offers the student a choice between four tracks or ways to complete a major in Philosophy: the Double Major Track, the Foundations of a Good Life Track, the Graduate School in Philosophy Track, and the Pre-Law Track.

Faculty and Professional Interests
Raymond Langley—Nineteenth century philosophy, existentialism, contemporary post-structuralism
Billy Joe Lucas—Recent developments in logic and applications of logic to philosophy, ethics and moral philosophy, philosophy of religion

Major Requirements
Each student must satisfy the requirements for one of the four Philosophy tracks listed below. The requirements refer to courses with the concentrations, which follow.

Pre-Law Track. [This approach to majoring in Philosophy is intended for students who wish to concentrate both on the study of the philosophical foundations of judgments concerning values and on the study of the principles that distinguish good from bad reasoning. This track is recommended for Philosophy majors who plan to attend law school.] Requires ten philosophy courses including three courses from the Logic Concentration (of which
Introduction to Symbolic Logic and Introduction to Modal Logic are required), three courses from the Moral Philosophy Concentration (of which Moral Reasoning and Ethics are required), two courses from the Major Figures Concentration, and a Senior Thesis.

Foundations of a Good Life Track. This track is recommended for students whose concerns are less with job training and more with developing and implementing a life-long plan of study aimed at increasing their understanding of people, of historical and social structures, and of the arts, sciences, social sciences, humanities and world literature. Students who choose this track are typically also concerned with learning how to translate what one learns into the reality of a better life in the larger contexts of family and society.] Requires ten philosophy courses, including four courses from the Major Figures Concentration, and a Senior Thesis.

Graduate School in Philosophy Track. This way of obtaining a major in Philosophy is intended for those who plan to engage in philosophical research while teaching Philosophy or while pursuing a career either in public service or the private sector.] Requires twelve courses in philosophy, including five courses from the Major Figures Concentration, Introduction to Symbolic Logic, Modal Logic, Theory of Knowledge, Ethics and a Senior Thesis.

Double Major Track. This approach to a major in Philosophy is designed primarily for students who wish to enrich their study of Philosophy with a major in a second subject (or visa-versa.) Requires ten philosophy courses, including four courses from the Major Figures Concentration, and certification of having met the requirements for a major in another department. Concentrations within the Philosophy major include the following:

Moral Philosophy Concentration
Moral Reasoning (PHL 1016), Ethics (PHL 2026), Human Values (PHL 1003), Plato and Ethics (PHL 3000), and Topics in the Philosophy of Law (PHL 3050), Nietzsche and Kierkegaard (PHL3032).

Logic Concentration
Truth-functional Logics (PHL 1010), Introduction to Symbolic Logic (PHL 1029), Moral Reasoning (PHL 1016), Introduction to Modal Logic (PHL 2019), Logic in the 20th Century (PHL 2020), The Logic of Time (PHL 2028), Gödel (PHL 3031), and Honors Logic Seminar.

Existentialism Concentration
Philosophy and Literature (PHL 2021), Existentialism (PHL 2023), Modern and Post Modern Philosophy (PHL 2055), Nietzsche and Kierkegaard (PHL 3032) and Heidegger and Sartre (PHL 3029).

German Philosophy Concentration
Kant (PHL 3012), Hegel (PHL 3006), Freud and Marx (PHL 3013), Heidegger and Sartre (PHL 3029), and Gödel (PHL 3031).

19th Century Philosophy Concentration
19th Century Philosophy (PHL 2066), Hegel (PHL 3006), Freud and Marx (PHL 3013), and Bentham and Mill (PHL 3026).

20th Century Philosophy Concentration
Logic in the 20th Century (PHL 2020), American Philosophy (PHL 2050), Modern and Post Modern Philosophy (PHL 2055), Heidegger and Sartre (PHL 3029), Gödel (PHL 3031), and Russell (PHL 3020).

Major Figures Concentration
Plato and Ethics (PHL 3000), Descartes (PHL 3014), Kant (PHL 3012), Hegel (PHL 3006), Bentham and Mill (PHL 3026), Gödel (PHL 3031), Heidegger and Sartre (PHL 3029), Freud and Marx (PHL 3013), and Russell (PHL 3020).

Four Year Study Plan
In order to offer a strong and diverse curriculum with two faculty, most philosophy courses are only taught once every four or five semesters. Modal Logic and Symbolic Logic are typically offered only once every two years. However, Moral Reasoning, Human Values, Theory of Knowledge, Foundations, and Senior Thesis are typically offered every year. If a course is taught in your Junior year, odds are it will not be offered again before you graduate.

The department strongly urges majors to acquire a fulltime faculty member in Philosophy as an academic advisor early on in their studies, and to be sure to consult with the department about major and career plans each semester during the last two years at the college.

Note: Independent Study Courses do not count toward any distribution requirements for the major or minor, and should not be assumed to increase one’s chances of pursuing further study upon graduation. When taught or supervised in whole or in part by other than fulltime members of the department, they do not count toward a major or minor in Philosophy.

Senior Evaluation
Seniors pursuing the Pre-Law Track, the Graduate School Track, or the Foundations of a Good Life Track must register for the Senior Evaluation course (PHL 3998) the fall semester of senior year. To complete this course the student must write a Senior Thesis and present and discuss it at a departmental meeting.

Minor Requirements
The minor in Philosophy requires five courses, at least three of which must be from the same area of concentration and at least one of which must be from the Major Figures Concentration.

Departmental Honors in Philosophy
Departmental Honors requires a G.P.A. of 3.5 overall, and 3.5 in all philosophy courses, and 3.5 within a concentration, and honors on Senior Thesis (Double Major Track requires either honors on Thesis or 3.75 G.P.A. in your other major). See also "Honors and Awards."

Honors and Awards
Honors Logic Seminar, E. J. Lemmon Prize, Susan Stebbing Prize, Saul Kripke Prize, Ruth Barcan Marcus Prize, Thesis Honors, Departmental Honors.

Course Descriptions
PHL 1003: Human Values (3 cr.)
Why be moral? Is there any unbiased moral guide? Are right acts those that have good results or those that are well intended? What is worth pursuing in life: happiness, salvation, self-realization, or a more humane society? This course examines philosophical views of moral principles, the ends of action, virtues and obligations in their historical context as proposed by Aristotle, Augustine, Kant and Mill. Critical views of Marx and Sartre will be presented. Readings from complete texts, selections included in a textbook with commentary. (Spring)
PHL 1004: Theory of Knowledge (3 cr.)
Philosophy is commonly divided into four parts: Logic, Ethics, Metaphysics and Epistemology. This course provides an elementary overview of 'Epistemology,' the classical Greek term for Theory of Knowledge. Since Plato, many philosophers have held that knowledge is definable in terms of true belief based upon adequate evidence. We will examine this thesis, and will also examine the three concepts from which it defines knowledge: truth, belief, and adequate evidence.

PHL 1005: Foundations of Philosophy (3 cr.)
An introductory course in philosophy, using representative selections from the major conceptual systems: idealism, rationalism, and empiricism. Basic texts will include Plato, Aristotle, stoics, medievals and the modern philosophy of 17th-19th centuries. The student will confront definitions of reality, knowledge and morality, and the analysis and critique of modes of argumentation. (Fall) (Spring)

PHL 1016: Moral Reasoning (3 cr.)
This course is an introduction to elementary deontic logic and focuses on alternative theories of truth for statements concerning obligations and rights. The practical goal of the course is to increase the student's skill both at constructing proofs to support moral judgments and at testing sets of value judgments for consistency. (Fall) (Spring)

PHL 1029: Introduction to Symbolic Logic (3 cr.)
This course is an introduction to elementary first-order and second-order symbolic logic, and focuses on increasing the student's skill at reasoning which makes use of words such as: if, and, not, each, any, all and some. (Spring)

PHL 2019: An Introduction to Modal Logic (3 cr.)
This is a first course in elementary modal logic. The theoretical part of the course is designed to explain the logic of a variety of alternative concepts of truth. The practical part of the course is designed to increase the student's skill at analyzing reasoning, which uses intentional concepts such as possibility, belief, knowledge, and obligation. (Fall)

PHL 2021: Philosophy and Literature: Novel and Poetry (3 cr.)
This course offers a broad canvas of how literary artists handle major philosophic themes. Topics include: the transmission of values from culture to civilization, the hope and doubt of reason, self-consciousness and self-realization, determinism and freedom, and the individual and society. Philosophic issues will be analyzed in brief texts and exemplified in writings by past masters and contemporary authors. (Fall)

PHL 2025: Philosophy and Literature: Tragedy and Opera (3 cr.)
Ancient and modern drama are meant to elicit fear and pity through the portrayal of the unequal struggle between flawed humans and gods who use decree destiny to negate desires and actions. Opera seria uses music and voice to intensify the tragedies by attempting to resolve individual, family and political conflicts. Philosophy, emphasizing reason and control of passions, contests a tragic view of life. The course will examine tragic dramas, readings on tragic theory and philosophy, and view opera videos like Othello, Don Giovanni, Carmen, and Passion. (Fall)

PHL 2026: Ethics (3 cr.)
This course will examine the basic question of Ethics: under what conditions, if any, does knowledge concerning moral claims exist? Emphasis will be placed on detailed philosophical analyses of theories concerning the nature of moral truth and moral evidence (e.g., skepticism and utilitarianism). Also the concepts of pleasure, happiness, duty, self-deception, courage and the good life will be analyzed. (Spring)

PHL 2028: The Logic of Time (3 cr.)
This course is an introduction to a study of a wide variety of alternative theories of the nature of time. The focus is on the effect of a concept of time on the nature of the truth and also on increasing the students' skill at evaluating beliefs relative to different concepts of time. (Fall)

PHL 2050: American Philosophy (3 cr.)
This course will focus on the development of Pragmatism in America, a new philosophy for a new land. Beginning with the Puritan heritage and the Transcendental movement, readings from Jonathan Edwards, R. W. Emerson, C.S. Pierce, Wm. James, O.W. Holmes, Josiah Royce, John Dewey, George Santayana and A.N. Whitehead will be examined. In addition, essays by contemporary American philosophers will be read. (Fall)

PHL 2065 19th-Century Philosophy (3 cr.)
Antagonistic philosophic systems developed throughout the 19th-century in response to economic and historical revolutions: Post Kantian idealism, romanticism, pessimism, political and social philosophy, positivism and existentialism. Readings from Fichte, Schelling, Schopenhauer, Kierkegaard, Nietzsche, Spencer, Marx, Mill.

PHL 2067 20th-Century Philosophy (3 cr.)
This course will examine critical theories concerning philosophic anthropology, psychology, linguistics and ontology, as well as the controversies between the modernism of the first half of the century and postmodern movements of structuralism and deconstruction. Selections from Bergson, Saussere, Husserl, Levi-Strauss, Derrida, Foucault, Lyotard, Lacan and Rorty will be analyzed.

PHL 3000: Plato (3 cr.)
Plato is the greatest literary talent in the history of philosophy. Both through perception and misperception of his writings, Plato’s influence on subsequent philosophy remains unsurpassed. The primary aim of this course is to introduce students to Plato’s dialogues and to provide a foundation for a lifetime of independent study of Plato. There is perhaps no better way to begin one’s personal study of philosophy than with Plato’s writings.

PHL 3006: Hegel and Development of Modern Idealism (3 cr.)
This course studies the post-Kantian development of German idealism in Fichte and Schelling and makes a detailed analysis and critique of Hegel's Absolute Idealism as expressed and dramatized in Phenomenology of Mind and selections from other works. Prerequisite: permission of instructor. (Fall)

PHL 3012: Kant (3 cr.)
This course offers an extensive analysis and criticism of Kant's Critique of Pure Reason. Emphasis will be on arguments in the aesthetic and transcendental analytic, with selections from the transcendental dialectic. Students will outline text prior to class discussion and prepare a class presentation of a scholarly interpretation of Kant's doctrine. Prerequisite: permission of instructor. (Spring)

PHL 3013: Freud and Marx (3 cr.)
This class will analyze Freud's and Marx's claims to offer a scientific and philosophical interpretation of human culture and behavior. Contemporary critiques and modifications of psychoanalysis and Marxism will be examined. (Spring)
PHL 3014: Descartes (3 cr.)
Rene Descartes is known as the Father of Modern Philosophy. This course is designed to introduce Descartes' major ideas in the context of a discussion of how to read and evaluate a philosophical text. *(Spring)*

PHL 3020: Russell (3 cr.)
Twentieth-century philosophy is already being called the Age of Russell. Reading Russell prepares one for studying most of the work that has been done in the past 100 years on logic, ethics, theory of knowledge, metaphysics, political philosophy, metaphysiology, and the history of philosophy. *(Fall)*

PHL 3021: Existentialism (3 cr.)
Readings from major existentialist thinkers: Kierkegaard, Nietzsche, Jaspers, Heidegger and Sartre. Comparative interpretations of ontology, religion, knowledge, value and culture. Supported by diverse existential readings drawn from a variety of writers. *(Fall)*

PHL 3031: Gödel
This course serves as an introduction to Gödel's work in logic and philosophy, and is also designed to serve as an introduction to metaphysics and to the philosophy of logic and the philosophy of mathematics. It pays particular attention to ideas of Gödel that sharpen our understanding of these three concepts: Truth, Proof, and Infinity. Students will also study provability logic, which is useful for its characterization in an elementary setting of Gödel's most famous work, his results on the incompleteness of logic and mathematics. *(Spring)*

PHL 3032 Kierkegaard and Nietzsche (3 cr.)
Kierkegaard and Nietzsche were seminal thinkers who changed the focus of philosophizing. They were the first to insist on the limits of reason and to deal with irrationality, the incommensurability between the finite and infinite, and to describe the absurd, finite and contingent aspects of existence and culture. But from these shared assumptions Kierkegaard concluded to subjectivity and faith while Nietzsche returned to an aesthetic morality and valued creativity. *(Fall)*

PHL 4020: Honors Logic Seminar (3 cr.)
Introduces candidates for Honors in Logic both to the study of logic at the graduate level and to the art of original research in logic. Topics to be covered vary and the course may be repeated for credit given sufficient change in research topics. *(Spring)*

**PHYSICS**

Physics is the study of the natural world, focusing on the fundamental nature of matter and energy, and interactions between the two. Training in physics greatly increases students' learning ability and adaptive power, and provides them with an edge in facing the challenges of such fast evolving disciplines as physics, astronomy, engineering, business and finance, economics and medicine. The Physics Department offers a unique program that a student can realistically complete within three years. Students fulfill the major requirements by taking courses in advanced physics topics combined with summer research internships at nearby research institutions. The program provides students with rigorous training for careers in academic or industrial research, or in any quantitative and/or analytical field, while allowing them to acquire the full benefits of a liberal arts education. The summer research internships offered by the program provide opportunities for actual research at neighboring research facilities (e.g., the Nevis Physics Laboratory affiliated with Columbia University, located in Irvington, NY) to supplement the academic-year theoretical courses.

The Department encourages students to take College Physics I & II or University Physics I & II. College Physics is the non-calculus course designed to satisfy the requirements of pre-professional programs in medicine, dentistry and veterinary medicine. University Physics, for which calculus is either a pre- or co-requisite, covers similar material at a more advanced level and prepares the student for more advanced courses in physics and other natural sciences. For students in natural sciences, University Physics I & II are the recommended (although not always required) introductory physics courses.

No course with a grade lower than C- will be accepted toward a major or minor in physics. In addition, students must maintain a C average in all courses required for a major or minor.

**Faculty and Professional Interests**

**Zhang Chen** — Perturbative QuantumChromoDynamics and its applications in theory and phenomenology of high-energy particle and nuclear physics; Applied Bio-Medical Optics

**Adjunct Faculty**

**William Sawicki**

**Major Requirements**

**Physics requirements:**
- University Physics I & II (PHY 1003/1004)
- the advanced physics core of four courses: Mechanics, Electromagnetism, Quantum Physics Thermodynamics and Statistical Physics (PHY 2010, 2021, 2030 & 2040);
- Two additional elective advanced courses (3000 level) from the department offerings;
- One Summer Research Internship; and
- One Research Seminar.

**Mathematics requirements:**
- Calculus I, II, & III (Math 1030, 1032, 2030); and
- (Ordinary) Differential Equations (Math 2021).

Students are advised to take one additional summer research internship; they are encouraged to take some of the following courses as electives to further and/or broaden their training:
- Introductory Chemistry or Biology
- Additional advanced mathematics courses such as Linear algebra, Complex variables, Partial differential equations

**Senior Evaluation**

Seniors must complete the course PHY 3090: Supervised Readings and Research. See description under course listings.

**Departmental Honors in Physics**

Departmental Honors in physics are conferred upon graduating seniors who have maintained a G.P.A. of 3.5 or more in courses required for the major.

**Minor Requirements**

The minor provides students with rigorous physics training that develops their analytical reasoning and quantitative analysis skills. In addition to introductory physics and calculus, the advanced physics requirement can be readily fulfilled within an academic year:
- University Physics I & II (PHY 1003/1004)
- Calculus I & II (Math 1030/1032) and
• Two advanced physics courses (2000 level and beyond).

Education Track
In collaboration with the School of Education, the Physics Department has developed the following education track program for K-12 certification in physics, fulfilling the NY State revision of K-12 certification criteria:

- University Physics I & II (PHY 1003/1004);
- The advanced physics core of four 2000 level courses (PHY 2010, 2021, 2030 & 2040); and
- Calculus I & II (Math 1030, 1032).

Course Descriptions

PHY 1001: College Physics I (4 cr.)
This course is the first half of the two-semester, non-calculus based general physics sequence, intended for students in life science, pre-health programs, and students interested in understanding the physical world and developing analytic reasoning and quantitative analysis skills. Topics include: kinematics, dynamics, Newton’s Laws, circular motion, work and energy, linear momentum, rotational kinematics and dynamics, simple harmonic, fluids, temperature, heat and heat transfer, ideal gases, thermodynamics, waves and sound, interference. There is an accompanying laboratory. Prerequisite: High school Algebra and Basic Trigonometry. (Fall)

PHY 1002: College Physics II (4 cr.)
This course is the second half of the two-semester, non-calculus based general physics sequence. Topics include: electric force and electric field, electric potential energy and electric potential, direct-current circuits, magnetic force and magnetic field, magnetic induction, electromagnetism, alternating- current circuits, electromagnetic waves and light, geometrical optics, wave optics, and introduction to special relativity, quantum physics (particle-wave duality), atomic and nuclear physics. There is an accompanying laboratory. Prerequisite: College Physics I. (Spring)

PHY 1003: University Physics I (4 cr.)
This course is the first half of the two-semester, calculus based general physics sequence, which is a required introductory course for physics majors and minors. It is also intended for students interested in natural sciences and engineering, to build up their understanding of physical science and develop their analytic reasoning and quantitative analysis skills. Topics include: kinematics in one, two and three dimensions, Newton’s Laws and their applications, work and energy, system of particles and conservation of linear momentum, rotational kinematics and dynamics, angular momentum, gravity, elasticity, fluids, oscillations, wave motion, superposition, wave- particle duality and quantum physics, heat and temperature, kinetic theory, thermodynamics, thermal properties and processes. There is an accompanying laboratory. Pre/corequisite: Calculus I or the equivalent. (Fall)

PHY 1004: University Physics II (4 cr.)
This course is the second half of the two-semester, calculus based general physics sequence, which is a required introductory course for physics majors and minors. Topics include: electrostatics, electric current and direct-current circuits, electrical conduction, magnetic field, magnetic induction, alternating-current circuits, Maxwell’s Equations and electromagnetic waves, geometrical optics, wave optics, and an introduction to modern physics that includes quantum mechanics, relativity, and structure of matter. There is an accompanying laboratory. Prerequisite: University Physics I and Calculus I or the equivalent. Pre/corequisite: Calculus II or the equivalent. (Spring)

PHY 1008: Introduction to Physics and Astronomy I (3 cr.)
This is the first half of the two-semester introductory physics and astronomy sequence intended for liberal arts students. It provides a conceptual survey of general and modern physics and astronomy, illustrating the modes of thought and the breadth of perspectives provided by the scientific way of thinking. It also exposes the students to logical reasoning and analytical deduction. Topics include: mechanics: linear and nonlinear motion, Newton’s laws of motion, momentum and energy, rotation, gravity; properties of matter; heat and thermodynamics; Apparent motions of celestial objects; gravitation and planetary orbits; earth and the solar system. This course satisfies the College science requirement but does not fulfill the physics requirement for admission to medical school. Prerequisite: High School Algebra. (Fall)

PHY 1009: Introduction to Physics and Astronomy II (3 cr.)
This is the second half of the two-semester introductory physics and astronomy sequence intended for liberal arts students. Topics include: sound; electricity and magnetism; light; atomic and nuclear physics; relativity; stars and stellar evolution; environment and grouping of stars; galaxies and beyond; basic cosmology. This course satisfies the College science requirement but does not fulfill the physics requirement for admission to medical school. Prerequisite: Introduction to Physics and Astronomy I. (Spring)

PHY 2010: Mechanics (4 cr.)
This course presents a rigorous treatment of classical mechanics at a level beyond the general physics survey. Topics include: Newtonian mechanics, oscillations and resonance, conservative forces and potential energy, central forces, non-inertial frames of references, rigid body motion; an introduction to Lagrange’s formulation of mechanics, coupled oscillators, normal modes, special relativity, and relativistic kinematics. Prerequisites: University Physics I & II or the equivalent, and Calculus I & II or the equivalent.

PHY 2021: Electromagnetism (4 cr.)
This course presents a rigorous treatment of classical electromagnetism at the level beyond the general physics survey. Topics include: Electrostatics and magnetostatics, Laplace’s equation and boundary-value problems, electromagnetic waves, multipole expansions, dielectric and magnetic materials, Faraday’s Law, AC circuits, Maxwell’s equations, Lorentz covariance, special relativity. Prerequisites: University Physics I & II, and Calculus I & II or the equivalent.

PHY 2030: Quantum Physics (4 cr.)
This introduction to quantum physics includes the following topics: the basic principles of the quantum theory, the time-independent and time-dependent Schrodinger equations, eigenvalue equations, the theory of measurement, uncertainty principle, energy levels in potential wells, reflection and transmission by potential barriers, the harmonic oscillator, the hydrogen atom, and other applications to atomic, molecular, and nuclear physics. Prerequisites: University Physics I & II, and Calculus I & II or the equivalent.

PHY 2040: Thermodynamics and Statistical Physics (4 cr.)
This course covers the formal treatment of thermodynamics and statistical physics beyond the introductory level in the general physics survey. Topics include: Thermodynamics, kinetic theory, methods of statistical mechanics, energy and entropy, Boltzmann, Fermi, and Bose distributions, ideal and real gases, blackbody radiation, chemical equilibrium, phase transition, ferromagnetism. Prerequisite: Quantum Physics.
This course offers an advanced formal treatment of classical mechanics following PHY 2010 Mechanics. Topics include: Calculus of variations, Hamilton’s Principle, Lagrangian formulation of mechanics, Hamilton’s formulation of mechanics, rigid body, coupled oscillations and normal modes, canonical transformations, Hamilton-Jacobi theory. Prerequisites: Calculus III, Differential Equations or the equivalent, and Mechanics or the equivalent.

This course provides a formal treatment of non-relativistic quantum mechanics following PHY 2030 Quantum Physics. Topics include: the formulation of quantum mechanics in terms of state vectors and linear operators, three-dimensional spherically symmetric potentials, the theory of angular momentum and spin, time-independent and time dependent perturbation theory, scattering theory and identical particles. Prerequisites: Calculus III, Differential Equations or the equivalent, Mechanics or the equivalent, and Quantum Physics.

This course offers a rigorous treatment of classical electrodynamics following PHY 2021 Electromagnetism. Topics include: Electrostatics; magnetostatics, quasi-stationary phenomena, and Maxwell’s equation; Special mathematical methods for problems in electrostatics; Electromagnetic waves and boundary value problems; Potentials and gauge transformations; Radiation from charge and current distributions, including multipole expansion of the field, and the field of moving charges. Prerequisites: Calculus III, Differential Equations or the equivalent, Mechanics or the equivalent, and Electromagnetism.

This course covers the necessary mathematics for treatment of advanced physics topics. Topics include: complex analysis, partial differential equations, integral equations, Green’s functions, special functions, boundary problems, Fourier and other transforms, group theory and representations. Emphasis is placed on applications to physical problems. Prerequisites: Calculus III or the equivalent, and Differential equations or the equivalent.

This course is a rigorous introduction to solid-state physics. Topics include: crystal structures, properties of periodic lattice, electrons in metals, band structure, transport properties, semiconductors, magnetism, and superconductivity. Prerequisites: Electromagnetism, Quantum Physics, & Thermodynamics and Statistical Physics, or equivalents.

This course provides a rigorous treatment of both classical and quantum statistical mechanics following PHY 2040 Thermodynamics and Statistical Physics. Topics include: Fundamentals of statistical mechanics; theory of ensembles; quantum statistics; imperfect gases; cooperative phenomena. Prerequisites: Electromagnetism, Quantum Physics, & Thermodynamics and Statistical Physics, or equivalents.

This course, recommended to be taken during the junior-senior summer, provides opportunities for students to engage in actual research at neighboring research institutes/ facilities to supplement the academic-year theoretical course and to fulfill the experimental training needed for physics majors. Prerequisites: Mechanics, Electromagnetism, Quantum Physics, & Thermodynamics and Statistical Physics, or by approval by the Department.

This course is for physics majors. It includes readings in a selected field of physics under the supervision of a faculty member with written reports and periodic conferences with the instructor. Presentations and discussions of the motivation and techniques as well as difficulties and unsolved problems are the main focus of the individualized instruction. Prerequisite: Written permission of the faculty member who agrees to act as supervisor and the permission of the department.

In antiquity, the Greeks referred to the study of politics as a “kingly art” because it was concerned with the ways of good government. While the study of political institutions remains a central focus of political science, the scope of the discipline has broadened substantially as more people are affected by centralized political authorities that wield increased power in a global economy. Political Science includes the study of values, ideologies, and legal norms; the mechanisms people use to enter the political process — whether with guns or ballots; and the consequences of a global economy which enriches some while impoverishing many.

The Department of Political Science and Legal Studies offers courses in three areas: American Government, Politics, and Policy; International and Comparative Politics; Legal Studies, Criminal Law, and Political Thought. Students acquire an understanding of the historical backgrounds and philosophical foundations of a variety of political systems in the contemporary world. They develop an ability to analyze events, issues, and global trends. In addition, they are afforded an opportunity to gain practical experiences through both individualized field research and internships in the government, not for profit, or private sector.

Because of its comprehensive nature, Political Science offers a solid undergraduate major for careers in law, public administration, business, journalism and teaching.

Faculty and Professional Interests

John Carney — American politics, political parties, public policy.
Patricia Misciagno — American politics, American Presidency, presidential elections, women and politics, environmental studies, and political thought.
Matthew Pauley — Criminal law and criminal procedure, constitutional law, civil liberties, common law, presidential prerogative power, and history of political thought.
Kwan Ha Yim — International politics, international law

Major Requirements

A student majoring in Political Science and Legal Studies must successfully complete (with a grade of C or better) a minimum of twelve courses (fourteen if the student is concentrating in Legal Studies or Criminal Law—see the requirements listed below) including:

1) Five required introductory courses:
   • Introduction to Political Science
   • Introduction to American Government
   • International Politics I or II
   • Comparative Politics I or II
   • Introduction to Political Thought

2) Six electives (or eight required courses if the student chooses the Legal Studies or Criminal Law concentrations — see the requirements listed under these concentrations).

Kwan Ha Yim
Four of these electives must be taken in one of the following fields of study and the other two courses must be taken in either of the remaining two fields:
- American Government/Public Policy
- International/Comparative Politics
- Legal Studies/Political Thought

Students may choose to take one of the six electives outside the department, subject to approval by their department advisor prior to registering for this course.

Senior Evaluation
There are two options for completing the Senior Evaluation, required of all Political Science majors:
1) To be accepted into the Political Science Honors Seminar, which requires a G.P.A. of 3.5 or above in the major, or
2) To enroll in and complete POS 3998 (Senior Evaluation)

Honors Program
Graduation with Honors in Political Science requires that a student complete the Honors Program. Students are invited to join the program at the end of their junior year and, to be eligible, they should have taken at least three of the courses required for the major and maintained a 3.5 grade point average in all the courses taken for the major. Students who enter the Honors Program complete both the Honors seminar and a senior thesis. To receive departmental honors at graduation, it is necessary to earn at least a B+ on the thesis and to have an overall average of 3.5 in all courses taken for the major.

Legal Studies Program
The Legal Studies Program is designed to give students an overview of the American legal system, to help them understand the fundamentals of public and private law, and to acquaint them with the historical and philosophical roots of contemporary American law.

Students in this program learn to read challenging legal material, including cases and statutes, as well as works of legal history and philosophy. They also learn how to write briefs, analyze complex legal arguments, and write effective essays in legal studies. The courses have in-class oral arguments and mock trials in which students have a chance to simulate the roles of judges, witnesses, and attorneys in the daily practice of law.

Students majoring in Political Science may select Legal Studies as a concentration. They must complete the eight courses listed below for the concentration, in addition to the five required Political Science courses and Senior Evaluation—for a total of fourteen courses. The program is open, as a minor, to students majoring in other departments. They must complete the same eight courses required for the concentration.

Requirements for Legal Studies Concentration
- Introduction to Common Law
- Constitutional Law
- Civil Liberties
- Criminal Law or Criminal Procedure
- One course on Private Law
- One course on Perspective on Law
- One Political Science elective in the fields of Criminal Law or Legal Studies plus
- One Political Science elective outside the fields of Criminal Law or Legal Studies

(See course descriptions for appropriate courses.)

Criminal Law Program
The Criminal Law Program, which is the same as the Political Science Department’s program previously called Criminal Justice, is designed to give students an overview of the American criminal justice system, to help them understand the fundamentals of American criminal law and procedure, and to acquaint them with the historical and philosophical roots of the contemporary American legal and criminal justice system. Students in Criminal Law, as in Legal Studies, read challenging legal material, learn how to write briefs, analyze complex legal arguments, and write effective and persuasive essays. The courses have in-class oral arguments and mock trials with students simulating the roles of judges, jurors, witnesses, and attorneys in the daily practice of law.

Students majoring in Political Science may elect Criminal Law as a concentration. They must complete the eight courses listed below for the concentration, in addition to the five required Political Science courses and Senior Evaluation—for a total of fourteen courses. The program is also open, as a minor, to students majoring in other departments. They must complete the same eight courses required for the concentration.

Requirements for Criminal Law Concentration
- Introduction to Common Law
- Criminal Law
- Criminal Procedure
- Constitutional Law or Civil Liberties
- One course on Private Law
- One course on Perspective on Law
- One Political Science elective in the fields of Criminal Law or Legal Studies plus
- One Political Science elective outside the fields of Criminal Law or Legal Studies

(See course descriptions for appropriate courses.)

Minor in Political Science
Students must complete five courses for a minor in Political science. Two must be selected from among the five Departmental introductory courses required of all majors. The remaining three are electives chosen by the student from Departmental offerings.

Minor in Legal Studies
Students must complete the same eight courses required for a concentration in this field. (See “Legal Studies concentration” above.) All courses must be completed with a grade of C or better.

Minor in Criminal Law
Students must complete the same eight courses required for a concentration in this field. (See “Criminal Law” concentration above.) All courses must be completed with a grade of C or better.

Course Descriptions
POS 1010: Introduction to Political Science (3 cr.)
This course is intended to serve as an introduction to the major branches of political analysis: Comparative Politics, International Relations, Political Theory, and American Politics. Students are introduced to the basic concepts and processes of Political Science including: political socialization, ideology, foreign policy, the distinction between a two-party and multi-party system of government, development, and political economy. (Fall) (Spring)

POS 3001/ 3096: Honors Seminar I & II (each 3 cr.)
A year-long capstone seminar for invited seniors (based on academic performance in the major), this is an intensive survey of the primary topics studied in political science - from political philosophy to American and/or comparative political institutions.
and development. Strong emphasis is placed on the writing of critical essays. (Fall) (Spring)

**American Government, Politics, and Policy**

**POS 1031: Introduction to American Government** (3 cr.)
This course will survey the basic institutions of the American political system, with emphasis on Congress, the Presidency and the courts, and a detailed analysis of the Bill of Rights. It will analyze recent changes to show how the American political system functions in the “media age.” (Fall) (Spring)

**POS 2013: Women and Politics** (3 cr.)
This course will acquaint students with theoretical as well as empirical analyses of the role of women in the political system. One of the main areas of emphasis is the relationship between women's roles in the “private sphere”, and their integration into the “public sphere.” Special attention will be given to women's lobbying groups and political participation, as well as voting patterns (“gender gap”). The impact of the feminist movement in the United States and its effect on women's political consciousness, discourse, and political action will be addressed in considerable detail. (Fall)

**POS 2031: Presidential Elections** (3 cr.)
An in-depth and hands-on study of the presidential election campaign. An analysis of the campaign nomination process, political conventions, political advertising, presidential debates. The role of the Electoral College and the Supreme Court will also be studied in light of the events of the 2000 Presidential election. The impact of PAC’s (political action committees and so-called issue-ads) will be given a major focus. An analysis of the Campaign Finance Reform and the FEC (Federal Election Commission) will also be a focus of this course. Offered every four years during Presidential Election Cycle.

**POS 2033: Interest Groups and Social Movements** (3 cr.)
This course will study the political dynamics of social movements including: the sources of social movements, the process of mobilization, the rise of counter-movements and the relationship that exists among social movements, political parties and interest groups. The course will focus on major U.S. movements including: the peace (anti-war) movement, the civil rights movement, the environment movement, the labor movement and the feminist movement. (Fall)

**POS 2038: American Presidency** (3 cr.)
Trends and shifts in the American Presidency -- Imperial vs. Diminished, Foreign vs. Domestic, Mythic vs. Real -- will be analyzed. The modern campaign and nominating and election processes will be considered with particular emphasis on the changes in these processes brought about by the electronic media. The President's interaction with Congress and use of political capital and persuasion will be studied in order to understand the dynamic and changing nature of Presidential politics. Lastly, Presidential roles and responsibilities, both formal and informal, will be analyzed to gain a further understanding of the complexities involved in decision making in the development of public policy (Not offered in 2007-8)

**POS 3007: Religion and Politics**
This course will examine the relationship between religion and politics from the perspective of the politics of mass movements. It will pay particular attention to the role played by religion in the formation of political culture, the formulation and direction of public policy, the pace and scope of modernization and the distribution of social and economic resources. The course will also seek to outline the essential aspects of the relationship between religion and politics itself. This theoretical component of the course will be informed by historical and philosophical analysis; it will focus on the paradigm offered by the Greek Tragedian Aeschylus in his work, the Orestia. We will also consider the philosophical tension that exists between competing ideals of the democratic state and perhaps ideology. More importantly, we will look at what this says about the role of religion in shaping political ideology. (Fall)

**POS 3012: Environmental Politics** (3 cr.)
This course will examine several critical debates within the area of environmental politics. Issues concerning the needs of advanced industrial societies and those of the environment, environmental ethics, environmental activism, environmental protection and environmental regulation will be surveyed. The importance of environmental movements, how they are formed and whose interests are served by them will be examined in detail. Grass roots environmental movements will be studied, along with established environmental organizations, to determine the variety of resources open to those interested in environmental politics. Theories of environmental politics will be studied to provide a background and context for the on-going debates regarding “rights” and the “environment.” Power relations between advanced industrialized nations and developing nations will be examined in order to identify areas of commonality as well as those contested. (Not offered in Fall of 2007) (Fall)

**POS 3067: Politics and Passion: Women and the 21st Century** (3 cr.)
This course will explore many of the cutting edge issues facing women today. Is it still possible, today, to speak of women and politics, or does the evolving political agenda require an even more complex approach to coalition politics? How will issues such as reproductive rights, violence against women, emerging technological changes (pornography in cyberspace), workplace issues, sexual harassment be formulated and addressed in the 21st century. Ethical issues raised by advancing technologies, especially in the area of the politics of reproduction will be covered, as well as trends and shifts in affirmative action programs. The course will also address generational changes concerning women in public office and labor union activity. (Fall)

**POS 3070: State and Local Government** (3 cr.)
After a lifetime of public life, Tip O'Neil, Speaker of the House of Representatives, noted that “all politics is local.” With New York serving as a backdrop, the course will probe the network of local ties - formal and informal - which bind political actors and communities together. It will consider the financing and function of state, county, and municipal governments. It will review polling and survey techniques and how they can be used in the study of state and local government. (Fall)

**POS 3081: The Public Policy of Science and Technology** (3 cr.)
This course will examine the details of the public policy process as it relates to science and technology. Important debates, and the values that inform them, will be explored with a view toward understanding politics as a value-allocation process. Issues covered will include cloning, DNA research, artificial intelligence, the development and prescribing of psycho-pharmaceutical medications, and the issues surrounding weapons procurement and development. Research Paper is required. (Spring '08)

**International and Comparative Politics**

**POS 1037: International Politics I (Principles)** (3 cr.)
The aim of this course is to familiarize students with the basic ideas or concepts that are used in discussing, or analyzing, international politics. Following a rapid review of the history of international relations, especially since 1900, the course takes...
students through the three major contending schools of analysis (Realism, Liberalism, Marxism) before discussing the structure of international relations that involves the United Nations, international political economy, diplomacy and non-governmental actors. (Fall)

POS 1038: International Politics II (Problems) (3 cr.)
The focus of this course is on critical economic, social and political challenges facing the world community in the 21st-century. Among the topics considered are: environmental issues, nuclear proliferation, nationalism, culture wars, global trade and finance, communications and Internet revolution, poverty and development, gender issues and human rights. Through individual research and class discussion, students will learn the dynamics in which these issues are related to international politics and their relevance to the question of war and peace. (Spring)

POS 2006: Comparative Politics II: Non-western (3cr)
A study of select non-western Asian countries, now home to the most dynamic economic growth under the impact of globalization. This course takes students through the political developments of the three major countries of the region (China, India, and Japan) and three other smaller ones (Korea, Vietnam and Indonesia), from their traditional setting to the modern world. Emphasis is placed on the diverse paths they have taken toward modernization and their varying degrees of success in evolving representative political systems based on democratic ideals; the political and social problems they have had as they push forward for accelerated economic growth; and their regional cooperation within the framework of the Association of Southeast Asian Nations (ASEAN) and with the outside world, in the larger context of Asia Pacific Economic Cooperation (APEC). (Spring)

POS 2011: Comparative Politics I: Western (3 cr.)
An introduction to comparative governments and politics, designed to acquaint students with the political cultures, the institutional arrangements and workings of the governments and political processes in major countries in Europe and other parts of the world with strong historic and cultural ties to Europe (e.g. Latin America and Africa). Students acquire a comparative perspective while studying industrialized democracies and the political development of developing countries in what used to be called the Third World. This course is highly recommended for students interested in building their “Global Awareness” portfolio. (Fall)

POS 2022: Government and Politics of the Middle East (3 cr.)
After considering the geography, religion and history of the region, the course will cover the government and politics of the major countries and the Arab-Israeli conflict, including the role of the United States and other powers. (Spring)

POS 2051: Law and Politics of International Trade (3 cr.)
This course studies the evolution of the global trade regime from the GATT (General Agreement on Tariffs and Trade) to the WTO (the World Trade Organization), set against the recurring conflicts between free trade and protectionist forces. It focuses on the extension of the principles of liberal trade in goods and services world-wide and its outcome—the growth of rule-oriented international trade practices based on most-favored-nation treatment and national treatment. Included topics are: the barriers to free trade, tariff and non-tariff, the dispute settlement procedure under the WTO, the emergence of new protectionist tendencies in Europe and the Western Hemisphere. Students learn the legal framework of the WTO, economic policies of major trading nations, and the status of the developing and former communist countries within the WTO and the impact of the Organization on the political and economic development of these countries. (Fall of ’07 and ‘09)

POS 2058: Latin American Politics (3 cr.)
An historical analysis of the last century of Latin American development. The central theme is the relationship between Latin America and the industrialized world and the way in which international policies are constructed to insure the continuation of Latin American dependency. Students will consider the problem agrarian societies confront when forced to industrialize, and the sometimes violent political solutions that are imposed as a consequence. (Spring)

POS 2072: International Law (3 cr.)
This course introduces students to the principles and rules of international law—the normative aspects of international relations that serve as a foundation of world peace. Emphasis is placed on the historical and political context in which international law has evolved, and on the analysis of law itself. The subject matter of the course includes: state sovereignty, state jurisdiction, the roles of international organizations, nationality, the position of individuals and trans-national actors (e.g. multinational corporations) under international law, the protection of human rights, the law of war and war crimes, the protection of the environment and rule-oriented international trade. Legal Studies and Criminal Law concentrators and minors are encouraged to take this course as one of their electives. (Spring of ’08 and ’10)

POS 3097: African Politics (3 cr.)
This course focuses contemporay politics in continental Africa including: theoretical debates on methodology and contending definitions. It includes case studies of selected African countries with a focus on intricate webs of social relations, political struggles and change, political economy, international relations, colonialism and neo-colonialism. (Spring)

POS 3035: American Foreign Policy (3 cr.)
The course will study the formation and execution of American foreign policy, including the institutions involved (Presidency, Congress, State Department, Foreign Service, C.I.A., etc.), and the role of domestic political considerations, particularly interest groups. There will also be a survey of U.S. foreign policy since World War II and the roles played by the various forces indicated above. (Spring)

POS 3093: The United States as a Pacific Power (3 cr.)
This seminar examines the conduct of United States foreign policy in East Asia, in the new alignment of powers due to the emergence of China as a dominant player. The inquiry will include on the changing nature of US economic, strategic and political interests in the region, the changing political relations of regional powers among themselves and with the United States and the changes in the regional balance of power.

POS 3098: Africa in World Politics (3 cr.)
This course focuses on the foreign policies of major African states: their relationships with industrialized countries in Western Europe and North America; their relationships with other developing countries in the Third World; their intra-regional conflicts; and their participation in global affairs through the United Nations and its specialized agencies for the promotion of human rights, economic and social development of the third world nations. (Spring)
POS 3102: Globalization and Nation-states. (3 cr.)
How does globalization impact national communities? Does globalization undercut the power of national states to such an extent that national sovereignty now means little or nothing? What is the impact of globalization on democratic politics, environment, labor standards, social welfare systems and the distribution of wealth? These questions will be subjected to a critical examination from the perspective of both advocates and critics of globalization. *(Spring '08 and 0'10)*

POS 3108: Search for Peace (3 cr.)
In our times wars are fought to an inconclusive end; consequently they tend to go on and on. What are the problems? Should they be allowed to go on without ending in peace? What can be done to bring about peace in a war-torn country? These are some of the questions this seminar will address. Starting with an examination of how a war did come to an end (World War I, World War II, the Vietnam War) the inquiry will take students through various theoretical perspectives (Realist, Liberal and Socialist) on war and peace and apply the insights gained from the study to the current problem areas: Palestine, Iraq, Afghanistan, Iran and Korea. *(Spring '08‘10)*

POS 3117: War and Human Rights: The Geneva Conventions (3 cr.)
Modern wars tend to produce catastrophic consequences in terms of the loss of human lives on a massive scale. This underscores the need to regulate the conduct of war through International Humanitarian Law to protect individuals and their basic human rights. This seminar is devoted to a study of IHL, in particular, the Geneva Conventions: its evolution, implementation and enforcement through national legislations and judicial proceedings at the national and international level. We will revisit some of the notorious cases involving war crimes committed during the Vietnam War, the Balkan Wars, the Rwanda massacre and the current “War on Terror,” and review the achievements of the International Criminal Courts. *(Fall 07,’09)*

POS 4050: Academic Conference: Model UN (3 cr. divided in two semesters)
Students sign up for this course during the fall semester and prepare for participation in the Harvard National Model UN that meets for three days in February of the following year. They will represent a country in various committees, for which they each write a set of two position papers, to be completed before the end of the Fall semester.

POS 1008: Introduction to Law (3 cr.)
Recommended for students who are not concentrating or minoring in Legal Studies or Criminal Law, this course provides a broad overview of the American legal system. *(Fall) (Spring)*

POS 1040: Legal Research and Writing Skills (3 cr.)
This course focuses on two skills: 1) legal research, including Lexis and 2) legal writing with an emphasis on writing skills, including successfully completing a Memorandum of Law and an Appellate Brief.

POS 2004: Constitutional Law (3 cr.)
This course surveys American constitutional development from the formative era of the framing of the Constitution in 1787 to today. Emphasis is placed on famous opinions of the U.S. Supreme Court, especially in the areas of separation of powers and states’ rights. Attention is given to power struggles between Presidents and Justices, as well as to the important political and social changes in American history and how those changes have influenced and been influenced by changes in the interpretation of the Constitution. At selected dates in the course, students playing the roles of lawyers in famous cases will deliver short oral arguments to the class. Required for all Legal Studies concentrators and minors. Criminal Law minors and concentrators must take either Civil Liberties or this course. *(Fall)*

POS 2006: Law and Property (3 cr.)
What is property? What are my legal rights if I buy or sell a house, rent an apartment, or leave my possessions to my children in my will? This course will focus on one of the most important areas of American law-- the law of property. Topics will include the legal rights of owners, buyers, and sellers of real estate, and the duties and liabilities of landlords and tenants. The course will include a mock trial or other courtroom-simulation exercises. It is ideal for students considering law school and for those who want to learn more about law and/or the rights of property owners. Satisfies Private Law requirement for Legal Studies and Criminal Law. *(Spring). (Not offered in 2007-08)*

POS 2007: Constitutional Issues and America’s Legal Heritage (3 cr.)
Where did our ideas about limited government and freedom come from? Why do we now take it for granted that the President cannot make law without Congress and that, if the President tries to do so, he can be impeached? Why do we assume that the Supreme Court should have the power to declare acts of Congress unconstitutional? Is there a duty to obey unjust laws? This course provides an overview of some of the constitutional ideas and traditions that influenced the framers of the American Constitution. Emphasis is placed on ideas about law and constitutions in the political thought of ancient Greece and Rome, and on the development of the English Constitution, from early medieval times, through the Tudor era and the constitutional crisis of the English Civil War, and through the era of Hobbes, Locke, and Blackstone. Satisfies Perspective requirement for both Legal Studies and Criminal Law. *(Spring) (Not offered in 2007-08)*

POS 2012: Issues in Family Law and Administration of Justice (3 cr.)
This course probes both the law and the court system, which are being transformed as a consequence of the increasing demands of family issues. Equity settlements, rights of spouses, rights of parents and children are among the topics considered. Special attention is given to the day-to-day operation of the family courts. *(Spring)*

POS 2014: Practical Approaches to Business Law (3 cr.)
This course will examine the functioning of the legal system and the legal relationships a citizen is likely to encounter in business,
consumer, and personal activities. Emphasis will be placed on the judicial system, contracts, sales, business organizations, estate planning, wills, and real estate transactions. Readings will include cases and other legal materials. Satisfies Private Law requirement for Legal Studies and Criminal Law. (Fall)

POS 2019: Civil Liberties (3 cr.)
This course is a survey of the Supreme Court’s decisions and judicial policies with respect to the First and Fourteenth Amendments. Emphasis will be placed on freedom of speech and religion, due process, and equal protection of the law. Most reading will be in Supreme Court opinions, but attention will be given to the historical development of civil liberties in America, to the roles of the Supreme Court and the Presidency and of individual Justices and Presidents in protecting those liberties, and to the impact of debates about civil liberties on presidential politics and the evolution of public policy. At selected dates, students playing the parts of lawyers will deliver short oral arguments to the class on famous cases from the reading. Required for all Legal Studies concentrators and minors. Criminal Law concentrators and minors must take either Constitutional Law or this course. (Spring)

POS 2024: Criminal Procedure (3 cr.)
This course is a survey of the constitutional rights we enjoy when we are stopped, arrested, searched, or questioned by the police. Emphasis is placed on Fourth, Fifth, and Sixth Amendment rights (search and seizure, coerced confessions, right to counsel, entrapment, wiretapping, and due process) and on close reading of Supreme Court opinions. At the end of the course, students playing the roles of lawyers will deliver short oral arguments to the class. Required for Criminal Law concentrators and minors. Legal Studies concentrators and minors must take either Criminal Law or this course. (Fall)

POS 2046: Criminal Justice in New York: Fact and Fiction (3 cr.)
This course offers an insider’s look at criminal justice in New York City, including the influences of politics and the media; the role of forensic evidence; racial and economic perspectives on crime and punishment; the roles of prosecutors and defense lawyers. The course will involve visits to courthouses, guest speakers and consideration of fictional treatments of criminal justice in New York.

POS 2054: Law, Literature And Society: Women And The Law (3 cr.)
This course considers the legal treatment of women from a political and sociological perspective. Topics include women’s struggle for rights and their exclusion from critical public roles like owning property, voting and jury duty, workplace discrimination including sexual harassment, the role of women in the military, family issues, abuse and violence.

POS 2087: Introduction to Common Law: Writing and Analysis (3 cr.)
This course provides an overview of many different areas of law – from the law of property and tort, to aspects of federal jurisdiction and legal ethics. It will introduce students to the court system and fundamentals of court procedure. It will develop and perfect student skills in writing grammatically correct and persuasive essays on legal subjects. The course culminates in a mock trial in which students play the roles of attorneys, defendants, witnesses, and jurors. Required for all Legal Studies and Criminal Law concentrators and minors. If possible, this course should be taken early in the student’s course of study. (Fall)

POS 2090: Law and Business Ethics (3 cr.)
Corporate crime is now a familiar item on the daily news. We read and hear stories of business corruption and of conspiracies to violate or evade the law in high places. What are the legal rules on business and ethics? What role do lawyers, judges, and the public play in ensuring that business is responsible, ethical, and fair? This course will examine a number of different issues in the law of business ethics and will consider a variety of legal, political, social, and policy ramifications of the current business ethics debate. Satisfies private law requirement for Legal Studies and Criminal Law. (Spring)

POS 2093: Criminal Law (3 cr.)
This course introduces students to the major crimes and defenses of contemporary American criminal law. Topics include homicide and murder, voluntary and involuntary manslaughter, vehicular homicide, premeditation and intent, the insanity defense, conspiracy, and the death penalty. Attention is given to works of political and social theory on the cause of crime and the purposes of punishment. The course culminates in a mock murder trial in which students play the roles of attorneys, defendants, witnesses, and jurors. Required for Criminal Law concentrators and minors. Legal Studies concentrators/minors must take Criminal Procedure or this course. (Spring)

POS 2095: The Rights of Crime Victims (3 cr.)
This course reviews the rights of crime victims with an emphasis on women, children, and the handicapped in sex and domestic violence cases from pretrial hearings through trial and sentencing. Orders of protection, use of domestic violence history evidence, and cameras in the court room will also be discussed. (Fall)

POS 2096: Courts and the Criminal Justice System (3 cr.)
This course provides an overview of the stages of a criminal case. It introduces students to the distinctions between civil and criminal law and gives them a broad overview of the roles of defense attorneys, prosecutors, defendants, victims, and judges in the criminal justice process. Other topics covered will include bail, plea bargaining, the role of criminal juries, sentencing, and special problems of juvenile courts. (Not offered in ’07-08)

POS 3014: Topics in Criminal Law and Procedure (3 cr.)
This seminar will focus on such topics as police searches of homes and cars, vehicular homicide, conspiracy, the insanity defense, the death penalty, the law of murder, and criminal law aspects of the war on terrorism. (Fall) (Not offered in 2007-08).

POS 3017: Legal writing and interpretation (3 cr.)
This course focuses on all aspects of legal writing from proper issue formulation to creating cogent legal arguments and persuasive statements of facts. Case law and statutory material will be analyzed to illustrate various problem-solving techniques, culminating in the writing of a Memorandum of Law.

POS 3021: Legal Ethics (3 cr.)
This course examines the relationship between ethics and the legal system. It pays special attention to the political context within which this relationship is situated. The course is concerned with such questions as: how are ethical discussions informed by categories such as class, race and gender? Should they be? What is the relationship between law and morals? What are the limits of that relationship, if any? In addition to a comprehensive approach to controversial issues in legal ethics, the course also considers classical readings in the Philosophy of Law. (Fall)
POS 3057: Law and Society: The Courts and Unpopular Causes (3 cr.)
The course focuses on how the United States Supreme Court has answered and failed to address unpopular positions. The thrust of the course is to integrate the “unpopular issue” with literature, film, and actual Supreme Court cases. (Spring)

POS 3104: Radical Political Thought (3 cr.)
This course examines the leading theorists of the radical tradition in political thought and why they continue to exert such lasting influence on politics. It will examine the theoretical foundations of communism, socialism and anarchism through a detailed reading of original texts. Emphasis will be on the two major developments in contemporary political thought—Critical Theory and Postmodernism, with a focus on two major thinkers in each of these schools of thought, Herbert Marcuse and Michael Foucault. The course will consider: the role of the family in political socialization, political psychology, alienation and the political order, the roots of political violence and the “postmodern debate” in political theory. Effort will be made to develop the skills involved in the study of political theory – critical thinking and political analysis.

POS 3111: Law and Literature (3 cr.)
This seminar looks at the role of law in great literature of the past. Readings will be drawn from novels, poems, essays, and plays from different eras and countries, including some classical literature of the ancient world, British literature including Shakespeare, American literature, classic detective fiction such as Sherlock Holmes and the literature of other nations. Satisfies perspective requirement for Legal Studies and Criminal Law. Formerly offered as IDS 3207.

POS 3112: War, Law, and Presidential Prerogative (3 cr.)
How have past wars changed law and government? After looking at the Presidency and the Constitution today in the war on terror, this seminar turns to antiquity, considering the Persian Wars, the Peloponnesian War, the battles of Alexander the Great, Rome’s Punic Wars with Carthage, and Rome’s wars of world conquest. It considers the art of war in the writings of Machiavelli and the theme of war and princely prerogative in Shakespeare. It examines the early modern and modern eras in western Europe and America, including England’s Civil War, the French Revolutionary Wars and Napoleon, the American Revolution and Civil War, and the world wars and nuclear age. Satisfies perspective requirement for Legal Studies and Criminal Law concentrators and minors. (Fall ’08) (Spring ’09)

POS 3114: Great Cities, Great Ideas, and Great Law (3 cr.)
This course looks at three great capital cities in history – ancient Athens, ancient Rome, and London – and examines the interplay between law, politics, and culture in those cities at different times in the past. Readings in the history of law, politics, art and architecture, literature, philosophy, and music. Satisfies perspective requirement for Legal Studies and Criminal Law. (Fall 2007)

POS 3115: Topics in Business Law (3 cr.)
This seminar addresses relevant topics in law and business. Issues covered will include such topics as the role of law in creation and financing of corporations and the legal and policy consequences of the U.S. tax code. Satisfies private law requirement for Legal Studies and Criminal Law. (Not offered in 2007-08)

POS 3116: Feminist Political Thought (3 cr.)
This course will examine recent developments in feminist political thought through an analysis of both primary and secondary sources in the feminist theory tradition. Issues to be covered are: the state of the category “woman,” the social construction of gender, the politics of the body and gender, essentialism, identity politics, movement activity, the intersection of race, class and gender, theories of the “self”, nature and the environment.

POS 3119: Law and the Presidency (3 cr.)
This seminar takes an historical look at the American Presidency in relation to the American Constitution and the American system of law. After an introduction on the perils and challenges of the Presidency today, it looks back at the sources of the framers’ ideas of executive power – in the writings of statecrafters and philosophers like Machiavelli and Locke, and in the experiences the framers had of prerogative power in England and the colonies. It then focuses on the creation of the Presidency in the Constitutional Convention of 1787 and moves on to consider the contributions of several of our Presidents – Washington, Jefferson, Jackson, Lincoln, TR, Wilson, FDR, Truman, Nixon, and Reagan. Emphasis on presidential personality, war powers, presidential elections. Satisfies perspective requirement for Legal Studies and Criminal Law concentrators and minors. (Planned for spring 2008)

**PSYCHOLOGY**
The Psychology Department offers a broad program covering areas of clinical, cognitive, cultural, developmental, humanistic, learning and memory, physiological, and social psychology. Students explore the study of behavior from both the empirical and the theoretical perspectives. Furthermore, students become familiar with statistical procedures and develop skills in research design. In addition to classroom work, many internships and research placements are available. Students may seek internship placements related to such areas as clinical, developmental, physiological, experimental, educational and industrial/organizational psychology. Several faculty members are involved in ongoing empirical research projects in which motivated students are encouraged to participate. The program provides strong academic training consistent with pre-professional preparation for a career in a variety of psychological fields, in education, in business, and in research.

Faculty and Professional Interests
- **Alison Carson** — Cultural psychology: qualitative research methods, acculturation, and cultural influences on body image
- **Robin Cautin** — Clinical psychology: personality, psychopathology, history and theory of psychology, philosophy of psychology
- **Everett Delahanty** — Humanistic psychology: folk psychology, psychology of experience, psychology of relationships, self psychology, sensation and perception, and psychology of emotions
- **P. Susan Gerrity** — Developmental psychology: infant, child, adolescent, adult and social/emotional development; attachment, and coping/emotion regulation
- **Amy Learmonth** — Developmental psychology: cognitive development, infant memory, the development of navigation and spatial memory, comparative development
- **Anthony C. Santucci** — Physiological psychology: biological bases of mental illnesses, neuroscience, physiological measures/effects of emotions, head trauma, and psychopharmacology
- **George E. Schreer** — Social psychology: stereotyping, prejudice, social stigma, persuasion, aggression, and group processes
Major Requirements
Fundamentals of Psychology (PSY 1004), Survey of Psychological Research (PSY 1006) and a minimum of 12 elective courses are required for the Psychology major. Students are encouraged to take electives from all areas (see course descriptions) in order to be broadly educated in the field of psychology. A minimum grade of C- is required in order to count a course for the major.

Students who have taken PSY 1017: Introduction to Psychology and then decide to major in Psychology are required to take both PSY 1006: Survey of Psychological Research and PSY 3004: History and Systems of Psychology, in addition to completing the required elective courses. Because PSY 3004 is counted toward the 12 required elective courses, students deciding to major in Psychology after taking PSY 1017 need to fulfill 11 additional elective courses beyond PSY 3004.

Minor Requirements
For the minor, PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology and a minimum of 4 elective courses are required. Students are encouraged to take electives from several areas (see course descriptions) in order to be broadly educated in the field of psychology. A minimum grade of C- is required in order to count a psychology course for the minor.

Important Considerations for the Psychology Major and Minor
Students who major or minor in Psychology should be aware of the following two provisions:
- Any course intended to be used for Psychology major or minor elective credit must earn minimally 3 credits.
- Students are required to fulfill all major and minor degree requirements as stated in the College Catalog of the first year of their matriculation. In cases where changes occur to the major or minor during the student’s tenure at the college, the student may elect to pursue the new set of requirements upon approval of the Chairperson. In such cases, it is the student’s responsibility to be aware of any changes that have been made by consulting the College Catalog in which the requirements the student wishes to follow appear. If approved to do so by the Chairperson, the student should then be certain to declare, as part of their Portfolio submission, the particular Course Catalog edition (e.g., 2007-2009) in which the requirements they are completing appear.

Preparation for Graduate School in Psychology
Students who aspire to graduate school in psychology or allied fields are strongly encouraged to take the following sequence of courses beginning in the sophomore year:
- PSY 2012: Statistics for the Social Sciences
- PSY 2004: Physiological Bases of Behavior
- PSY 2040: Research Methods in Psychology
- PSY 3004: History and Systems of Psychology
- PSY 4025: Research and Writing Experience and/or PSY 4030: Field Work Experience

Transfer Credits
For students wishing to major in Psychology, no more than one-half of the major courses (i.e., no more than 6 courses) can be transferred to Manhattanville from another academic institution. Similarly, for students wishing to minor in Psychology, no more than one-half of the courses (i.e., no more than 2 courses) can be transferred from another academic institution. Students wishing to transfer courses from another institution to be used for either their Psychology major or minor must receive written approval of the Chairperson, preferably prior to the completion of said courses (see Academic Advising Office to obtain a “Transfer Credit Approval Form”). This written approval then should be placed in the student's Portfolio. For students transferring a two-semester Introductory or General Psychology course from another institution for major or minor credit, both semesters will be applied toward either PSY 1004 (major credit) or PSY 1017 (minor credit). Students receiving either a “4” or a “5” on an high school AP Psychology exam can apply that credit toward either PSY 1004 (major credit) or PSY 1017 (minor credit) upon presenting the Chairperson with the appropriate documentation confirming the student’s AP exam score.

Departmental Honors and Distinction in Psychology
Students majoring in Psychology must meet the following criteria in order to be considered eligible for Honors in Psychology:
- completion of PSY 2012: Statistics for the Social Sciences
- PSY 2004: Physiological Bases of Behavior
- PSY 2040: Research Methods in Psychology
- PSY 3004: History and Systems in Psychology
- either PSY 4025: Research and Writing Experience, or PSY 4030: Field Work Experience courses at Manhattanville
- no grade lower than “B” in any psychology course
- a minimum 3.5 G.P.A. in psychology

In order for the Psychology Department to consider a student for Honors the student must first meet these minimum requirements. Following the completion of these minimum requirements, the Psychology Department faculty will award honors based on the evaluation of the intellectual quality of a student’s entire psychology program.

In addition to Honors, the Psychology Department also awards Departmental Distinction. This award is given to graduating psychology seniors who, although not meeting the formal requirements for Departmental Honors, have demonstrated outstanding performance either in the classroom, laboratory, or in the field, or who have exhibited dramatic intellectual growth and development of scholarly sophistication during their time at Manhattanville. Selection is based on a consensus opinion reached among the faculty members of the Psychology Department.

Advising
Students planning to major in Psychology should ask a full-time psychology faculty member in Psychology to serve as his/her academic advisor early in the sophomore year, but no later than the second semester of the sophomore year. The Psychology Department reserves the right to assign advisors to students.

Portfolio
Students who major in Psychology are required to obtain the signatures of both the Chairperson and their major advisor for their Portfolios. Moreover, students are required to obtain the signature of another full-time Psychology Department faculty member if their major advisor also serves as the Chairperson.

Departmental Web Page on the World Wide Web
Additional information about the department including faculty research interests and course syllabi can be found on the department's Web page located at http://faculty.mville.edu/psych/. In addition, several Psychology faculty maintain their own personal Web pages on the college’s Web site.

Course Distinctions in Psychology: Making Sense of Numerical Course Listings
- 1000-level courses: Courses with 1000 numbers provide a broad introduction to the fundamental principles of the
diverse field of psychology. These courses serve either as gateway courses into the major or minor, or provide general education in psychology for non-major/minor students. No prior background in psychology is assumed of students taking these courses. Students of any academic status (freshman, sophomore, junior, or senior) can enroll in these courses. Both PSY 1004 and 1017 are lecture-based courses, while PSY 1006 is a laboratory-based course.

- **2000-level courses**: Courses with 2000 numbers are predominantly lecture-based courses that provide an introduction to the fundamentals of a sub-discipline in psychology. These courses are considered “foundation-level electives” and can be taken either for major or minor credit. Although, generally, no formal background in psychology is required of students taking these courses, students are encouraged to have already taken either PSY 1004 or PSY 1017. Some 2000-level courses may have 2000 level prerequisites. Lower-level electives serve to prepare students for more in-depth specialized intellectual study that is required of 3000-level courses. Students of any academic status (freshman, sophomore, junior, or senior) can enroll in these courses.

- **3000-level courses**: Courses with 3000 numbers provide an in-depth intellectual study of a highly specialized topic within a subfield of psychology. These courses are considered “upper-level electives” and can be taken either for major or minor credit. Typically, these courses are conducted in a seminar-type format with significant reading, writing, and intellectual discourse required of the student. While it is often assumed and strongly encouraged that students have had a 1000-level introductory course, in addition to a 2000-level elective that has provided an overview of the particular sub-discipline of psychology from which the specialized topic is drawn, students without these courses may be allowed to enrolled in 3000-level course with the instructor’s approval. Students enrolled in these courses should have junior or senior academic status.

- **4000-level courses**: Courses with 4000 numbers are arranged on an individual basis between the student and the full-time faculty member who has agreed to supervise the project. These courses, by their very nature, require a great deal of independent work on the part of the student. Given these characteristics, courses with 4000 numbers are considered “individualized upper-level electives.” These courses involve either a significant empirical or library research-based component, or an internship experience at an institution outside Manhattanville College. A significant writing assignment is also an integral part of these courses. Depending on the supervising professor, students in these courses may occasionally meet in groups to share common experiences and progress made with fellow students. Courses with 4000-level numbers can be taken multiple times for credit. Almost without exception, these courses are reserved for students who major in psychology, although there may be highly special circumstances under which a student not a major in psychology is allowed to enroll. Typically, students enrolled in these courses are of junior or senior academic status.

- **5000-level courses**: Courses with 5000 numbers designate graduate level courses.

### Course Descriptions

#### Introductory Courses

**PSY 1004: Fundamentals of Psychology (3 cr.)**

*Required for the major. Can be used for the minor.* This course constitutes a series of lectured discussions designed to acquaint students with the major ideas in psychology. Prior knowledge of psychology is not expected. Topics include the history of psychology, sensation and perception, brain and behavior, learning and memory, intelligence, developmental, personality theories, social psychology, and psychopathology. Other topics may include altered states of consciousness, cognition, language, motivation, or emotions. *(Fall '07 & '08) (Spring '08 & '09)*

**PSY 1006: Survey of Psychological Research (1 cr.)**

*This lab course is required for the major.* Bi-weekly laboratory sessions will highlight seminal research studies, theory, and methodology in psychology. Laboratory sessions will be comprised of group demonstrations, in addition to data collection and analysis exercises. Written lab reports will be required. Although not required, co-registration with PSY 1004 is strongly encouraged. Meets the requirement of a “W” writing course at Manhattanville College. *(Fall '07 & '08) (Spring '08 & '09)*

**PSY 1017: Introduction to Psychology (3 cr.)**

*Designed for students not majoring in psychology. Can be used for the minor.* This lecture-based course will provide students with a general introduction to the main theories, methods, and findings in a variety of areas of psychology. The goal of this course is to provide a broad overview of psychology intended for the general student population, not for the psychology major. Topics include the history of psychology, sensation and perception, brain and behavior, learning and memory, intelligence, developmental, personality theories, social psychology, and psychopathology. Other topics may include altered states of consciousness, cognition, language, motivation, or emotions. *(Fall '07 & '08) (Spring '08 & '09)*

#### Elective Courses by Area

##### Biopsychology Area

**PSY 2004: Physiological Bases of Behavior (3 cr.)**

This course surveys the current information on brain-behavior relationships. Emphasis is placed on a critical approach to the methods of investigation and how these methods affect our ideas about brain function. The aim is to provide a description of how physiological systems contribute to, cause, or maintain various forms of behavior. Basic concepts in neurophysiology and neurochemistry also will be covered. Physiological processes mediating sensation, perception, development, motivation, hunger, thirst, sleep, arousal, learning, memory, language, mental illness, and consciousness will be examined. **Recommended:** PSY 1004: Fundamentals of Psychology. *(Spring '08 & '09)*

**PSY 2008: Sensation and Perception (3 cr.)**

Sensation and Perception provides for the study of the anatomy and functioning of the sense organs and their associated neural structures. It also examines the adaptability of the organism in acquiring and using information from the environment. The major theories in the fields of sensation and perception will be considered. **Recommended:** PSY 1004: Fundamentals of Psychology. *(Offering is tentative based on student interest.)*

**PSY 2018: Drug Use and Abuse (3 cr.)**

This course surveys the physiological and behavioral effects of “recreational” drugs, drugs of abuse, and drugs used to treat mental illness. Drugs to be discussed include: crack/cocaine, amphetamines, nicotine, caffeine, alcohol, inhalants, marijuana, anabolic steroids, hallucinogens, antidepressants, antipsychotics,
and anxiolytic agents. Issues related to drug tolerance and dependence, and substance abuse treatment and prevention will also be discussed. Recommended: PSY 1004: Fundamentals of Psychology. (Spring '08 & '09)

PSY 2034: Laboratory Methods in Biopsychology (3 cr.)
This lab-based course will review often-used methods employed in biopsychology laboratory research. The initial portion of the course will cover animal care and handling issues, stereotoxic and other surgical techniques, brain lesions, drug preparation and administration, and basic histological and light microscopy methods. This will be followed by a review of various behavioral methods used by biopsychologists in assessing learning, memory, eating, drinking, analgesia, locomotion, motor strength and activity, and drug dependence and tolerance. (The maximum number of registrants is 10; work with laboratory animals is required.) Recommended: PSY 1004: Fundamentals of Psychology. (Offering is tentative based on student interest.)

PSY 2049: Health Psychology (3 cr.)
(See course description under “Social and Cultural Psychology” section.) (Fall '07 & '08) (Spring '08 & '09)

PSY 2061: Psychology of Motivation (3 cr.)
This course will examine the major principles of motivated behavior by examining various issues and controversies in the field from both a theoretical and an empirical perspective. Such issues include the foundational bases and organizing principles of motivation; analysis of some basic motivational systems such as hunger, thirst, sex, sleep, work, play, pleasure, and aggression; and the role that emotions and self-regulation play in modulating these motivational systems. Recommended: PSY 1004: Fundamentals of Psychology. (Offering is tentative based on student interest.)

PSY 3016: Psychopharmacology (3 cr.)
This course provides an in-depth presentation of basic scientific principles in psychopharmacology, followed by a scientifically-oriented consideration of various drugs of abuse and drugs that are used to treat mental illnesses and disorders. Topics include the history of psychopharmacology, neurochemistry of brain function, general pharmacology principles, and methodologies employed in psychopharmacological research. Additionally, drug treatments for a variety of mental diseases and disorders including: anxiety, psychosis, depression, mania, dementia, epilepsy, and obsessive-compulsive behavior; and drugs of abuse such as: amphetamines, alcohol, the opiates, and THC will be examined. Prerequisite: PSY 2004: Physiological Bases of Behavior. (Spring '08)

PSY 3022: Neuropsychology (3 cr.)
This course is designed to introduce the student to the field of neuropsychology. It will review the anatomy and function of brain, particularly that of the cerebral cortex. Major neuropsychological dysfunctions related to brain damage, as well as what neurological disorders can reveal about normal brain functioning, will be presented. Specific issues related to brain damage-induced memory loss, language impairments, deficits in attention, alterations in emotionality and affect, and changes in consciousness and perception of self are potential topics of study. Students will also gain an understanding of the typical assessment tools and procedures for diagnosing neuropsychological disorders. The course will also include how basic research in neuroscience informs the practice of neuropsychology. Prerequisite: PSY 2004: Physiological Bases of Behavior. (Fall '07)

PSY 3023: Biological Bases of Mental Illness (3 cr.)
This course will examine the organic bases of such major psychoses and mental disorders as schizophrenia, manic depression, dementia and psychophysiological dysfunction. The specific cognitive disorders and behavioral abnormalities associated with each syndrome will be reviewed. Background readings will include material on the psychology of mental dysfunction, the genetic determinants of these syndromes, and the relevant neuroanatomical and neurochemical substrates and processes. Prerequisite: PSY 2004: Physiological Bases of Behavior. (Offering is tentative based on student interest.)

PSY 3035: Biopsychology Seminar (3 cr.)
This course will focus on a single contemporary topic in neuroscience. Students will be required to read, discuss, and critique literature focusing on common themes. Examples of themes are the biopsychology of learning and memory, the nature of recovery from brain damage, drug dependency, Alzheimer's disease, and Parkinson's disease. Prerequisite: PSY 2004: Physiological Bases of Behavior. (Offering is tentative based on student interest.)

PSY 3333: Psychology of Emotion (3 cr.)
The history of attempts to understand emotions in Western Society and the theories developed in Psychology will be studied. The physiological mechanisms underlying emotions will be stressed including the debate on emotional expression. The primary emotions of joy, distress, anger, fear, surprise, and disgust will be presented and compared with the secondary, social and higher cognitive emotions such as embarrassment, love, guilt, shame, pride, jealousy, etc. The relations between emotions and feelings and consciousness will be explored. Selections from the work of James, Cannon, Arnold, Ekman, LeDoux, Lewis and Damasio will be included. Recommended: PSY 2004: Physiological Bases of Behavior or similar background. (Spring '08)

Clinical/Personality Psychology Area

PSY 2007: Human Psychological Assessment (3 cr.)
This introductory course will examine theories, techniques, and practices concerning the measurement of psychological variables. Major topics include test construction and validation, with attention to statistical techniques; appropriate test use, including legal and ethical issues; and major tests for measuring mental abilities, achievement, personality, and psychopathology. Recommended: PSY 1004: Fundamentals of Psychology. (Offering is tentative based on student interest.)

PSY 2011: Abnormal Psychology (3 cr.)
This course is designed to survey major psychological disorders, including mood disorders, anxiety disorders, personality disorders, schizophrenia, and eating disorders. It begins with general consideration of the study of psychopathology, including philosophical and historical perspectives on the concept of abnormality, as well as issues of assessment and diagnosis. Then, using an integrative theoretical framework, the course examines the clinical descriptions, origins, treatments, and outcomes of specific psychological disorders. A broad sampling of current topics and controversies in the field of abnormal psychology will be highlighted. Lecture material is supplemented with discussion of case material and films. Prerequisite: PSY 1004: Fundamentals of Psychology. (Fall '07 & '08) (Spring '08 & '09)

PSY 2036: Personality Psychology (3 cr.)
This lecture-based course is intended to introduce students to the theory and research of personality psychology. Personality psychology refers to the systematic investigation of people's enduring characteristic patterns of behavior, thoughts, and
feelings. This course examines the major theoretical approaches to personality, critically evaluating assumptions and ideas, relevant research, and clinical implications. Emphasis is placed on the value of alternative viewpoints. The appreciation of various personality theories provides a solid foundation for exploring issues of assessment, psychopathology, and behavior change. **Recommended:** PSY 1004: Fundamentals of Psychology. *(Fall '07 & '08)*

**PSY 3018: Advanced Personality Psychology (3 cr.)**
This seminar course is designed to explore the nature and relevance of individual differences. Various personality theories will be discussed in greater depth than in Psychology 2036: Personality Psychology. This course will also probe special topics in the field of personality theory and research. Such topics may include self-regulation, behavioral genetics and personality, and personality assessment. Amount of material and specific reading selections will depend on available time and level of the class. **Prerequisite:** PSY 2036: Personality Psychology. *(Offering is tentative based on student interest.)*

**PSY 3021: Theories of Psychotherapy (3 cr.)**
This seminar course is intended to introduce students to contemporary American psychotherapy. It attempts to define and compare various approaches to psychotherapy within the context of the history of the mental health profession in America. In so doing, it will consider elements common to all psychotherapies. It will explore the relationship between therapist and client as well as the evolving perceptions of its role in the therapy process. Particular emphasis will be given to empathy and empathic responding. In addition, the course will briefly discuss other topics pertaining to psychotherapy such as law and ethics, multicultural diversity, outcome research, and clinical practice. **Prerequisites:** PSY 1004: Fundamentals of Psychology. *(Offering is tentative based on student interest.)*

**PSY 3042: Clinical Psychology (3 cr.)**
This seminar course is intended to introduce students to the field of clinical psychology. The course begins with an examination of the historical development, philosophical issues and theoretical bases pertinent to the study of clinical psychology. Using an integrative theoretical framework, the course examines a broad sampling of current topics and controversies in the field of clinical psychology, including: the concept of abnormality, assessment, issues of diagnosis and classification, clinical judgment, the nature and evaluation of psychological intervention, and forensic psychology. **Prerequisites:** PSY 1004: Fundamentals of Psychology, PSY: 2036 Personality Psychology, and PSY 2011: Abnormal Psychology. *(Offering is tentative based on student interest.)*

**Cognitive Psychology Area**

**PSY 2008: Sensation and Perception (3 cr.)**
*(See course description under “Biopsychology” section.)* *(Offering is tentative based on student interest.)*

**PSY 2037: Educational Psychology (3 cr.)**
*(See course description under “Developmental Psychology” section.)* *(Spring '08 & '09)*

**PSY 2044: Cognitive Psychology (3 cr.)**
Historical and contemporary approaches to the study of the mind including developmental theorists will be surveyed. Topics may include: consciousness, attention, memory, perceptual processes, emotion, information processing, imagery, concepts, language, problem solving, reasoning, intelligence, and creativity. **Recommended:** PSY 1004: Fundamentals of Psychology. *(Fall '07 & '08) (Spring '08 & '09)*

**PSY 2048: Learning and Memory (3 cr.)**
This course will take a cognitive approach to an overview of basic principles of learning and memory in humans and non-human animals. It will examine several different theories of how learning occurs and how learned information is stored in memory. Some of the topics covered will be classical and operant conditioning (including fear conditioning, generalization, discrimination, punishment, reinforcement, taste aversion, and learned helplessness), habituation, implicit and explicit memory (including interference, forgetting, decay, encoding and retrieval mechanisms, short and long term memory, spatial memory, amnesia, infantile amnesia and eyewitness testimony), and comparative memory across species. **Recommended:** PSY 1004: Fundamentals of Psychology. *(Fall '07)*

**PSY 3005: Psycholinguistics (3 cr.)**
This course will consider the psychological and neurobiological factors that enable humans to acquire, use, and understand language. The study of language, including: sentence comprehension and memory, language acquisition and development, and speech perception; the effects of context, perception, and reasoning; linguistic structure on the processing of language; and the underlying brain processes will be examined. **Prerequisite:** PSY 2044: Cognitive Psychology. *(Offering is tentative based on student interest.)*

**PSY 3022: Neuropsychology (3 cr.)**
*(See course description under “Biopsychology” section)* *(Fall '07)*

**PSY 3059: Child Cognitive Development (3 cr.)**
*(See course description under “Developmental Psychology” section)* *(Spring '09)*

**PSY 3066: The New Unconscious (3 cr.)**
*(See course description under “Social Cultural Psychology”)* *(Summer '08)*

**Developmental Psychology Area**

**PSY 2001: Developmental Psychology: Infancy Through Late Childhood (3 cr.)**
This course is a survey of the existing evidence on systematic, stable changes that occur from conception through late childhood. It will explore the current theories about child development and then proceed to examine what current research can tell us about: children's capabilities, changes in these capabilities that occur over time, influences of the environment on children's characteristics, and influences of children on their own environments and development. **Recommended:** PSY 1004: Fundamentals of Psychology. *(Fall '07 & '08) (Spring '08 & '09)*

**PSY 2002: Developmental Psychology: Early Through Late Adolescence (3 cr.)**
This course takes a developmental approach to the study of theories and research about identity, intimacy, effects of school, factors affecting academic performance, and peer and parent relationships. **Prerequisites:** PSY 1004: Fundamentals of Psychology and PSY 2001: Developmental Psychology Infancy Through Late Childhood. *(Fall '07 & '08) (Spring '08 & '09)*

**PSY 2037: Educational Psychology (3 cr.)**
This course will examine how individuals learn in educational settings from elementary school to high school. Issues related to teacher effectiveness, testing and assessment, the social learning environment (including cultural influences), approaches to different learning styles, and teaching both special needs and gifted students are among possible course topics. Also
considered is how research from the psychology of learning, motivation, and cognitive and social development has informed the practice of educational psychology. A background in child development or adolescent development is helpful but not essential. Recommended: PSY 2001: Developmental Psychology Infancy Through Late Childhood and PSY 2002: Developmental Psychology Early Through Late Adolescence (Spring '08 & '09)

PSY 3052: Developmental Psychology: Adulthood and Aging (3 cr.)
After adolescence, we continue to develop as an adaptive response to continuous changes in life circumstances. This course will explore the current theories about adult development and examine what current research can tell us about: adults' capabilities and changes that occur over time, influences of the environment, and how we influence our own environments and development. In addition, it will explore what is known about continuities between childhood/adolescence and adulthood. Prerequisite: PSY 2002: Developmental Psychology: Early through late adolescence. (Fall '07 & '08) (Spring '08 & '09)

PSY 3055: Social Development and Attachment (3 cr.)
The development of attachments and their importance to later development will be covered. The various theories of attachment will then be used to help explain how other types of social behaviors, such as: sharing, caring, empathy, and aggression develop. Prerequisites: PSY 2001: Developmental Psychology: Infancy through late childhood and PSY 2002: Developmental Psychology: Early through late adolescence. (Spring '08 & '09)

PSY 3056: Death, Dying and Bereavement (3 cr.)
The course will offer opportunities to understand the changing demographics of death and terminal illness in America; to compare cultural and developmental differences in approaches to death and dying; to explore some highly contentious current topics in the field; to become acquainted with resources in this area; and to recognize and appreciate one's own attitudes and reactions to death and dying. This will be accomplished through lectures, videos, class discussions, and presentations. Lectures from individuals "on the front line," who work in various related fields may also be incorporated. Prerequisites: PSY 2001: Developmental Psychology: Infancy through late childhood and PSY 2002: Developmental Psychology: Early through late adolescence. (Fall '07 & '08) (Spring '08 & '09)

PSY 3059: Child Cognitive Development (4 cr.)
This course will cover theories of the change in cognitive function in children from birth through adolescence and how different theories of development explain how and why developmental change occurs. Some of the theories covered include: neo-Piagetian, information processing and connectionism, dynamic systems, and theories about how children develop theories about the world. This course is intended for students who have already had courses in child and adolescent development and thus, already know the changes in cognitive function over childhood. Prerequisites: PSY 2001: Developmental Psychology: Infancy through late childhood and PSY 2002: Developmental Psychology: Early through late adolescence. (Spring '09)

History and Theory of Psychology Area

PSY 3004: History and Systems of Psychology (3 cr.)
Although psychology as a formal discipline is little more than a century old, psychological questions and phenomena have been the source of curiosity for millennia. This lecture/discussion course is designed to trace the intellectual roots of psychology (beginning with the early Greeks) by examining persistent ideas, methods of inquiry, significant individuals, and events that have conspired to produce psychology as we know it today. Prerequisites: PSY 1004: Fundamentals of Psychology (for juniors and seniors only). (Spring '08 & '09)

PSY 3064: The Philosophy of Psychology (3 cr.)
This upper level seminar course will explore the philosophical foundations of scientific psychology. The course will consider the problematic nature of the concept of mind from Descartes to the present. Students will explore various theories postulated to explain the relationship between the brain and the mind. In so doing, students will contemplate the ambiguities surrounding relevant concepts such as causation, reductionism, and explanation. Readings will include primary sources from both psychology and philosophy. Recommended: PSY 1004: Fundamentals of Psychology. (Offering is tentative based on student interest.)

Humanistic and Self Psychology Area

PSY 2025: Human Sexuality (3 cr.)
This course will examine the physiological, cognitive, social, emotional, and clinical factors affecting human sexuality. Topics include: social and biological foundations of human sexuality; human reproduction and contraception; cross-cultural perspectives on sexual behavior and contemporary society; gender roles and stereotyping; current and controversial issues in sex education; and the effects of economics, class, public policy, and politics on expression of human sexuality. Recommended: PSY 1004: Fundamentals of Psychology. (Fall '07 & '08) (Spring '08 & '09)

PSY: 2061: Psychology of Motivation (3 cr.)
(See course description under “Biopsychology” section) (Offering is tentative based on student interest.)

PSY 3010: Psychology of the Self (3 cr.)
As a complement to Psychology of Relationships, this seminar will deal with the growth of the Self and how it is conceived and constructed. This material will be examined from historical, developmental, therapeutic, and physiological perspectives and will bring in the subjective experience of the infant and of the person who is developing. Thus, it will contain an experiential appreciation of the self and its conceptualization. This will include information from Developmental Psychology, Social Analysis, and Neuroscience. Included in this course will be readings from Erich Fromm, Mihaly Csikszentmihalyi, William James, Ronald. D. Laing, Ulric Neisser, and Daniel Stern. Secondary material will deal with the works of Mary Calkins, George Herbert Mead Erik Erikson, Carl Rogers, Antonio Damasio, Jaak Panksepp and Social Constructionism. Recommended: PSY 1004: Fundamentals of Psychology. (Fall '07 & '08)

PSY 3013: Psychology of Relationships (3 cr.)
Persistent patterns of dealing with significant others are examined from birth through adulthood. John Bowlby, Ronald Laing, Carl Rogers, Jean Baker Miller, and other topical writers are assigned. Topics include: roles, attachment, love, commitment, symbiosis, autonomy, mutuality, and intimacy. This course will make use of group interaction. Recommended: PSY 1004: Fundamentals of Psychology. (Fall '07 & '08) (Spring '08 & '09)

PSY 3025: Psychology of Experience (3 cr.)
Early psychologists, including Wilhelm Wundt and William James, presumed that psychology meant a psychology of experience. This was also true of Freud and Psychoanalysis. It was not true for many years in America thanks to the popularity of John B. Watson and all those who were swayed by the school of Behaviorism. This seminar-discussion course considers several major sources in Early Psychology, including material
from William James, Humanistic Psychology, Psychoanalysis, Csikszentmihalyi & Positive Psychology. Recommended: PSY 1004: Fundamentals of Psychology. (Fall '07 & '08)

**Social and Cultural Psychology**

PSY 2006: Industrial/Organizational Psychology (3 cr.)
This course will introduce students to the study of industrial/organizational psychology, the branch of psychology that is concerned with the study of human behavior in work settings. Through lectures, case studies, and group exercises, students will learn to apply psychological principles to understand human behavior at work and how to change it to meet individual and group objectives. Topics covered in the course will include: job analysis, personnel selection, performance appraisal, assessment validity, the legal context for personnel decisions, work motivation, work attitudes, leadership, and occupational health. Recommended: PSY 1004: Fundamentals of Psychology (Fall '07 & '08)

PSY 2009: Social Psychology (3 cr.)
This course studies how other people affect individuals' behaviors, thoughts, and feelings. Social psychology focuses on the situational, social, and interpersonal factors that affect the individual. Questions to be addressed include: How do people influence one another? How can we understand prejudice? What makes people obey or resist authority? How do people form impressions of one another? How accurate are people in their judgment of others? Recommended: PSY 1004: Fundamentals of Psychology. (Fall '07 & '08) (Spring '08 & '09)

PSY 2024: Psychology and the Law (3 cr.)
The purpose of this course is to provide the student with an overview of psychological theory and data as they relate to the criminal justice system, specifically as they apply in law enforcement, the courts, and in corrections. Specific focus will be given to understanding crime and delinquency, and the effectiveness of the criminal justice system as that system responds to the challenge of crime in a free society. Topics to be covered may include: the insanity defense, eyewitness testimony, involuntary commitment, forensic assessment, and child custody. Recommended: PSY 1004: Fundamentals of Psychology. (Spring '08 & '09)

PSY 2041: Environmental Psychology (3 cr.)
Environmental psychology examines the interrelationship between environments and human behavior. This course will provide a basic understanding of the field, its history, development, and interdisciplinary components. In addition, it will examine the social, cultural, psychological and political issues involved in the production, use, design, and occupation of space, place, and nature. A focus will be placed on the applied nature of the field. Recommended: PSY 1004: Fundamentals of Psychology. (Offering is tentative based on student interest.)

PSY 2042: Psychology and Culture (3 cr.)
This course introduces students to the area of cultural psychology, a sub-discipline of psychology that focuses on how culture influences how people think and behave. Students will examine the ways in which culture influences cognition, development, emotion, the self, personality, cultural values and psychological orientations, morality, concepts of gender, and mental health. In addition, the course will focus on the processes of globalization, immigration, and intergroup conflict and social change and how they pertain to our understanding of culture. Recommended: PSY 1004: Fundamentals of Psychology. (Fall '07 and Fall '08)

PSY 2046: Psychology of Identity (3 cr.)
This introductory level course examines the ways in which psychology can help us to understand the development of identity. It will emphasize the influence of socialization experiences, the role of maturation, and the importance of social construction, as well as an examination of the linkage between development of identity and sociocultural contexts. Recommended: PSY 1004: Fundamentals of Psychology. (Spring '08 and Spring '09)

PSY 2049: Health Psychology (3 cr.)
This course is designed to provide students with a general introduction to the field of Health Psychology. A variety of topics will be included: compliance with the medical system; stress and its relationship to illness; stress and its relationship to pain; causes, treatment, and prevention of a number of diseases; sociocultural factors in disease; and coping with illness. Recommended: PSY 1004: Fundamentals of Psychology. (Fall '07 & '08) (Spring '08 & '09)

PSY 2062: Psychology of Women (3 cr.)
Students will examine literature and research on women's roles, psychological development, sex differences, parenthood, motherhood, marriage, divorce, and careers. Attention will also be paid to the legal and economic position of women, feminist movements, and the historical changes in women's positions in society. Recommended: PSY 1004: Fundamentals of Psychology. (Spring '08 & '09)

PSY 3037: Folk Psychology (3 cr.)
This course examines the psychology of everyday assumptions. It will assess assumptions that seem immediately given (normality, health, relationships, self, gender identity, morality, etc.) and which provide the cultural structure of Folk Psychology. Topics also include: cognitive science, cultural psychology, social constructionism, and narrative as a vehicle for Folk Psychology. Recommended: PSY 1004: Fundamentals of Psychology. (Spring '08 & '09)

PSY 3047: Seminar in Stereotypes, Prejudice, and Discrimination (3 cr.)
This upper-level seminar will provide an intellectual forum for discussing the psychology of stereotypes, prejudices, and discrimination. Utilizing materials from textbooks, scholarly research articles, and the Internet, students will explore such topics as the social psychology of prejudice, the maintenance of stereotypes and prejudice, the power and consequences of stereotypes, techniques for reducing prejudice, current research on ethnic and gender stereotypes, and coping with prejudice. Recommended: PSY 2009: Social Psychology (Spring '08 & '09)

PSY 3063: Social Influence and Persuasion (3 cr.)
This seminar will provide an intellectual forum for discussing the psychology of social influence and persuasion - the ability of a person or group to change the behavior of others. Integrating theory, scientifically documented research, and practical applications, students will explore such topics as: mindlessness, compliance, obedience, cults, subliminal persuasion, and propaganda. Recommended: PSY 2009: Social Psychology. (Fall '07 & '08)

PSY 3066: The New Unconscious (3 cr.)
This course is designed to illustrate the power of non-conscious processes by presenting compelling evidence that many of our thoughts, feelings, and behaviors stem from unconscious processes. Examining the unconscious from social and cognitive viewpoints, this course will provide an intellectual forum for discussing the research that has contributed to our understanding of the “new unconscious.” Utilizing materials from books and
This course is an introduction to elementary statistics for PSY 2012: Statistics for the Social Sciences (3 cr.) tables and graphs), statistical techniques for describing data psychology majors or other social science majors. Topics (See course description under “Clinical/Personality Psychology” PSY 2007: Human Psychological Assessment (3 cr.) (Fall '07 & ’08) (Spring '08 & ’09)

PSY 2042: Psychology and Culture. (Spring '08 & ’09)

Prerequisite: PSY 2042: Psychology and Culture

Tools of Psychology Area
PSY 2007: Human Psychological Assessment (3 cr.) (Offering is tentative based on student interest.)

PSY 2012: Statistics for the Social Sciences (3 cr.)
This course is an introduction to elementary statistics for psychology majors or other social science majors. Topics include: techniques for organizing and displaying data (e.g., tables and graphs), statistical techniques for describing data (e.g., percentages, averages, and variability), and statistical techniques for determining relationships or differences (e.g., correlation, probability, z-scores, t-tests, and ANOVA’s, and tests of proportionality). Recommended: PSY 1004: Fundamentals of Psychology. (Fall '07 & ’08) (Spring '08 & ’09)

PSY 1004: Fundamentals of Psychology (Fall ’07 & ’08)

PSY 2030: Computer Applications in Psychology (3 cr.)
This course will provide a brief introduction to various computer software applications as they relate to professional activities of psychologists. Activities for which software use will be reviewed include writing research proposals and APA-style manuscripts (WORD), the handling, management, and organization of research data (EXCEL), statistical data analysis and graph making (STATISTICA, EXCEL), and developing multimedia conference presentations (POWERPOINT). Other topics may include information retrieval in psychology, using the Internet as a source of scholarly information, and the use of computers in the psychological laboratory. Prerequisite or corequisite: PSY 2012: Statistics for the Social Sciences. (Offering is tentative based on student interest.)

PSY 2012: Statistics for the Social Sciences Lab (1 cr.)
Bi-weekly laboratory sessions will instruct students on how computer programs are used for the statistical analysis and management of data. Both Excel and Statistica software programs will be used. Although not required, co-registration with PSY 2012 is strongly encouraged. Recommended: PSY 1004: Fundamentals of Psychology (Fall ’07 & ’08) (Spring ’08 & ’09)

PSY 2040: Research Methods in Psychology (4 cr.)
This course introduces students to research designs and methodologies used to answer questions in various areas of psychology. These include: experiments, quasi-experiments, alternate designs, correlation, anonymous surveys, and naturalistic observations. Important issues such as generation of hypotheses, theory building, randomization, sampling, scales of measurement, matching, validity, reliability, confounds, controls, searching and reading scholarly literature, and research ethics will also be covered. Students will also learn how to select and apply appropriate statistical analyses to particular sets of data, interpret the statistical findings, and relate them to the empirical question under investigation. Finally, students will be taught how to present their research data in manuscript form according to the stylistic guidelines of the American Psychological Association. Prerequisites: PSY 2012: Statistics for the Social Sciences. (Fall ’07 & ’08) (Spring ’08 & ’09)

PSY 3067: Advanced Seminar in Cultural Psychology (3 cr.)
This seminar provides the opportunity to examine in depth, specific areas of theory and research in cultural psychology. Focus is placed on current research in the field, described by primary sources, as a basis for the critical evaluation of the validity of theory. For example, we will look more closely at some of the theoretical work of Lev Vygotsky on the role of culture in development and the influences of Richard Shweder on the theories providing the foundations for cultural psychology. A principal focus of analysis will be whether the particular psychological processes and behaviors in question can be explained more fully in culture-specific or universalistic terms, and how they are related to the salient characteristics of the cultural-historical context in which they are embedded. Through the examination, interpretation, and analysis of these data, critical thinking, verbal communication, and writing skills will be emphasized. Prerequisite: PSY 2042: Psychology and Culture. (Spring '08 & ’09)

PSY 3058: Qualitative Approaches to Psychology (4 cr.)
This course introduces students to the theory and practice of qualitative research methods. Qualitative and quantitative approaches to research will be discussed as different (not opposing) approaches, influenced and driven by different theoretical perspectives, assumptions, and research questions. Students will acquire knowledge about the historical context of qualitative research. In addition, students will gain specific knowledge and practice in the major qualitative research approaches including interview and ethnography. Methods of analysis for qualitative data will also be examined and utilized. Writing skills will be emphasized. Prerequisite: PSY 1004: Fundamentals of Psychology (Fall ’07 & ’08)

PSY 4025: Research and Writing Experience (3 cr.)
In consultation with and under the direction of a full-time faculty member within the Psychology Department, students in this course will work independently on a well-defined empirical research project. Students will be required to complete all aspects of the research process including: generating a research hypothesis and surveying the literature, constructing the study’s methodology, collecting and statistically analyzing data, and writing the results up in manuscript form according to the stylistic guidelines of the American Psychological Association. Prerequisites: PSY 1004: Fundamentals of Psychology, PSY 2012: Statistics for the Social Sciences, PSY 3001: Research Methods in Psychology. (Fall ’07 & ’08) (Spring ’08 & ’09)

PSY 4030: Field Work Experience (3 cr.)
Students who have arranged an acceptable field work placement and who wish to obtain course credit and supervision should sign up for this course. Weekly meetings with a full-time Psychology Department faculty supervisor and a paper including: a description of the institution and work experience, personal insights and benefits, and a connection to research literature in Psychology are required. Prerequisites: PSY 1004: Fundamentals of Psychology and four psychology elective courses. (Fall ’07 & ’08) (Spring ’08 & ’09)

PSY 4496: Independent Study (1 to 3 cr.)
Students interested in conducting independent study projects should consult a full-time Psychology faculty member to determine whether he or she is willing to supervise the proposed project. Possible projects include: library-based research of scholarly psychological literature on a circumscribed topic, data entry and analysis, specialized readings in psychology, and the study of how psychological theory is applied to real-world situations. (Fall ’07 & ’08) (Spring ’08 & ’09)

ROMANCE LANGUAGES
This major is designed to integrate at an advanced level the knowledge of at least two Romance languages and cultures.
Concentration II (three Romance languages)

Major Requirements
This major offers two possible concentrations. In each case, the Coordinator must approve the program. Ordinarily, no courses taught in English will be accepted. The Coordinator, in consultation with the Romance Languages Committee, must approve any exceptions to this rule.

Concentration I (two Romance languages):
A total of fourteen courses at the 2000 and 3000 levels taken in two departments.
- eight courses in the language in which the student is less fluent upon entering the College, and
- six courses in the other language.

Concentration II (three Romance languages):
A total of fourteen courses on the 2000 and 3000 levels taken in three departments.
- six courses in one department,
- six courses in another department, and
- two courses in a third department.

At least three of these courses should be at the 3000-level (one in advanced language and two in literature). Introduction to French, Italian or Spanish Literature is required.

Senior Evaluation
The Senior Evaluation is usually taken in the fall semester of the senior year. It involves registrations in two different Romance Language departments (1.5 credits each). A thesis, usually written in English, is required. At least two faculty evaluators, representing the particular Romance Languages involved in the study, are required. Such a study should be interdisciplinary, correlating aspects of the culture or literature of the countries whose languages are being studied.

Strongly recommended in addition to major requirements:
- one course in European History or Civilization,
- one course in European Art History, or
- one course in Music History (related to France, Italy, and/or Spain).

SOCIAL JUSTICE PROGRAM
The interdisciplinary Social Justice program provides students with an introduction to and understanding of the history of social movements and theories of economic and social justice. This is done through combining two foundational core courses with a broad selection of electives that will enable students to develop a comprehensive perspective on social justice issues, worldwide. This global perspective is combined with experiential learning through an internship at a social justice/service agency, two semesters of social service as part of the Fourth Credit Option added to any of their electives, reflection groups during their internships and Fourth Credit Option experiences, and a senior independent study that integrates the research and experiential components of the student’s course work for the Social Justice minor. While no major is offered in Social Justice, students may do a self-designed major that integrates Social Justice with a liberal arts major such as Sociology, Biology, Psychology, Political Science, World Religions, and History. (See requirements for self-designed majors on page 2.)

Faculty and Professional Interests
David Eisenhower (Director) — Sociology, racial oppression
Peter Gardella — Judaism and Christianity, psychology of religions, Bible
Nancy Harris — Sociology of education, research methods, sports
James Jones — African and African-American religion, Islam, socio-cultural theory

Minor Requirements
Students who choose Social Justice as a minor must complete the following requirements:
- SOCJ 2075: Models of Social and Economic Justice
- SOCJ 2018: History of Social Action
- two electives approved by the student’s social justice advisor
- a three credit internship in a social justice/service agency
- two semesters of the Fourth Credit Option added to their electives or core courses
- a senior independent study.

Course Descriptions
SOCJ 2075: Models of Social and Economic Justice (3 cr.)
This course examines the range of questions about what justice requires and permits, to which alternative and incompatible answers are often offered by contending philosophical, theological, and sociological theories of justice. Lectures, readings, research and case studies are used to help students differentiate between and decide among the claims of rival accounts of justice, which compete for our moral, social, and political allegiance.

SOCJ 2018: History of Social Action (3 cr.)
This course examines the history and legacy of social movements in the United States, starting with the revolutionary movement for independence. The abolitionist, suffrage, anti-imperialist, labor, anti racist, civil liberties, antiwar, feminist, environmental, gay/lesbian, human rights/global justice, anti death penalty struggles are among the movements to be studied. Howard Zinn’s justice, anti-death penalty struggles are among the movements to be studied. Howard Zinn’s “People’s History of the United States” is used to provide the historical contexts for these movements. There is also a weekly lecture series in the evening organized to run parallel with the course, with leading activists talking about their experiences in many of the movements studied in class.

SOCIOLOGY AND ANTHROPOLOGY
The Department of Sociology and Anthropology aims to develop a critical awareness of the relationship between the individual and the larger society in an historical context. Courses are designed to enhance personal development by examining the major social forces that influence our lives. By understanding the social roots of personal concerns and social issues we are better able to construct a more just society.

The program prepares students not only for graduate study in the social sciences, but also for careers in law, criminal justice, teaching, business management, social research,
communications, and social action. Courses in social class, race and gender relations, globalization and development, social conflict, crime, science and technology, mass media, family, sports, and education are rooted in both historical and contemporary research on social issues.

Faculty and Professional Interests
Carolee Berg — Culture and language, cultural anthropology, medical anthropology
David Eisenhower — Political economy and social change, sociology of knowledge, criminology
Nancy Harris — Education, sports, women’s studies, research methods
John Murray — Social class, mass media, science and technology, race and ethnicity
Eric Slater — Urban sociology, world-historical sociology and globalization, quantitative methods

Major Requirements
Ten courses in the department must be completed satisfactorily for a major in sociology. The following four are required:
- SOC 1001: Introduction to Sociology;
- SOC 2091: Social Science Research;
- SOC 3003: Classical Social Theory;
- SOC 3091: Advanced Research Seminar

The requirement of 10 courses should be considered the minimum; students majoring in the department may wish to include additional sociology and anthropology courses in their programs. Courses in anthropology count as electives in sociology and students may focus on anthropology while completing the major requirements in sociology. Students planning to do graduate work in sociology should develop a reading knowledge of a foreign language.

All 10 courses required for the major must receive letter grade evaluations of at least C, or its equivalent; additional electives in sociology and anthropology may be taken on a pass/fail basis.

Required Course Sequence
Sociology majors should take Social Science Research (SOC 2091) in the spring semester of the Junior year. It is a prerequisite for the Advanced Research Seminar (SOC 3091), which must be taken in the fall semester of the Senior year. It is recommended but not required that majors take Classical Social Theory (SOC 3033) in the Spring semester in the Junior year.

Minor Requirements
A minor in sociology is satisfied through the successful completion (letter grade evaluations of at least C, or its equivalent) of SOC 1001: Introduction to Sociology and four additional courses in sociology, one of which must be taken at the 3000 level. These requirements are flexible, but in all cases students should consult with the sociology faculty to insure that course selections are comparable with their interests.

Manhattanville College and Fordham University Graduate School of Social Service:
Manhattanville College and Fordham University Graduate School of Social Service offer a dual degree program that consists of three years of instruction at Manhattanville followed by two years of instruction at Fordham University. Interested students should declare their intention in the spring of their Sophomore year in consultation with the Sociology department and the Joint Program Director in the Office of the Academic Dean.

Course Descriptions

Anthropology
ANTH 1050: Cultural Anthropology (3 cr.)
Anthropology is a holistic approach to the study of humankind. By examining different cultural systems around the globe, anthropologists endeavor to understand how people make sense of the world in which they live – their beliefs and practices. This class will introduce students to the basic concepts, theories and methodologies of anthropology. Topics to be studied include: the concept of culture, marriage and kinship, linguistics, exchange patterns, ethnography, and rituals.

ANTH 2037: Anthropology of Death and Dying (3 cr.)
A cross cultural exploration of the phenomenon of death. We will examine how people make sense of death in a social and historical context. Topics include the concept of death, grief and bereavement, rituals, ethical and legal issues and the Hospice movement.

ANTH 2065: Language and Culture (3 cr.)
This course will examine the relationship between language and culture and the culture of conversation. We will look at language as a natural resource and speaking as a cultural practice. Utilizing an anthropological perspective, we will concentrate on socio-linguistics or how language works in everyday life. We will also look at people who speak the same language but have problems in communication due to differences in class, age, gender and/or ethnicity. Topics to be covered include: language acquisition, discourse analysis, language and power, linguistic relativity and American Sign Language.

ANTH 2069: Medical Anthropology (3 cr.)
This course studies health and illness beliefs and practices in different societies around the world. Students not only examine what individuals do, whom they consult and where they go when they get sick, but how people make sense of illness and misfortune in their world. Class readings and discussions focus on: concepts of health and illness, healer-patient interactions, ritual healing, pain, cross cultural psychiatry, medical pluralism and global health issues such as AIDS.

ANTH 3024: Gender, Health and Culture (3 cr.)
How individuals know they are sick and what they do to return to health is governed by their cultural beliefs, values and traditions. This course examines at the relationship between culture, health and gender in different societies around the world. We examine the economic, political and environmental factors influencing women’s health. Topics include: medicalization of the life cycle, childbirth, healers, mental health, gendered violence and international health and development.

Sociology
SOC 1001: Introduction to Sociology (4 cr.)
This course provides an overview of the broad scope of the discipline of sociology. Basic concepts and theories will be discussed as students are introduced to the major fields of study within sociology. The sociological perspective, as a useful view of the human condition, will serve as the central theme of the course.

SOC 1004: Introduction to Social Work (3 cr.)
An introduction to the profession and practice of social work. The course is taught by a professional social worker.

(Fall) (Spring)
SOC 2006: Human Nature and Marxism (3 cr.)  
Marxist psychological theory, its philosophical foundations and scientific principles. Recent French, Soviet, and American advances in Marxist psychology will serve as a base for discussion. (Spring)

SOC 2011: Wealth and Power in America (3 cr.)  
This course will examine institutionalized social inequality in America. Topics include: theories of social inequality; the contemporary class structure and the distribution of opportunity; the role of elites; the rise of the middle class; the alienation of white-collar and blue-collar workers; social science and the analysis of power; class consciousness and political organization; strategies for change. (Fall)

SOC 2015: Women and Work (3 cr.)  
This course will examine the assumptions which historically have explained women's work roles, both in the unpaid domestic sphere and in the paid work force. We will draw from classical literature and film to identify and discuss contemporary issues. (Fall)

SOC 2017: Sport and Society (3 cr.)  
This course examines the historical and social roots of American sports as well as contemporary issues of violence, big business, and racism and sexism in both amateur and professional athletics. Special consideration is given to the development of sport and its relationship to larger society. (Fall)

SOC 2021: Race and Ethnicity (3 cr.)  
Racial and ethnic conflict and change in an historical context. Emphasis on the United States, but a comparative, global perspective will be developed. Specific topics include: racial and ethnic ideologies and public policy; race and class relations; ethnic mobility and the assimilation process; social scientific controversies in racial and ethnic studies; and strategies for change. (Summer)

SOC 2023: The New York Experience: Life Of A Great City  
The purpose of the course is to experience the geography, sites, structures, and people of New York City’s history. It relates the social, political, economic, and religious history of New York to the actual physical environment of streets, buildings, and neighborhoods.

SOC 2025: Urban Sociology (3 cr.)  
This course examines the historical development of cities, the socio-economic significance of the metropolis, and patterns of urban growth and decay. In addition, problems such as gentrification, homelessness, racial and ethnic conflict, fiscal crises and trends in urban social policy will be explored.

SOC 2028: Sociology of New York City (3 cr.)  
Examines current trends in New York City as part of a worldwide social process: the wave of third world immigration; the city as the location of choice for businesses that promote globalization; local and global dynamics underlying the attack on the world trade center. Traditional themes of urban sociology—ethnic competition, inequality, policing, public space, racial segregation, homelessness, and education—will be examined in the new context. (Also offered as a seminar: SOC 3028)

SOC 2031: Sociology of the Family and Sex Roles (3 cr.)  
The family has become a central concern of recent politics as people debate whether it is disintegrating or simply changing, whether it oppresses women or provides them with their “natural” role. This course will examine what forms the family has taken and the interactions between the family and the larger society. It also will explore various political and policy issues regarding the family, such as child-care, labor force discrimination, and the problem of domestic violence. (Fall)

SOC 2034: Sexuality and Society (3 cr.)  
This class will explore major issues surrounding sexuality in society. We will situate modern American concepts of sexuality historically, politically, socially, and economically. Areas to be covered include: 1) historical construction of sexuality, 2) sexual orientation, 3) Transgenderism, 4) eroticism, 5) pornography, 6) sex and violence, 7) politics of the body.

SOC 2046: Criminal Justice in New York: Fact and Fiction (3 cr.)  
This course offers an insider’s look at criminal justice in New York City, including the influences of politics and the media; the role of forensic evidence; racial and economic perspectives on crime and punishment; the roles of prosecutors and defense lawyers. The course will involve visits to courtrooms, guest speakers and consideration of fictional treatments of criminal justice in New York.

SOC 2049: Crime, Law and Society (3 cr.)  
What behavior should be considered criminal, who really commits criminal acts and for what reasons, how does society control criminality, and what ways are available to make crime control more just and efficient? The course will examine the political origins of criminal law, the causes of crime, the operation of the police, courts, and prisons, and the effect of race, class and gender on the judicial process.

SOC 2054: Law, Literature And Society: Women And The Law (3 cr.)  
This course considers the legal treatment of women from a political and sociological perspective. Topics include women’s struggle for rights and their exclusion from critical public roles like owning property, voting and jury duty, workplace discrimination including sexual harassment, the role of women in the military, family issues, abuse and violence.

SOC 2064: Culture and Personality (3 cr.)  
An introduction to the study of the relationship between personality characteristics and socio-cultural and political processes. The effects of the media, in their capacity as dominant cultural institutions, will be emphasized. (Spring)

SOC 2067: Native North American Peoples (3 cr.)  
A broad introduction to the aboriginal peoples of North America across their dynamic histories and richly varied tribal groupings, outlining the prehistory and arrival of humans in the New World and the various “culture areas” of North America. Topics include Native American economies, kinship and family systems, leadership and political systems, ideologies, languages, and arts. (Fall)

SOC 2070: Marxist Political Economy (3 cr.)  
This course looks at the basic categories and controversies in the field of political economy. The structure and contradiction of capitalist development will be emphasized. (Spring)

SOC 2075: Models of Social and Economic Justice (3 cr.)  
This course examines the range of questions about what justice requires and permits, to which alternative and incompatible answers are often offered by contending philosophical, theological, and sociological theories of justice. Among the questions addressed are: Does justice permit gross inequality of income and ownership? Does justice require compensatory action to remedy inequalities which are a result of past injustice, even if those who pay the costs of such compensation had no
part in that injustice? Does justice permit or require programs such as affirmative action and acts of civil disobedience to correct past and present injustice? Lectures, readings, research and case studies are used to help students differentiate between and decide among the claims of rival accounts of justice which compete for our moral, social, and political allegiance. *(Spring)*

**SOC 2076: History of Social Action (3 cr.)**
This course examines the history and legacy of social movements in the United States, starting with the revolutionary movement for independence. The abolitionist, suffrage, anti-imperialist, labor, anti racist, civil liberties, antivar, feminist, environmental, gay/lesbian, human rights/global justice, anti death penalty struggles are among the movements to be studied. Howard Zinn’s justice, anti death penalty struggles are among the movements to be studied. Howard Zinn’s *People’s History of the United States* will be used to provide the historical contexts for these movements. There is also a weekly lecture series in the evening organized to run parallel with the course, with leading activists talking about their experiences in many of the movements studied in class.

**SOC 2078: Social Problems (3 cr.)**
An examination of major social issues from a sociological perspective. Topics will include: corporate power, inequalities of race, gender and class; the changing structure of work; crime and punishment; homelessness; poverty and social welfare; the media, ideology and public policy; and the role of government in addressing social problems. *(Summer)*

**SOC 2091: Social Science Research (4 cr.)**
This course offers an overview of research methods used in social science investigation which helps students prepare a proposal for research. The proposal will serve as a basis for the Senior Advanced Research Seminar. The following will be included in the proposal: overall description of the project, including:
- a thesis statement
- a review of the literature
- a preliminary statement of the general research question and the methods which will be used
- a tentative bibliography *(Spring)*

**SOC 2092: Quantitative Social Measurement (3 cr.)**
An introduction to the production, use and interpretation of quantitative data in sociology and in popular media. The course is composed of three parts. First, techniques: statistical techniques; chart and graph construction; visual modes of presentation. Second the central role of marketing firms and government agencies in the production of data. Third, issues in the philosophy of social science: quantitative/qualitative distinction and the influence of the physical sciences in the making of sociology.

**SOC 3003: Classical Social Theory (4 cr.)**
This course will study Karl Marx, Max Weber and Emile Durkheim, early sociological masters who profoundly influenced contemporary social theorists and researchers. Each developed a perspective (class, bureaucracy and division of labor) for analyzing the new industrial order that was forming around them in Europe. Major writings of each will be examined. *(Spring)*

**SOC 3006: Sociology of Knowledge (2 cr.)**
This course investigates ideas, meanings, values, and consciousness within the context of the social structures and conditions in which they originate. Its emphasis is on how ideas, once created, are maintained or changed. *(Spring)*

**SOC 3007: Globalization and Social Change (3 cr.)**
The aim is to develop a sociological perspective that will help make sense of social changes that are worldwide in nature. Themes include: different meanings of globalization; Americanization and global cultures; wealth and poverty in world-historical perspective; globalization of violence; and efforts to change the world from below that reach across national boundaries. Emphasis will be placed on the historical context in which social change unfolds. *(Spring)*

**SOC 3008: World Cities (3 cr.)**
Current and historical survey of world cities in the making of global culture. The course is centered on a series of urban places: Venice, Amsterdam, London, New York, Calcutta, Sao Paulo, Mexico City, Istanbul, Lagos, and Jakarta. Special attention will be given to the social, political, and economic life of cities in the context of North/South inequality. New directions in urban thought and social theory will be explored. *(Fall)*

**SOC 3023: Racial Oppression (3 cr.)**
This course examines the following aspects of U.S. racism: 1) the role of racism in advancing reactionary domestic and foreign policies; 2) the impact of social and economic policies on the Black, Hispanic, and Native American communities; 3) the racist features of U.S. policies for Latin America, Africa, the Middle East, and the Far East; and 4) the forms of domestic and international opposition to racism.

**SOC 3050: Mass Media and Society (3 cr.)**
An examination of the social, political, and economic contexts in which American mass media have developed and operate today. Topics include: concentration of media ownership and control; the effects of political economy, ideology, and organizational structure on news management; the media's role in movements for social change in the U.S. and Third World; personal and political consequences of media practice; alternatives to the current structure of the media. *(Fall)*

**SOC 3073: Women and the Law (3 cr.)**
The legal treatment of women from a sociological perspective. Topics include: the exclusion of women from critical public roles like owning property, voting and jury duty; workplace discrimination including sexual harassment; the role of women in the military; abuse and violence; and family issues. *(Fall)*

**SOC 3081: Education and Society (3 cr.)**
Many view education as the major vehicle for upward mobility. Others understand that education is a means of creating and perpetuating social inequality. This course will address the debate in light of the history of education in the U.S. and in light of the relationship of education to other social institutions in our country, with special consideration given to the correlation between the educational system and adult achievement, taking into consideration class, race, and gender. *(Spring)*

**SOC 3085: Science, Technology and Society (3 cr.)**
The social construction of science and technology. Topics include: entrepreneurial science; the demise of the independent inventor and the rise of corporate sponsorship; the role of the new information technologies in the transformation of communications; the impact of technology on work and career, technology and culture; and science, technology, and social control. *(Spring)*
SOC 3088: Images of Women in American Popular Culture (3 cr.)
An exploration of how images of women in popular culture both perpetuate stereotypes and, at the same time, create new images which maintain deceptive distinctions. This course will look at women in the workplace, in the media and in the arts, using both traditional and non-traditional approaches. *(Spring)*

SOC 3091: Advanced Research Seminar (3 cr.)
Students will execute, in consultation and supervision with department faculty, a completed research project in an area of student interest. The student’s research proposal must be approved before the student enrolls in this course. During the course, students may work in conjunction with ongoing faculty research or in off-campus projects, depending on available opportunities. *(Fall)*

**SPANISH**
In view of the widespread use of Spanish in the United States and around the world, and considering the increasing economic and cultural relations between Spain, Latin America and the USA, the Spanish Department offers a wide range of courses that introduce students to the language, culture, and literature of Spanish-speaking countries. The Department allows students to develop programs according to their needs and goals, including language for general purposes, a concentration in literature, and Spanish as a second language. Teacher certification is also available. All course placements are to be discussed with the advisor.

**Faculty and Professional Interests**
**George Castellanos** — Latin American literature, Latin American writers in English, and Spanish language education  
**María José Lujan** — Peninsular literature and language

**Adjunct Faculty**
**Nadia Gómez** — Language  
**Marcellus Miglioranzi** — Language  
**Didier Orellana** — Language  
**Pilar Orozco** — Language  
**Lourdes Ravelo** — Language  
**Carolina Rodríguez** — Language  
**Ana Sabater** — Language  
**Marjorie Venegas** — Language  
**Laura Williamson** — Language

**Major Requirements**
Students may fulfill a major by specializing in Latin American and Spanish Literature. The chosen program of study is to be discussed and planned with the Spanish Department at the time of the declaration of the major. All courses must be conducted in Spanish. A semester abroad is highly recommended for all majors at a time discussed with the advisor. A major in Spanish includes:
- Nine courses conducted in Spanish, beginning with *Analysis of Latin American Literary Texts*, and including *Latin American Civilization in the Arts*, *Spanish Civilization Past and Present*, 
- Six additional courses equally distributed between Latin American literature and Spanish literature and 
- A Senior Thesis

A minimum grade of C is required for all courses.

**Departmental Honors in Spanish**
Students must demonstrate proficiency in the Spanish language and outstanding work in the courses they have taken in the Spanish Department. A B+ average in their major work is required. The originality and research abilities that the student demonstrates in the Senior Thesis will be considered when honors are granted.

**Senior Thesis**
All majors must complete a Senior Thesis, for which they usually register in the fall of the senior year.

**Minor Requirements**
All students who wish to minor in Spanish must register with the Department. A minor consists of four courses conducted in Spanish, beginning at the SPN 2000 level, to be determined in consultation with the Department.

**Study Abroad**
Students with at least a B average are encouraged to apply for study in Spain and/or Latin America. Manhattanville Coop programs exist in Madrid and Seville; at Sacred Heart University, San Juan (Puerto Rico); in TEC Monterrey (Mexico), Cuernavaca Campus (Mexico); at UNIBE, Santo Domingo (Dominican Republic); or any other high academic quality program in a Spanish-speaking country. Prior approval of the Spanish Department is required. No more than half of the courses for the major, and half of the courses for the minor may be taken in a foreign country. Students who are interested in study abroad should consult with the Chairperson of the Spanish Department and the Study Broad Advisor.

**Honors Program in Spanish**
To qualify for the department honors program, a major must have at least an overall B average and a B+ major average. All requirements for the major must be completed as well as an honors essay of 25-40 pages. The essay is based on research pursued as an independent study, under the supervision of a faculty member in the Department.

The Spanish Consulate Prize “Mercedes de Arango”
The Spanish Consulate traditionally donates a prize to the Spanish Department to be awarded to a student at the Honors Convocation. This prize was named in honor of Mercedes de Arango, emeritus professor, founder of the Spanish Department at Manhattanville College.

**Admission to Courses beyond Intermediate Spanish:**
Students who have completed Intermediate Spanish I and Intermediate Spanish II must take Advanced Spanish Grammar as preparation for upper-level courses. Students who take Intermediate Spanish I must also take Intermediate II as preparation for Advanced Spanish Grammar Review.

**Course Descriptions**
**SPN 1005: Spanish for Beginners I (4 cr.)**
Beginning course designed primarily to teach the elements of Spanish grammar and language structure through a communicative approach. Emphasis is on building vocabulary and language patterns to encourage spontaneous language use in and out of the classroom. Open to students with no previous training in Spanish and to others on assignment by placement test. *(Fall) (Spring)*

**SPN 1008: Spanish for Beginners II (4 cr.)**
Continuation of SPN 1005. *(Fall) (Spring)*
SPN 1010: Portuguese for Beginners I (4 cr.)
This course presents an introduction to the Portuguese language as it is spoken throughout the Portuguese-speaking world. It will cover basic vocabulary and grammatical construction of the language, as well as pronunciation and idiomatic expressions. The course is complemented by language lab sessions that are interactive and primarily auditory in nature. (Fall) (Spring)

SPN 1013: Intermediate Spanish I (3 cr.)
This course reviews the principal elements of Spanish language structure and Hispanic culture, concentrating on fluency and accuracy through listening, speaking, reading, and writing activities. Prerequisite: SPN 1008. (Fall) (Spring)

SPN 1014: Intermediate Spanish II (3 cr.)
Reading and discussions of contemporary Hispanic texts and review of the main grammatical concepts of Spanish. Cultural videos are used in class. Prerequisite: Intermediate I. (Fall) (Spring)

SPN 1016: Portuguese for Beginners II (4 cr.)
The continuation of Portuguese for Beginners I, this course further develops the student’s ability to communicate in Portuguese with native speakers through the study of current and common everyday situations, illustrated by a variety of short reading selections. Oral and reading comprehension is a key focus of the lessons and relevant exercises. Current audio-visual materials also complement the language lab. (Fall) (Spring)

Advanced Language and Composition and Introduction to Literary Studies

SPN 2001: Advanced Spanish Grammar Review (3 cr.)
Advanced course designed to further develop language skills through grammar review and analysis of texts relating to Hispanic culture and literature. Prerequisite: Intermediate II. (Fall)

SPN 2009: More Effective Reading in Spanish (3 cr.)
The main objective of this course is to develop reading comprehension techniques and to improve vocabulary related to different areas (legal, medical, financial, arts). The student will read a great variety of texts and will discuss them in class, working in groups and doing all kinds of comprehension exercises. Compositions, text summaries, and class presentations will be part of the course. (Spring)

SPN 2012: Written Contemporary Spanish (3 cr.)
Writing is a major activity in advanced Spanish courses whether it is compositions, book reports, business letters, literary reviews or term papers. This course prepares the student to analyze texts and literary works about social, political and cultural issues, while improving writing skills and acquiring new vocabulary. The aim of the course is to learn how to use skills such as summarizing, comparing, expressing opinions and thoughts on paper in a logical and readable form. (Fall)

SPN 2023: Speaking about movies: Advanced Spanish Conversation
This course is intended as both a stimulus for conversation among advanced students of Spanish and as an introduction to the world of Spanish and Latin-American film. Thus, rather than a conversation course based on a series of “topics of the day”, the course supports a language skills course based on a single, consistent subject matter throughout film. The goal is that any student who completes this course will gain a new appreciation of Spanish-language cinema and Hispanic culture while improving conversational skills. (Winter)

SPN 2032: Analysis of Spanish American Literary Texts (3 cr.)
Introduction to literary analysis through close readings of texts from the early to modern periods of Latin American literature to the present. It engages students in the practice of textual criticism, provides basic theoretical background to develop critical skills and encourages reflection on literature as a system. Prerequisite: Advanced Spanish Review and Written Contemporary Spanish or equivalent and approval by the Director of the Latin American Studies Program. (Fall) (Spring)

SPN 2035: Spanish for Business and Commercial Practice (3 cr.)
This course provides students with a solid foundation in business vocabulary, basic business and cultural concepts, and situational practice, thereby helping to prepare them for success in today’s Spanish-speaking business world. Key unfamiliar business vocabulary and cultural concepts are presented. The business topics reflect the typical curriculum in an American Business School. (Fall)

SPN 2036: Latin American Civilization in the Arts (3 cr.)
Through the use of audio-visual materials, visits to museums and readings, students explore the development of Latin American civilization through artistic production. The course focuses on: the major pre-Columbian civilizations and the Indian legacy; the period of conquest and the colonial administration for three centuries; the revolutionary period and the efforts made by the different countries in order to assert the political independence and solve the present economical problems. The course is structured from an interdisciplinary perspective that emphasizes Latin American art, and includes history, geography and culture. (Fall) (Spring)

SPN 2060: Spanish Civilization Past and Present (3 cr.)
From a comparative point of view and using literary readings, audiovisual materials and visits to museums, this course explores the historical and cultural development of Spain not as a unity but as a multiplicity of heritages. The first part of the course focuses on: modern and contemporary Spain, analyzing the evolution of the political regimes (monarchy, republic, dictatorship) that led to the tragedy of the Civil War, and the new democracy of present day Spain. The second part surveys, from a historical perspective, some of the major topics of Spanish culture as reflected in the arts. (Fall)

SPN 2044: Advanced Spanish Conversation (3 cr.)
Intensive course in spoken Spanish, designed to give the student fluency in the use of idiomatic everyday language as well as comprehensive, practical vocabulary. It uses a great variety of reading materials as a starting point for conversation and oral presentations in class. For non-native speakers only. Prerequisite: Intermediate I, Intermediate II, or Advanced Spanish Grammar Review. (Spring)

Courses in Literature and Culture
The prerequisites for all of these courses are: Analysis of Spanish American Literary Texts, Spanish Civilization Past and Present, and Latin American Civilization in the Arts.

SPN 2040: Spain and Latin America: Literature Nobel Prize Winners (3 cr.)
The course introduces eleven master writers in the Hispanic world who were awarded the Nobel Prize in Literature. In addition, the course studies the relevance of their works in their cultural, social and political contexts. (Winter) (Summer)

SPN 2055: Modern Short Stories from Spain (3 cr.)
This course uses the Hispanic short story to introduce students to the critical skills needed for reading literature in Spanish.
Through a varied selection of short stories by writers as Juan Madrid, Soledad Puértolas, Antonio Muñoz Molina and Paloma Díaz-Mas, students will compare and contrast themes such as the Spanish social hierarchy, the mysteries of childhood, human psychology and human destiny, among others. The course will stress the plot or the linear progression of the story and will raise analytical questions about the narrative style and message of the short stories. (Spring)

SPN 3010: The Latin American Novel and Film (3 cr.)
This course traces the movement of the contemporary novel away from realism toward self-referentiality. It also studies how literary works are transformed into film, and analyzes the relationship between literature and film. Topics include film adaptations of novels, the cinematic narrative, and the integration of cinematic techniques in the literary text. We analyze screenings of film adaptations. Works by Carpentier, García Márquez, Borges, Cortázar, Quiroga, F. Hernandez, Rufio, Biyo Casares, Fuentes, Puig, and Vargas Llosa will be studied. (Spring)

SPN 3011: The Spanish Golden Age (3 cr.)
This course studies the historical, artistic and literary developments of Spain during the XVI and XVII centuries. We analyze masterpieces of literature and the arts in XX century Spanish culture. We survey Spanish poetry from the romantic period of the 19th century to the XXI century. We also go a step further and examine the enormous influence of the baroque aesthetic on modern and post-modern authors. Special emphasis will be given to Avant-garde movements and the most contemporary aesthetics of modernity. (Fall)

SPN 3012: Spanish Literature and Film (3 cr.)
The course considers the complex relationships between film, literature and the arts in XX century Spanish culture. We survey Spanish film from the silent era surrealist masterpieces of Luis Buñuel to the poetry of Quevedo, Gongora and the mystics. Special emphasis will be made on the most important novel of this period, El Quijote, and the other works of Miguel de Cervantes. We will also go a step further and examine the enormous influence of the baroque aesthetic on modern and post-modern authors. (Spring)

SPN 3014 Gabriel García Márquez and Magic Realism Writers
The course explores the concept of “Magic Realism” as a narrative tendency in the works of Gabriel García Márquez and other Latin American writers such as Isabel Allende, Miguel Angel Asturias, Alejo Carpentier, Rosario Ferre and Carlos Fuentes. (Fall) (Spring).

SPN 3026: The Modern Spanish Novel (3 cr.)
This course surveys some of the most important novels of the 19th and 20th centuries, from realistic and naturalistic masterpieces of Galdos and Clarín, to the postmodern deconstruction of comedy and melodrama in the works of Pedro Almodóvar. Topics include film adaptations of novels and plays, the cinematic narrative of avant-garde authors and the integration of the cinematic apparatus in the text. (Spring)

SPN 3015: Latin American Modernism (3 cr.)
A view of the genesis, development and characteristics of this literary movement in Latin American letters with special emphasis on its most representative “modernista” writers: José Martí, Rubén Dario, José Asunción Silva, etc. (Fall) (Spring)

SPN 3038: Spanish Caribbean Literature (3 cr.)
Texts from Puerto Rico, the Dominican Republic and Cuba are studied with special attention to the relevance of these works to their social and political context, and to the region's history of slavery, colonization and decolonization. The course also includes literary works from some regions of Venezuela, Colombia and Panama that share similar aspects of Caribbean culture and history. (Fall) (Spring)

SPN 3041: Twentieth Century Spanish Poetry (3 cr.)
This course will be devoted to the study of the major trends of Spanish poetry from the romantic period of the 19th century to the recent generation of Spanish poets. Special emphasis will be given to the surrealist movement and the poets of the 1927 Generation. Their major works will be analyzed in relation to the cultural environment in which they were created. The course also provides the theoretical background with which to interpret the poems and their intertextuality in light of the aesthetics of modernity. (Fall)

SPN 3042: Twentieth Century Latin American Poetry (3 cr.)
This course analyzes the development of this genre from modernism in the 19th century to anti-melodrama and more recent generations of Latin American poets. Special interest will be given to Latin American avant-garde movements and the most contemporary poetry. The course integrates the analysis of rhetorical and expressive devices and points to the aesthetic intertextuality among different currents. Included are works by Dario, Huidobro, Mistral, Agustini, Vallejo, Paz and Parra, Neruda and Mutis. (Spring)
SPN 3998: Senior Evaluation (3 cr.)
For graduating seniors only. A thesis, written in Spanish, is required on a cultural or literary topic approved by the Spanish Department.

SPN 4495: Independent Study (3 cr.)
Prerequisite: for majors only with permission of the department.

WOMEN'S STUDIES PROGRAM
Women's Studies at Manhattanville is a broadly-based, interdisciplinary program focusing on women and women's experiences. The program considers historical and current analyses of both Western and non-Western societies. Manhattanville offers a minor in Women's Studies, but no major.

Faculty Chairperson
Nancy Harris

Minor Requirements
A minor in Women's Studies requires WST 3040: Women and Society: An Introduction to Women's Studies, and a minimum of four other courses such as those from the samples listed below.

Course Descriptions
WST 3040: Women and Society: An Introduction to Women's Studies (3 cr.)
This course is required for Women's Studies minors. It is an inter-disciplinary course that examines the competing explanations for women’s subordination and the institutionalization of gender expectations. Topics include: women and work, family, sports and the economy.

Related Courses
Art History
• ARH 3005: Feminism and Art History
• ARH 5043: Women as Image Makers

English
• ENG 3069: Images of Women in Literature
• ENG 3076: Women's Film

History
• HIS 3051: Women’s History since 1789

Music
• MUH 2030: Women in Music

Political Science
• POS 3067: Power, Politics and Passion: Women and the 21st Century
• POS 2031: Women and Politics

Psychology
• PSY 3010: Psychology of Self
• PSY 3013: Psychology of Relationships

Sociology
• Culture, Health and Gender
• SOC 3088: Images of Women in Popular Culture
• SOC 2034: Sexuality and Society
• SOC 2031: Sociology of Family and Sex Roles
• SOC 2015: Women and Work

Spanish
• SPN 3027: Spanish Women Writers

World Religions
• WREL 3015: Sexuality and Religion
• WREL 3018: Transcending Gender
• WREL 3010: Women in Chinese and Japanese Religions

WORLD RELIGIONS
To understand the world, one must understand religion, and understanding religion demands a worldwide perspective. The Department of World Religions offers students the opportunity to study religion as a factor that shapes human culture, history, politics, and economics. Because religions deal with the most basic questions regarding life, love and death, courses in World Religions may also provide students with insights into their own personalities, and open ways of communication between people from different traditions.

Students who complete a major or minor in World Religions enter careers in medicine, law, business, social work, education, and all other professions. Some also go on to become clergy, teach religion or serve in social agencies run by religious organizations.

The department welcomes non-majors into its courses at every level. Many students find that a course in World Religions provides new perspectives on subjects they have explored elsewhere, or that a second major or a minor in World Religions complements their original major.

Faculty and Professional Interests
Peter Gardella — Judaism, Christianity; psychology of religions; Bible
James Edwards Jones (Chair) — Islam; African-American religions; comparative religion, socio-cultural theory
Theresa Kelleher — Asian religions; women and religion

Adjunct Faculty
Irwin Hochberg — Religion and politics in the Middle East
Edward Mulraine — African American religions
Baila R. Shargel — Holocaust
Norton D. Shargel — Judaism, Hebrew
Wilfred Leonard Tyrrell, SA — Catholicism, Ethics
Yutaka Yamada — Religion and politics in East Asia, Religions of Japan
Seham Zidan — Arabic

Major Requirements
Twelve courses, including:
• Introduction to World Religions
• Seminar or independent study for World Religions majors
• Senior Evaluation
• At least two seminars in the following:
  Pagans
  Judaism
  Christianity
  Islam
• At least one of the following survey courses:
  Asian Religions
  Religions of China
  Religions of Japan
  Religions of India
• At least one seminar in the following:
  Confucianism
  Buddhism
  Taoism
  Hinduism
• Five additional electives that strengthen the breadth and depth of a student’s knowledge of world religions, chosen in consultation with a departmental advisor.

Although not required, the department encourages the study of foreign languages. Manhattanville offers courses in Arabic, Hebrew, Japanese, and Latin, all useful for research, preparation for graduate school or serious study of one or more world religions.

Senior Evaluation
The Senior Evaluation is designed to insure that students develop their capacity for original, integrative thinking and research. Projects undertaken for the Senior Evaluation may take many forms, such as: a standard research paper in a field such as American religion, arts literature and religion, ethics, gender and sexuality, new religious movements, philosophy of religion etc., an internship at a religious organization or social agency, on which the student reflects in a shorter research paper; or an artistic project, entailing both performance and scholarly commentary, on religious themes. In all cases, grading of the senior evaluation must involve at least two faculty members and a conference with the student.

Students register for a one-credit seminar or independent study for World Religions majors in the second term of junior year, or one semester before they intend to do their project. A proposal with a description of the project and bibliography should be submitted to the student’s faculty advisor and the Chair of the department by the end of September in the senior year. The project might be undertaken in connection with a 3000-level course that the student is taking or as a separate independent study or internship. Throughout the semester in which the project is done, the student and faculty advisor meet regularly; another faculty member then confers with the student and advisor to provide another perspective and to assign a grade.

Minor Requirements
Five courses, including Introduction to WREL 1014: Introduction to World Religions and at least two 3000-level seminar courses on two different world religions.

Departmental Honors in World Religions
Students will receive departmental honors in World Religions if they have grades of A- or A in five departmental courses and a grade of A- or A on the work presented for the senior evaluation.

Course Descriptions
WREL 1014: Introduction to World Religions (3 cr.)
Introduction to the basic teachings and practices of classical religions (Hinduism, Judaism, and Confucian/Taoist tradition) and reform religions (Buddhism, Christianity and Islam), with some reference to indigenous religions of Africa, Japan and the Americas. (Summer) (Fall)

WREL 1012: Roman Catholicism (3 cr.)
A survey of the history, theology, worship and government of the Roman Catholic Church. Topics include Catholic doctrines on God, the church, ecumenism and the moral life; the role of the church in politics and in revolutions; and the cultural influence of Catholics. (Fall)

WREL 1015: Quranic Arabic (3 cr.)
Arabic language instruction at the beginner level. There are more Arabic speakers in the Africa continent than anywhere else in the world. More than half of Africans are Muslims, and therefore use Arabic in their daily devotions.

WREL 1016: Intermediate Quranic Arabic (3 cr.)
Arabic language instruction at the intermediate level. Prerequisite: AFS 1015: Introductory Quranic Arabic (Spring)

WREL 1017: Advanced Arabic (3 cr.)
Arabic language instruction at the advanced level. This course explores the experiences of Arabic in the original texts while teaching advanced oral and written skills. Prerequisite: AFS 1015: Introductory Quranic Arabic

WREL 1018: The Bible (3 cr.)
An introduction to the most influential book in world history, from the Law and the Prophets (Old Testament) to the Gospels and other writings of early Christians (New Testament). Class discussions revisit biblical debates on such topics as whether Israel should have a king, whether Christians should keep the laws of Moses and whether women should lead worship. Questions of authorship, historical accuracy, and literary forms of the Bible are considered as students learn to do exegesis.

WREL 1019: Biblical Hebrew (3 cr.)
This course is designed for those with little or no knowledge of Hebrew. Its goal is to enable students to develop a working knowledge of vocabulary and grammar sufficient to understand central texts from the Hebrew Bible, including the Genesis story, the Ten Commandments, and selections from the Psalms, in their original cultural and historical contexts. (Fall)

WREL 1020: Biblical Hebrew II (3 cr.)
The goals of the course are to teach students to improve their reading of the Hebrew language, to master a working knowledge of a basic Hebrew vocabulary and Hebrew grammar, and to be able to understand excerpts from the original Hebrew Bible text. The course emphasizes the roots of verbs and nouns so that the student is able to understand readings from the Psalms, Genesis, Exodus, and other Biblical texts. A reading knowledge of Hebrew is required. (Spring)

WREL 1045: Asian Religions (3 cr.)
An introduction to the major religions of India, China and Japan: Hinduism, Buddhism, Confucianism, Taoism and Shinto. Readings from the primary religious literature of each tradition and visual evidence on video are presented. (Spring)

WREL 2009: Race, Ethnicity, Gender, Religion and Social Change (3 cr.)
The purpose of the course is to provide students with the opportunity to understand how the dynamics of race, ethnicity, religion and gender impact programs or movements designed to insure a more just and equitable U.S. society. The course has two components: A seminar that explores the sociology of group conflict and change as they relate to race, ethnicity, religion and gender and an experiential human relations group that provides students with the opportunity to explore the impact of race, ethnicity religion and gender issues in the “here and now”. The course may also be taken with a 4th credit option in cooperation with the Duchesne Center.

WREL 2010: Native American Religions (3 cr.)
Uses myth and ritual from the Iroquois, Sioux, and Hopi to introduce the varieties of religious experience among the native nations of North America and to explore how religion functions within the ways of life of these nations. Students explore the religions of other nations in their projects. (Fall '07)

WREL 2012: Religions of China (3 cr.)
A survey of the two major indigenous religions traditions of China: Confucianism and Taoism, and the missionary religion from India, Buddhism. The course will focus on readings from...
the religious literature of each tradition as well as study of their particular ritual practices. The important influence of Buddhism on Confucianism and Taoism will be examined, as well as the role of popular religions in China's history. (Fall '07)

WREL 2021: African-American Religion (3 cr.)
Beginning with Africa, this course examines the development of African-American religion as a distinct cultural and political phenomenon. The relationship between African religion, slave religion and the religions of contemporary African-Americans is reviewed. Particular attention is paid to the relationship between religion and the African-American human rights struggle.

WREL 2026: The World's Religions in New York (3 cr.)
This course considers Hinduism, Judaism, Chinese religions, Buddhism, Christianity, and Islam as practiced in the temples, churches, meditation centers, and mosques of New York City and as represented in its museums. Readings include accounts of the history and sociology of each religion in the city and a reference book on the world's religions; writing includes journals that criticize the reading in light of what the class encounters in its fieldwork. Willingness to participate in various religious practices is required.

WREL 2031: Psychology of Mystical Experience (3 cr.)
This course explores how encounters with God and other heightened states of awareness affect human personality, how personality affects such experiences, and how dreams, stories, prayers, meditation techniques and intuitions function in religious life. Readings begin with psychology, continue with spiritual methods of many traditions, and conclude with imaginative literature and personal accounts.

WREL 2034: Religions of India (3 cr.)
This course provides an overview of Indian religions, from earliest times to the present, including early Brahmanism, Hinduism, Jainism, Buddhism and Islam. Special attention is given to the art, architecture, and story literature of devotional Hinduism as well as the tales and hymns of Sufism. (Spring '09)

WREL 2037: Monks and Merchants: Religions and Cultures of the Silk Road (3 cr.)
A study of the religions and cultures of the vast territory between China and Iran which has been termed the Silk Road, from the early days of its role in the silk trade from China to Rome all the way to the modern era of Western exploration and imperialism. Attention will be given to the rich intermixing of these religions and cultures, the archaeological legacy of Buddhist art, and the Mongols and Marco Polo. (Fall '08)

WREL 2038: The Problem of God (3 cr.)
This course focuses on four major themes: the existence of God; the nature and variety of religious experience; God and religion in contemporary society; and, the problem of evil. These themes are placed within the historical development of questions about the existence of God found in the world’s major religions. Emphasis is placed on how God functions in the personal, social and political life of individuals and society as a whole. (Spring)

WREL 2050: Religions of Japan (3 cr.)
Survey of Japanese religious traditions, beginning with Shinto, the indigenous religion of Japan, and including Japan’s particular adaptation of the Chinese traditions of Confucianism, Taoism and Buddhism. In addition, the New Religions of the 20th century are considered.

WREL 3003: Pagans (3 cr.)
The first part of this course surveys some religions not founded by prophets, particularly traditions of Egypt, Mesopotamia, Greece, Rome, northern Europe, West Africa and North America. The second half considers how such traditions, especially in the forms of witchcraft, voodoo, and movements in Native American religions, now influence the general culture of the United States.

WREL 3008: Christianity (3 cr.)
Beginning with Jesus and Paul, the Jews and the Romans, this course traces the changing forms of Christian faith and practice as Christians encountered European pagans, the rise of Islam, the breakdown of Christian unity into Roman, Greek, and Protestant forms, the challenges of modernity, and the new Pentecostal explosion in Africa, Asia, and the Americas.

WREL 3009: Scholars, Sages, and Samurai: the Role of Confucianism in East Asia (3 cr.)
As a philosophy, a system of social ethics, and a religion, Confucianism and its later form, Neo-Confucianism, profoundly affects the cultures of China, Korea, Japan and Vietnam to this day. This course examines the rise and development of this tradition, starting with Confucius himself, and proceeding to its influence on the social, political and religious life of China and East Asia.

ASN 3010: Women in Chinese and Japanese Religions (3 cr.)
This course examines the position of women in Confucianism, Taoism, Buddhism, and Shinto, both in terms of the ideals set forth for women by these traditions and the particular adaptations women made of those ideals. Readings include didactic works for women, autobiographies, poetry, and novels. (Spring '08)

WREL 3013: Buddhism (3 cr.)
The first part of the course deals with the life and teachings of the historical Buddha and the early forms of Buddhism in India. The second part traces the spread of Buddhism to Tibet, China and Japan, while the last part focuses on Buddhism in America today. (Fall 2007)

WREL 3014: New Testament Themes
This course examines various central themes of the New Testament writing through a study of historical, linguistic, theological and sociological formation and findings. (Spring '08)

WREL 3015: Sexuality and Religion (3 cr.)
This course examines the influence of religion on sexual ethics, gender roles, and expectations of sexual pleasure. Readings include the Bible, the Kama Sutra, Roman Catholic moral theology (translated from the Latin by the instructor), Taoist marriage manuals, Japanese love poetry, feminist perspectives and the advice literature of Protestant evangelicals. Projects evaluate what the West might learn from the traditions of Asia and Africa and from its own heretics, cultists and critics.

WREL 3021: Religion and Politics of East Asia (3 cr.)
An examination of the religious dimensions of Chinese and Japanese politics in the 19th- and 20th-centuries. For China, attention will be given to the 19th-century Taiping Rebellion and Mao's 20th-century Communist Revolution. For Japan, the focus will be on the role of Shinto in Japan's rise as an imperialist power in East Asia between 1880 and 1945 and its controversial legacy in Japan today. (Fall '08)

WREL 3024: The Bible in Western Culture (3 cr.)
This course traces several important themes from their roots in the Bible to results in the later history of the West. Topics include creation, sexual laws and gender roles, national destinations and holy war, work and prosperity, relations between the human and the divine, and the end of the world.
WREL 3025: Religion in America (3 cr.)
The story of the native nations and the Pilgrims, revolutionaries and missionaries, presidents and cult leaders who have made the United States what George Santayana called “a nation with the soul of a church.” After exploring the religious sources of such basic American values as democracy, capitalism and toleration, the course examines how the concept of national destiny has developed in crises from the French and Indian Wars through Vietnam to the Persian Gulf and contemporary culture wars.

WREL 3027: Islam (3 cr.)
Through the use of the Qur’an, traditions of Prophet Muhammad, and other sources, this course examines the Islamic belief system and its impact on the 7th-century Arabian peninsula and the modern world.

WREL 3028: The United States and Islam (3 cr.)
Al-Islam, a traditional monotheistic religion, has had a difficult interface with the modern, pluralistic culture of the United States. This course explores how this situation came to be. Particular emphasis will be placed on: early western ideas about Islam; immigration; African American Islam; Middle East politics; the media and the impact of the September 11, 2001 terrorist attack. United States social and foreign policies toward Muslims and Islamic countries are also examined.

WREL 3032: The Religious and Political Philosophy of Malcolm X (3 cr.)
This course focuses on the ideological journey of the man who was born as Malcolm Little and died as El-Hajj Malik El-Shabazz. The course also explores the political and religious context which Malcolm X developed as a way of understanding political and religious life in the United States during the 40s, 50s and 60s.

WREL 3033: The Religious and Political Philosophy of Martin Luther King Jr.
The ideological journey of a man who was a central figure in the Civil Rights movement in the 1950s and 1960s is the focus of this course. In particular, this course will center on the socio-cultural context and the theological underpinning of King’s particular form of non-violent direct action.

WREL 3035: Judaism (3 cr.)
A description and investigation of the major forms of Jewish tradition in the modern world, with attention to their historical development and cultural dimensions.

WREL 3037: The Holocaust and Culture (3 cr.)
This course provides a background of narrative and theory regarding the annihilation of Jews in Europe between 1933 and 1945, then examines works of literature, film and visual art connected with the Holocaust. Discussion centers on three questions: first, what elements in Western culture made the Holocaust possible? Second, what can the arts offer those attempting to live in awareness of that event? And third, to what extent are the cultural factors that contributed to the Holocaust still active today?

WREL 3042: Literature of the Holocaust (3 cr.)
A study of selected fiction, poetry and drama depicting the human experience of the Holocaust, 1933 – 1945, and its continuing significance. The central question to be examined in the course is this: How can genocide, the ultimate atrocity, be transformed into art?

WREL 3044: Religion and Ethics in Film (3 cr.)
While establishing a framework for understanding world religions, ethical theories, and the medium of film, the first part of the course will examine how the stories and myths of the world’s religious traditions have been expressed in documentary and feature-length films. The second half investigates how film influences our view of the world and our understanding of ethical behavior in the public and private spheres.

WREL 3045: Religion, Advocacy and Peace: The Middle East Crisis (3 cr.)
This seminar examines the dynamics of the Middle East conflict with a specific emphasis on the Israeli-Palestinian component. Included are analytical assessments of the impact of religion and the role of various US-based advocates on the Peace Process. In addition, discussions will include historical, regional, economic, social and security analyses of the issues involved. Students will have the opportunity to reflect upon and develop concrete strategies for effective peacemaking.

WREL 3065: Power, Authority, Leadership & Ethics (3 cr.)
This course provides an opportunity for students to understand the impact of covert dynamics on the exercise of ethical authority in-group and organizational settings. Through the use of both an ongoing human relations group and discussion seminar format, students focus on how leadership can help or hinder the development of positive stable, communities and organizations. This course includes an analytical reflection on the college’s mission to educate “ethically and socially responsible leaders.”

WREL 3076: Religious and Cultural Imperialism: American Missionaries in China
This course will examine the clash of cultures resulting from the coming of American missionaries to China in the 19th and 20th centuries. Attention will be given to the differences between Christianity and Chinese religions, the role played by western imperialism in giving missionaries access to China, and the particular relationship between Chinese women and American women missionaries. (Spring '09)

WREL 3078: Changing the World—One Step at a Time (3 cr.)
After an introduction to change strategy around diverse social justice and religious ‘causes,’ students select a project around a cause and develop a grant proposal for funding of the project. Students also explore the theoretical and ethical dimensions of leadership, social entrepreneurship, and venture philanthropy. A research paper on the history and social background of the cause selected is included in the grant proposal. Students present their final project proposals to a funding board and implement their projects the following semester, if funded.

WREL 3090: Women in Western Religions (3 cr.)
This course examines the position of women in Jewish, Roman Catholic, and Protestant traditions, with attention to the challenges of those traditions posed by extraordinary women of the past and by modern feminists.

WREL 3095: Race, Religion and Culture (3 cr.)
This course examines the complex interplay between race, religion and culture in a variety of contexts in the Western hemisphere. It includes an examination of the impact of racism and sexism on religious practice.

WREL 4495: Independent Study in World Religions
Majors should enroll for a one-credit seminar under this title in the second semester of junior year, when they will meet with an advisor in the department and develop a bibliography and proposal for a senior evaluation paper. Others may enroll, with permission of an instructor, for one or three credits under this title to pursue a particular interest or research project.
BACHELOR’S DEGREES IN ACCELERATED FORMATS

Students who have completed an Associate’s degree or who have accumulated from sixty to seventy-five undergraduate credits with a G.P.A. of 2.5 may be admitted to the program. (Note: A maximum of sixty transfer credits from a two-year institution and seventy-five transfer credits from a four-year institution may be awarded.) Entering students may challenge up to twelve credits for prior learning. Classes meet in the evenings and/or on Saturdays and are scheduled in eight-week modules. Each student is committed to substantial out-of-class work. In addition to fulfilling their major requirements, students must demonstrate breadth in their program of studies. Course work is required in four of the five academic areas which include: mathematics/science/computer science, social sciences, humanities, foreign languages, and fine arts. In at least two of the areas a minimum of six credits is required. The breadth requirement may be satisfied by course work presented for transfer credit or by courses taken at Manhattanville.

BACHELOR OF SCIENCE IN BEHAVIORAL STUDIES

This program provides a firm basis in the liberal arts with special emphasis on the social and behavioral sciences. Students must complete 60 credits in the liberal arts and sciences for the B.S. degree. They must complete forty-three credits in the concentration.

Prerequisites
• PSY 1004: Fundamentals of Psychology
• SOC 1001: Introduction to Sociology

Required Courses
• BIO 3024: Environmental Science
• BIO 3048: The Biology of Health and Illness
• ENW 3013: Expository Writing
• IDS 3010: Career and Life Work Planning
• PHL 3042: Ethics and Social Responsibility
• PSY 3007: Human Development
• PSY 3008: Elements of Psychopathology
• PSY 3043: The Individual and Society
• PSY 3090: Social Statistics
• SOC 3010: Family and Society
• SOC 3078: Contemporary Social Issues
• SOC 3090: Social Research Methods
• IDS 3098: Final Integrative Project

BACHELOR OF SCIENCE IN COMMUNICATIONS MANAGEMENT

Within the framework of a liberal arts education, this program is designed to provide the knowledge and skills that will prepare students for the dynamics of human interaction in the marketplace. Students must complete thirty-seven credits in the concentration.

Required Courses
• IDS 3010: Career and Life Work Planning
• ENW 3013: Expository Writing
• COMM 3060: Seminar in Communications Management Concepts
• COMM 3061: Oral Presentation and Communication
• COMM/IDS 3062: Written Communications in Media and Management
• COMM/MGT 3032: Understanding the Marketplace and Competition
• COMM/IDS 3064: Film and Media Aesthetics and Analysis
• COMM 3065: Theories of Communications
• COMM/ART 3066: Multimedia Environments
• COMM 3067: Communications Industries and Information Technologies
• COMM 3068: Interpersonal & Intercultural Communications
• COMM/SOC 3050: Mass Media and Society
• COMM 3098: Final Integrative Project

BACHELOR OF ARTS IN TEACHING

Students pursuing an accelerated bachelor's degree in the School of Graduate and Professional Studies can now take advantage of Manhattanville's School of Education offers two options for full-time undergraduates who wish to combine a Bachelor of Arts, Bachelor of Fine Arts or Bachelor of Music degree, with a Master of Arts in Teaching or a Master of Professional Studies.
Students not majoring in education as undergraduates who demonstrate a 3.4 or better G.P.A. may apply for the Dual Degree Honors Program. This program allows them to take 15 graduate education courses that apply to both the undergraduate and graduate degrees, thus allowing for acceleration of the graduate degree program. Students who have achieved a 3.0 or better G.P.A. by the end of the junior year may apply to the “Senior Start” program, which allows them to take 9 graduate education credits that count toward both degrees.

The following Dual Degree Programs are available:

- B.A./M.A.T. Program in Early Childhood Education (Birth-Gr. 2)
- B.A./M.A.T. Program in Childhood Education (Grades 1-6)
- B.A./M.A.T. Program in Early Childhood (Birth-Grade 2) plus Childhood Education (Grades 1-6)
- B.A./M.A.T. Program in Adolescence Education (Grades 7-12) with Middle Childhood Extension (Grades 5-6) in English, Biology, Chemistry, Physics, Mathematics, Social Studies, French, Spanish, Latin or Italian
- B.F.A./M.A.T. Program in Art Education (All Grades)
- BMUS/M.A.T. Program in Music Education (All Grades)
- B.A./M.P.S Program in Childhood Education (Grades 1-6) and Special Education: Childhood (Grades 1-6)
- B.A./M.P.S Program in Adolescence Education (Grades 7-12) with Middle Childhood Extension (Grades 5-6) in English, Biology, Chemistry, Mathematics, or Social Studies and Special Education (Grades 5-12)
- B.A./M.P.S Program in the Teaching of English as a Foreign Language: TESOL (All Grades)
- B.S./M.A.T. Program in Early Childhood Education (Birth-Grade 2)
- B.S./M.A.T. Program in Childhood Education (Grades 1-6)
- B.S./M.A.T. Program in Early Childhood (Birth – Grade 2) plus Childhood Education (Grades 1-6)

Accelerated Dual Degree Program in Creative Writing
Manhattanville’s School of Graduate and Professional Studies offers a dual degree in Creative Writing to students wishing to combine a Bachelor of Arts in English and concentration in Creative & Professional Writing with a Master of Arts in Writing. Undergraduates who demonstrate a 3.4 or better G.P.A. may apply for the Dual Degree Program by February 15 of their junior year. Application must include two recommendations from faculty in the undergraduate English Department; a 7- to 25- page writing sample (not exclusively poetry); and a 3-page statement of purpose. The program allows students to take 8 graduate writing credits that apply to both the undergraduate and graduate degrees, thus allowing for acceleration of the graduate degree program. It is strongly recommended that dual degree candidates volunteer to work on *Inkwell*, Manhattanville’s national literary journal.

Dual Degree Programs for Students Pursuing Accelerated Bachelor’s Degrees
Students completing an accelerated bachelor’s degree may be eligible to take advantage of the dual degree programs below. Graduate credits will be applied to both undergraduate degree and graduate degree.

- B.S. in Behavioral Studies/M.S. in Organizational Management & Human Resource Development (9 graduate credits)
- B.S. in Behavioral Studies/M.S. in Leadership & Strategic Management (9 graduate credits)
- B.S. in Behavioral Studies/M.A.T. in Teaching (15 graduate credits)

- B.S. in Organizational Management/M.S. in Leadership & Strategic Management (9 graduate credits)
- B.S. in Organizational Management/M.S. in International Management (9 graduate credits)
- B.S. in Organizational Management/M.S. in Organizational Management & Human Resource Development (9 graduate credits)
- B.S. in Communications Management/M.S. in Management Communications (9 graduate credits)

**JOINT B.A./GRADUATE DEGREE PROGRAMS**
Manhattanville College has collaborated with a number of graduate schools to provide dual degree options for qualified students. Agreements with Polytechnic University, Boston University, Fordham University and Pace University offer dual degree programs that involve acceleration. In addition, New York Medical College offers preferred admission to certain programs for qualified Manhattanville students.

**MANHATTANVILLE COLLEGE: B.A./FORDHAM UNIVERSITY GRADUATE SCHOOL OF SOCIAL SERVICE, MARYMOUNT CAMPUS: M.S.W.**

This is a five-year program usually consisting of three years at Manhattanville and two years at Fordham University Graduate School of Social Service. After three years and a minimum of 100 credits at Manhattanville, qualified students go on to graduate study at Fordham. To complete 100 credits in three years, Manhattanville students must take overloads and/or do summer work. During their first year of graduate study at Fordham, students take 33 credits, up to 20 credits of which may be counted for both the graduate program and may be transferred back to complete the minimum 120 credit requirement for the Manhattanville undergraduate degree. (Fordham University Graduate School of Social Service courses eligible for Manhattanville credit are listed below.)

The Manhattanville B.A. degree is usually awarded at the end of the first year at Fordham. After a second year and the successful completion of a total of 66 credits at Fordham, the M.S.W. degree is awarded. As undergraduates at Manhattanville, students may major in any discipline, though Sociology and Psychology work particularly well. (Whatever major the student chooses must allow for completion of requirements within the framework of the program. Since the 4th year is spent at Fordham, not Manhattanville, there would have to be an alternative arrangement for completing a major’s senior evaluation. Such arrangements have been specifically worked out with Sociology and Psychology, but may not be available in other disciplines.) Given the accelerated nature of the program and the College’s two-year minimum residency requirement, transfer students may not be eligible. Manhattanville aid and campus residence are not available once students have gone on to the full-time program at Fordham.

To be eligible for completion of the program, students must:
1) Meet with the Dual Degree Programs Advisor as early as possible, but no later than the 2nd semester of the Freshman year.
2) Indicate their intention to pursue the B.A./MSW dual degree program, using the special “Declaration of Intent to Pursue an Accelerated Dual degree Program” form available in the Advising Office, at the time of the First Portfolio Review (2nd semester Sophomore year).
3) Complete the following courses required by the Fordham Social Work program:
• SOC 1004: Introduction to Social Work (to be taken in the Freshman year)
• one course in sociology,
• one course in psychology,
• one course in human biology (e.g. Principles of Biology or Nutrition), or a physically oriented psychology course (e.g. Physiological Bases of Behavior, Biological Bases of Mental Illness), or a course from another discipline that deals significantly with biological processes (e.g. Medical Anthropology)
• one course in American pluralism or diversity (e.g. Race and Ethnicity, Racial Oppression, Models of Social and Economic Justice, Cultural Anthropology)
• one course in contemporary American government or US social policy.

4) Submit the portfolio for Final Review at the beginning of the second semester of the Junior year. (Note: This is one semester earlier than other Manhattanville students, but is required since approved students leave campus after the Junior year.)

5) Maintain a 3.2 or better G.P.A. [Students who drop below 3.2 are not usually allowed to apply to Fordham as part of the Dual Degree Program. They may, however, apply independently after completing their Manhattanville degrees.]

6) Submit an application for the Fordham University Graduate School of Social Service to the Manhattanville Provost’s Office by February 1. (Cf. admissions requirements below.)

Requirements for admission to the Fordham University M.S.W. program:
1) Prerequisite courses as described above under #3.
2) Evidence of related volunteer or work experience (internships, community service, etc).
3) An autobiographical statement.
4) Three letters of recommendation, including one from the teacher of the Introduction to Social Work course.
5) Applicants whose native language is not English are required to demonstrate a minimum score of 600 (paper-based) on the Test of English as a Second Language (TOEFL).

(Additional details about admission are available at: http://www.fordham.edu/gss/index.htm)

Decisions regarding admission are made by the Fordham University Graduate School of Social Service.

Fordham University Graduate School of Social Service courses acceptable for Manhattanville undergraduate credit (up to 20 graduate credits can count back to the undergraduate degree):

Acceptable for General College Credit
(Note: courses indicated by an asterisk * do not count for liberal arts credit):
• SWGS 6006: Social Welfare Policy and Services
• SWGS 6208: Human Behavior and the Social Environment
• SWGS 6209: Human Behavior and the Social Environment II
• SWGS 6319: Social Justice - Practice with Organizations and Communities*
• SWGS 6801: Social Work Practice in Research I
• SWGS 6802: Social Work Practice in Research II
• SWGS 6321: Generalist Social Work Practice I*
• SWGS 6322: Generalist Social Work Practice II*

Acceptable for Sociology Major Credit:
• SWGS 6801: Social Work Practice in Research I (counts for SOC 2091)
• SWGS 6802: Social Work Practice in Research II (counts for SOC 3091)
• SWGS 6319: Social Justice - Practice with Organizations and Communities*

Acceptable for Psychology Major Credit
• SWGS 6801: Social Work Practice in Research I
• SWGS 6802: Social Work Practice in Research II

MANHATTANVILLE COLLEGE: B.A. COMPUTER SCIENCE
POLYTECHNIC UNIVERSITY: M.S. COMPUTER SCIENCE

This is a five-year program usually consisting of three years of accelerated undergraduate study at Manhattanville and two years of graduate study at Polytechnic University in Brooklyn. Students leave Manhattanville after completing their third year and a minimum of 105 undergraduate credits and begin their graduate program at Polytechnic. Up to 15 credits of graduate work taken during the first year at Polytechnic may count toward both degrees, and are transferred back to Manhattanville to complete the minimum of 120 credits required for the B.A. degree. Students are usually eligible for the Manhattanville B.A. after the end of the fourth year of the program (i.e. after the first year at Polytechnic). Upon successful completion of the balance of the 36 graduate credits required by Polytechnic, usually after two years of graduate study, students are awarded the M.S. degree in Computer Science by Polytechnic University. Students are thus able to complete the B.A. and M.S. degrees in Computer Science in five years. Because of the accelerated nature of the program, transfer students are not usually eligible. Manhattanville aid and campus residence are not available once students have gone on to the graduate portion of the program.

To be eligible for completion of this program, students must:
• Elect an undergraduate major in Computer Science
• Complete an average of 18 credits per semester, or enroll in additional summer courses, to make it possible to achieve 105 credits by the end of the Junior year
• Arrange to register for the Senior Evaluation in Computer Science in the second semester of the Junior year
• Declare their intention of pursuing the program by submitting the special Dual Degree Programs form with appropriate signatures as part of their First Portfolio Review (second semester of the Sophomore year); and submit the Final Portfolio by the Spring of the Junior year. (The Final Portfolio is due one semester earlier than other students because students on the program leave campus after the Junior year.)
• Maintain an overall undergraduate G.P.A. of at least 3.2, with a minimum average of 3.4 in Computer Science major courses (including required Math courses).
• Work carefully with an advisor to make sure they take 90 liberal arts credits within their three years at Manhattanville. (90 liberal arts credits are a State requirement for the B.A. degree. Courses taken at Polytechnic for the M.S. degree in Computer Science do not qualify as liberal arts.)
• Complete all course requirements for the major, minor, distribution, writing, library skills and the portfolio while at Manhattanville—i.e. by the end of the Junior year. (The additional 15 credits from Polytechnic will be non-liberal arts general education electives.)
• Complete an approved computer science internship during the Junior year or the summer following it.
Submit an application for the MS in Computer Science at Polytechnic by February 1 of their Junior year. Applications are available from the Manhattanville Provost’s office, as well as on-line at: http://www.poly.edu/admissions/graduate/portal/application, but must be submitted, with all required materials, to the Manhattanville Provost’s Office, not directly to Polytechnic. Note: The GREs, as well as the application fees, are waived for Manhattanville applicants to the Polytechnic graduate program in Computer Science.

Students interested in this program should notify Dr. Norman Bashias (ext. 5324) no later than the first semester of their Sophomore year.

MANHATTANVILLE COLLEGE: B.A.  
PACE UNIVERSITY, DYSON COLLEGE OF ARTS AND SCIENCES: M.S. IN PUBLISHING

This is a five-year program consisting of four years at Manhattanville and one summer, plus one year at Pace University Dyson College of Arts and Sciences. The program is open to Manhattanville students with a major or minor in English, English Writing or Communication Studies and leads to a Baccalaureate from Manhattanville and a Master of Science in Publishing from Pace University. Students begin taking Pace graduate courses during their fourth year at Manhattanville—usually three credits in the Fall and three credits in the Spring (Pace courses, held at their campus in Manhattan, are offered in the evening and Saturdays, and thus tend to fit with undergraduate schedules.) These credits count toward the undergraduate degree as well as toward the 36 credits required for the graduate degree. In the summer after graduating from Manhattanville, students usually take six credits at Pace University in New York City, then 12 credits each in the Fall and Spring semesters. This plan allows students to complete the graduate program at the end of the academic year following their graduation from Manhattanville. Manhattanville aid and campus residence are not available once students have gone on to the graduate portion of the program at Pace.

To be eligible for completion of the program, students must:

- Confer with the Dual Degree Programs Advisor no later than the first semester of their sophomore year.
- Elect a major or minor in English, English Writing or Communication Studies
- Declare their intent to pursue the program by submitting the special “Declaration of Intent to Pursue an Accelerated Dual Degree Program” form, available in the Advising Office, at the time of First Portfolio Review.
- Maintain a 3.2 overall G.P.A. and a 3.4 G.P.A. in the major.
- By February 1 of their junior year, apply to the Pace University M.S. in Publishing program. Applications must include two letters of recommendation, a personal essay, a resume and an official College transcript. Application forms are available from the Manhattanville Provost’s and are transferred back to Manhattanville to complete the first year at the Goldman School can apply to both degrees, and are transferred back to Manhattanville to complete the minimum of 120 credits required for the B.A. Students are usually eligible for the Manhattanville B.A. after the completion of the first year at the Goldman School of Dental Medicine. The D.M.D degree is conferred following successful completion of four years of study at the Goldman School. Because of the accelerated nature of the program, transfer students are not usually eligible. Manhattanville aid and campus residence are not available once students have gone on to the graduate portion of the program.

In order to complete this program successfully, students must:

- Inform the Dual Degree Programs Advisor of their interest in pursuing the program by the first semester of the Freshman year, and indicate intention to apply by beginning of Sophomore year by notifying the Pre-Health Advisory Committee in writing. [Given the accelerated nature of the program, transfer students are not usually eligible.]
- Officially declare their pursuit of the program at the time of the First Portfolio Review (Spring of Sophomore year) by submitting the special “Declaration of Intent to Pursue an Accelerated Dual Degree Program” form to the portfolio.
- Complete the Boston University, Goldman School of Dental Medicine application (available on line at web address listed below) by September 1 of the Junior year and submit it to the Provost’s Office by September 1. The Provost will present the application to the Manhattanville Pre-Health Advisory Committee. The PHAC completes its letter of recommendation for candidates with the appropriate credentials by October 15, after which the Provost forwards these materials to the Goldman School. Interviews are conducted with the Goldman School after October 15, and students are notified by December 1.
• Maintain a 3.4 or better G.P.A.
• Take and achieve a B or better in the following courses at Manhattanville [At least two of the first four sequences marked with * must be completed in the freshman year]:
  • *BIO 1001 & 1002: Principles of Biology I & II
  • *CHM 1001 & 1002: Principles of Chemistry I & II
  • *MATH 1030 & 1032: Calculus I & II
  • *PHY 1001 & 1002 College (or University) Physics I & II
  • BIO xxxx: upper level biology elective (2000 or 3000)
  • CHM 2001 & 2002: Organic Chemistry I & II
  • CHM 2005 & 2006: Organic Chemistry Lab I & II
  • ENC 4000: Freshman Writing Seminar
  • An English Literature course at the 2000 or 3000 level
• Submit the Portfolio for Final Review by the second semester of the Junior year (i.e., one semester early). Students must complete all portfolio and graduation requirements EXCEPT credits, before the end of the Junior year.
• Take the Dental Admission Test (DAT) and achieve a score of at least 16 (scale of 1-19). The DAT should be taken during the Spring semester of the Sophomore year or at the latest, during the summer between Sophomore and Junior years.

Students interested in this program should meet with the Dual Degree Programs Advisor and an advisor from the major of choice, prior to the start of classes in the freshman year.

Admission requirements and further information are listed at

MANHATTANVILLE COLLEGE: B.A.
NEW YORK MEDICAL COLLEGE: D.P.T.
PHYSICAL THERAPY
This is a preferred admission program, based on Manhattanville’s close relationship with New York Medical College. A limited number of reserved places are available for qualified Manhattanville students. Qualified students aspiring to enter this field may apply to the three-year Doctor of Physical Therapy program at New York Medical College School of Public Health.

Students may pursue any major/minor at Manhattanville, but must complete the required courses listed below. New York Medical College recommends a full four years of undergraduate work and the completion of the B.A. degree. After the successful completion of the three years of study at New York Medical College School of Public Health, the student receives a Doctor of Physical Therapy. At this point, the student is eligible to take the physical therapy licensure exam.

Students interested in the DPT program should consult with the Dual Degree Programs Advisor as early as possible.

Requirements for admission to New York Medical College’s Doctor of Physical Therapy program:
1) An academic record that includes a balance of coursework in the humanities, social sciences, and natural sciences, including competency in English Writing. Applicants must have a G.P.A. of at least 3.0. The following required courses must be completed with a grade of C or better:
  • Four courses in Biology--Principles of Biology I and II, Anatomy and Physiology I and II
  • Two courses in Chemistry, with laboratories
  • Two courses in Physics, with laboratories
  • Fundamentals of Psychology
  • One additional course in Psychology
• One course in Mathematics and one in Statistics
2) Applicants must provide evidence of at least 50 hours of volunteer or work experience in a physical therapy setting.
3) Three letters of recommendation, one from a college professor, one from a physical therapist who has observed the applicant in a clinical setting, and an additional reference of the applicant’s choice.
4) Applicants must show evidence of current certification in cardiopulmonary resuscitation. The CPR course must include skill practice on CPR and choking for the adult (One and two person CPR), child, and infant.
5) Applicants whose native language is not English are required to obtain a minimum score of 600 (paper-based) or 260 (computer-based) on the Test of English as a Second language (TOEFL).
6) New York Medical College School of Public Health will waive the GRE requirement.

Student Selection Process:
Interested students must apply in writing, using the NY Medical College application. Applications from students with satisfactory records are then forwarded, via the Dual Degree Programs Advisor, to the Physical Therapy Program Director at New York Medical College. New York Medical College then arranges for interviews with qualified applicants during the summer following the junior year.

A student who continues to have satisfactory assessments will then submit an application to New York Medical College by October 31 of the senior year. New York Medical College will then make a final decision on the application.

MANHATTANVILLE COLLEGE: B.A.
NEW YORK MEDICAL COLLEGE: M.S.
SPEECH-LANGUAGE PATHOLOGY
This is a preferred admission program, based on Manhattanville’s close relationship with New York Medical College. A limited number of reserved places are available for qualified Manhattanville students. Qualified students aspiring to enter this field may apply to the two-year Master of Science in Speech-Language Pathology program at New York Medical College School of Public Health. This program is one of the very few in the nation that is medically oriented.

Students may pursue any major/minor at Manhattanville, but must complete the required courses listed below. New York Medical College recommends a full four years of undergraduate work and the completion of the B.A. degree. After successful completion of two years of study at New York Medical College School of Public Health, the student receives a Master of Science in Speech-Language Pathology.

Students interested in the Speech-Language Pathology program should contact the Dual Degree Programs Advisor as early as possible.

Requirements for admission to New York Medical College’s M.S. in Speech-Language Pathology program:
1) An academic record that includes coursework in the humanities, social sciences, and natural science, including competency in English Writing. Applicants should have a G.P.A. of at least 3.4. The required courses below must be completed with a grade of C or better:
  • minimum of two courses in biological/physical sciences with laboratories
  • minimum of one course in Mathematics
  • minimum of two courses in behavioral/social sciences
2) Students must take and submit results of the Graduate Record Examination General test. The institution number to use for the test is 2563. To register for the exam, students should contact the Educational Testing Service (ETS), PO Box 6000, Princeton, NJ 08541-6000; (609) 921-9000. While the exam results are due by April 29, 2005, New York Medical College School of Public Health will offer acceptance to candidates with otherwise successful applications pending receipt of favorable GRE results (NYMC School of Public Health gives primary consideration to the score for the writing component (with 4.5, on a scale of 0-6, deemed acceptable).

3) Three letters of recommendation, at least one of which is from a faculty member with whom the candidate has taken at least one course.

4) A typed personal statement of approximately 500 words.

5) Computer literacy.

6) Applicants whose native language is not English are required to obtain a minimum score of 660 (paper-based) or 287 (computer-based) on the Test of English as a Second Language (TOEFL).

Details about admission are available online at: http://www.nymc.edu/gshs/SLP/index.htm.

Student Selection Process:
Interested students must apply in writing, using the NY Medical College application (available on-line). Applications from students with satisfactory records are then forwarded, by the Dual Degree Programs Advisor, to the Speech-Language Pathology Program Director at New York Medical College. New York Medical College then arranges for interviews with qualified applicants during the summer following the junior year.

A student who continues to have satisfactory assessments will then submit an application, along with a final letter of evaluation by the Dual Degree Programs Advisor to New York Medical College by its published deadline (usually April 1 of the Senior year). New York Medical College will then make a final decision on the application.

**SCHOOL OF GRADUATE & PROFESSIONAL STUDIES PROGRAMS**

**MASTER OF ARTS IN LIBERAL STUDIES**

This program cuts across many disciplines to take a broad-based approach to the study of contemporary humanity and our changing world. Instead of demanding concentration in one field, it permits students to draw on many areas: art, literature, music, psychology, religion, sociology, philosophy, history and politics.

The Master of Arts in Liberal Studies is designed to fit the needs, schedules, and interests of the part-time adult student. Thirty credits, ten courses or nine courses and a Master's Essay constitute the program. MALS students create an individually structured program based on courses relevant to personal and professional interests.

**Special Features**

**Self-Paced Program:** By taking one course each semester, students can complete the degree within three years. Some may complete it in a substantially shorter time by taking more than one course each semester.

**Convenient Scheduling:** Students may enter the program in any semester. Classes usually meet once a week and convenient scheduling allows a student to take either day or evening courses.

**Personal Counseling:** Students are assigned an advisor who will work with them to plan their course of study.

**Admissions**

Persons holding bachelor's degrees from accredited colleges may apply. A two-year interval between full-time undergraduate study and entrance to this program is strongly recommended. A formal interview is required. Along with the MALS application form and fee, students should submit official transcripts of all previous work (undergraduate and graduate) and an autobiographical letter describing the applicant's education and career experiences. The two-to-three page narrative should be reflective and include reasons for choosing this program. Students with appropriate credit in a graduate liberal studies program may transfer a maximum of six graduate credits.

**MASTER OF ARTS IN WRITING**

This program was developed for writers and aspiring writers. It is designed to meet the needs of persons who have completed their undergraduate degree and who wish to develop their skills in writing while deepening their knowledge in the humanities.

**Components of the program:**
- Core Writing Courses (15 credits)
- Workshops (6 credits)
- Electives (9 credits)
- Final Project (2 credits)

Students must complete 32 credits with a G.P.A. of 3.0 or better (scale of 4.0). The program may be completed within two to five years. Students will earn 15 credits in the core writing courses and six credits by participating in Writers' Workshops. A fall weekend workshop may be substituted for one Summer Writers’ Week workshop. Students begin the program with the introductory course, Elements of Creative Writing. They may enter the program in fall, spring or during Summer Writers’ Week.

Students have the opportunity to work on **Inkwell**, Manhattanville's nationally recognized literary journal, published in affiliation with the Master of Arts in Writing program and the Dowd/O’Gorman Writing Center.

**MASTER OF SCIENCE IN LEADERSHIP AND STRATEGIC MANAGEMENT**

This 39-credit program combines a sound foundation in the theory and practice of strategic management with a sense of vision and moral responsibility; in addition, it cultivates the skills required to communicate, motivate and inspire others to action. Today's organizations are operating in an environment of globalization and rapid change. Such an environment demands new approaches to educating and developing the business leaders of the 21st century.

Students who complete this 39-credit program will have acquired the requisite knowledge and mastered the necessary skills to operate effectively and creatively in positions of responsibility in both the corporate and not-for-profit worlds.

**Potential students are:**
- Corporate managers who are assuming or who wish to assume increased responsibility in their companies.
- Workers in the not-for-profit world who want to equip themselves with the principles and practices of effective leadership.
Potential Students are:
- Small business owners who wish to develop planning and motivational skills and understand how to do business in global environment

The program consists of:
- An introductory course in Organizational Leadership
- Eleven courses in leadership and foundations of strategic management
- Final integrative Project

Courses are scheduled during the fall, winter, spring, and summer. Classes meet on Saturdays and Sunday morning. Students normally enter the program in September or March and can complete the program within two years.

**MASTER OF SCIENCE IN INTEGRATED MARKETING COMMUNICATIONS**

This program is a 36-credit program that focuses on integrated marketing communications as a driver of an organization’s profit line. Students will earn the principles of effective communication in a global business setting and those issues involved in marketing, brand management and public relations. In addition, the program enables students to master the arts of critical thinking and effective oral and written communication. Manhattanville’s learning environment is highly interactive and critical thinking and effective oral and written communication.

In addition, the program enables students to master the arts of critical thinking and effective oral and written communication. Manhattanville’s learning environment is highly interactive and experiential and faculty members are current practitioners in their fields.

Potential students are:
- Communications and marketing professionals who wish to improve their functional knowledge and
- Managers who wish to improve their understanding of the elements and importance of business communications in gaining a competitive advantage

The program consists of:
- Eight core courses
- Three elective courses
- Final integrative Project

Courses are scheduled during the fall, winter, spring, and summer. Classes meet on Saturdays and Sunday morning. Students may enter the program in September or February and can complete the program in one or two years.

**MASTER OF SCIENCE IN ORGANIZATIONAL MANAGEMENT AND HUMAN RESOURCE DEVELOPMENT**

This 36-credit program focuses on the skills and knowledge necessary for human resource professionals to lead their organizations into the rapidly changing and global workforce environment of the 21st century. Emphasis is on a strong theoretical background as well as development of practical, administrative and management skills for individuals in industry, small business, government, education and the not-for-profit sector.

Potential Students are:
- Current human resource practitioners who wish to acquire professional credentials while achieving greater breadth and depth of knowledge in their chosen field
- Employees seeking a career transition into the field of human resources
- Recent liberal arts graduates who have had some work experience

The program consists of:
- An introductory overview of the human resource field
- Five core courses
- Four or five electives
- Thesis - 6 credits or final project (3 credits)

Courses are scheduled in the fall, winter, spring, and summer. Classes meet on Saturdays and Sunday morning. Students may complete the program within two years.

**MASTER OF SCIENCE IN INTERNATIONAL MANAGEMENT**

This 36-credit program prepares business leaders to meet the evolving challenge of international management. Students will focus both on strategic and tactical global initiatives. An underlying premise of the program is that large multinational businesses are those most directly affected by globalization. However, even small, domestic businesses are impacted by global competition.

Courses are scheduled in the fall, winter, spring and summer. Classes meet on Saturdays and Sunday morning. Students may complete the program within two years.

Potential students are:
- Managers and executives whose jobs involve international responsibilities
- MBA graduates who wish to add an international dimension to their previous education
- Aspiring working professionals who wish to broaden their business perspective

The program consists of:
- Introductory overview of the global environment
- Five required core courses and five electives.
- Final integrative project

**CERTIFICATE IN NON-PROFIT LEADERSHIP**

The Certificate in Nonprofit Leadership is designed for those students who aspire to leadership positions in the nonprofit sector. Under the guidance of executives and consultants currently working in the nonprofit and private sectors, students will find this six course (18-credit) program targeted to the key concerns of nonprofit leaders with focus on application to day-to-day decisions. The Graduate Certificate may be completed in nine months.

Potential students are:
- Managers already employed in the nonprofit sector who wish to fill gaps in their management background and to raise their leadership skills to a superior level
- Accomplished volunteers who serve on community or foundation boards and now wish to increase the effectiveness of governance teams and volunteer resources
- Managers in business, government and other professions who wish to prepare for a career shift into the nonprofit sector, or to leadership roles as community volunteers

The program consists of:
- An introductory course in organizational leadership
- Five courses in leadership and foundations of strategic management

Courses are scheduled during the fall, winter, spring, and summer. Classes meet on Saturdays and Sunday morning.

**MASTER OF SCIENCE IN SPORT BUSINESS MANAGEMENT**

This 36-credit degree program provides individuals with the necessary knowledge and business skills to assume a leadership role in sports management. The course work provides an
interdisciplinary approach to the study of sport management with a thorough foundation in sport business while allowing flexibility for students to explore a wide variety of opportunities within the field. The program includes an internship to assist students in preparing for middle and upper level positions within a variety of markets, including but not limited to professional sport, intercollegiate athletics, amateur and youth athletic organizations.

Potential students are:

- Players and other sport industry professionals in other fields who wish to improve their business management and leadership skills.
- Graduating seniors and working professionals in other fields who wish to enter this exciting emerging business area.
- Aspiring graduating seniors and sport lovers enthusiasts who wish to work in the management section of sports.

The program consists of:

- Eleven courses: seven are required within the sports field, and four may be taken from a list of eight advanced business electives
- Required three-credit internship course

Internships

The capstone experience, the internship program, is designed to prepare the student for work in a variety of settings in the sport industry. Internships will be available at an assortment of sports related venues such as, team, leagues and various agencies such as:

- College athletics departments
- Professional teams
- Facilities and arenas
- Collegiate associations and conferences
- Sport marketing and promotion agencies
- Sport federations
- Various miscellaneous sport programs and organizations

The internship is an on-the-job learning experience with a sport organization and is arranged for course credit. The department also receives numerous inquiries from various organizations that seek interns on a one-time or periodic basis. In addition, a student may independently apply for an internship with a sport organization if the application has the approval of the Internship Advisor. The internship provides the student with the opportunity to link the sport management theory to sport organization practice. Through internships, students move from the role of professional and thus, expand their career orientation. A written summary and oral report of the internship is required.

For all programs:

- Students are required to maintain a cumulative GPA of B.
- A five-year limit to complete each program is mandatory.

MASTER OF ARTS IN TEACHING/MASTER OF PROFESSIONAL STUDIES

MANHATTANVILLE OFFERS Master of Arts in Teaching degree programs for strong liberal arts graduates with few or no prior courses in education. Upon completion of the program, the candidate is eligible for New York State certification as a teacher of Childhood and/or Early Childhood Education, English, Social Studies, Mathematics, Science or Foreign Language instruction at the secondary and middle school levels, or teacher of Art, Music, or Physical Education and Sport Pedagogy (Pending NYSED approval) in all grades. M.A.T. programs range from 36 to 40 credits depending on the program and the areas in which certification is sought. All M.A.T. programs include one semester of full-time supervised or student teaching. One hundred (100) hours of fieldwork must be completed prior to supervised/student teaching.

Also offered are Master of Professional Studies programs in Teaching of English as a Second Language, Special Education, Literacy as well as a variety of programs leading to dual certification. The M.P.S. and the Professional Diploma in School Building Leadership prepare candidates for certification in School Building Leadership, depending on prior experience. M.P.S. programs range from 36 to 47 credits, depending on the program and the areas in which certification is sought. Upon completion of the program, the candidate is eligible for initial, professional, or permanent certification. This classification is determined by credentials presented at the time of matriculation into the selected program. All M.P.S. programs except for that in Literacy require at least one semester of supervised fieldwork.

ADVANCED CERTIFICATION PROGRAMS

Advanced Certification programs are available for 1) candidates who already hold a Masters degree in a related area but who have no prior preparation in education, or 2) for certified teachers wishing to obtain certification in an additional area. The School of Education offers Certification programs in the following areas: Special Education, Secondary/Middle Childhood and Adolescence (English, Mathematics, Biology, Chemistry, Second Languages, or Social Studies), TESOL, Literacy/ Reading and Writing, Music and Art.

INDIVIDUAL EVALUATION CERTIFICATION AND EXTENSION PROGRAMS

Individual evaluation certification and extension programs are available for in-service teachers who are already certified, hold a Masters degree and who wish to become certified in another area OR for individuals who are teaching and are not yet certified. The School of Education offers the coursework required for certification through the New York State Individual evaluation application. In these cases, under New York State Regulations, candidates can apply for certification directly to the NYS Education Department, using graduate courses they have taken at Manhattanville. Careful advising and specific choices of courses is required in these programs and interested students are advised to consult closely with the Graduate Advising Office and the NYS Education Department at http://www.nysed.gov.

SCHOOL OF EDUCATION GRADUATE PROGRAMS

Specific course requirements for each graduate program, as well as New York State certification requirements and overall program requirements are outlined in detail in the School of Education Graduate Catalog, available in the School of Education. The information in this booklet should be considered part of the official Manhattanville catalog.

STUDENT/SUPERVISED CLINICAL FIELD EXPERIENCE REQUIREMENTS

Student Teaching

Student teaching is the culminating experience of the entire program. It consists of full-time involvement for an entire semester in appropriate classrooms, along with a weekly integrating seminar. It is during student teaching that the
teacher candidate is expected to synthesize and put into practice the knowledge, understandings and skills developed during all of the previous courses and fieldwork. In order to qualify for New York State certification, student teachers are required to divide their semester to include two levels of experience as well as experiences in both urban and suburban settings. All clinical field placements will be at the discretion of the Director of Field Placement, Certification, and Community Outreach.

**Supervised Teaching**

Experienced teacher candidates who are currently employed in appropriate situations or appropriate teaching assistant positions may substitute supervised teaching for the student teaching experience with the approval of the Director of Field Placement. Students wishing to opt for this plan must make a direct request to the Director of Field Placement, who will ascertain whether or not the teaching environment is appropriate. It is important to know in advance whether the course competencies can be demonstrated in the setting. It is imperative that the student discuss his/her plans for a supervised teaching experience with the principal, and that the student receive some latitude in planning for the class during the semester. Supervised teachers attend the weekly integrating seminar along with the student teachers, and the seminar serves the same function in both cases.

**Field Experience**

In addition to the student/supervised teaching in the final semester of each program, New York State regulations now require 100 hours of field experience prior to the clinical experience. At Manhattanville, most required education courses assign a specified number of hours of field experience. These field experience hours provide students with opportunities throughout their programs to observe and participate in school-related activities appropriate to the theoretical content of the courses with which they are associated.

**Child Abuse and School Violence Prevention Education**

The School of Education offers an opportunity for degree or PMC candidates to fulfill these New York State requirements during the student teaching semester.

**GENERAL INFORMATION**

**Program Sequence and Length**

Students plan their programs with an advisor in the School of Education. Because students bring unique knowledge, skills, and experience to their programs, if there is proper planning, they can avoid a rigid sequence within the program of their choice. Students may choose to complete their graduate programs in any combination of semesters up to five years from the date of matriculation. Within this time frame, please note the following:

- Students will normally undertake their clinical experience at the end of the program.
- Students may request an extension of the completion date for their degree program. The Associate Dean of the School of Education will review this request. An extension will not exceed two years, and students may be required to take additional courses to update their program.

**Independent Study**

Independent study options may be exercised for part of the program. With approval by a faculty member in the appropriate department and by the Graduate Associate Dean of the School of Education, students may design and conduct original study projects or curricula.

**New York State Certification**

To receive initial teaching certification in New York State, the student must take a test of Liberal Arts and Sciences (LAST), an Assessment of Teaching Skills – Written (ATS-W), and a Content Specialty Test (CST). All students seeking certification must meet new state Liberal Arts requirements. To meet those requirements, Manhattanville requires a liberal arts major or the equivalent of at least 30 credits in the liberal arts, and coursework in Literature, History, Math, Science, the Arts, Communication, Written Analysis and Expression, and a Foreign Language. More detailed information is available in the School of Education Graduate Catalog.

To be certified in states other than New York, the student is urged to find out about the certification procedures of each state by calling the specific State Education Department, Division of Teacher Certification.

**Transfer Credits**

Appropriate graduate-level courses completed at other institutions, up to a maximum of six credits, may be accepted towards a degree. Each course must have been completed with at least a grade of B+ at an accredited institution of higher learning within a five-year period of matriculation and must be directly related to the candidate's proposed program of study. Candidates should file a written request with the School of Education to have course credits considered for transfer. If at all possible, such requests should be made in advance of taking the course.

**Writing Assessment**

All graduate students must complete the Manhattanville Writing Assessment during their first 6 credits. Students who do not achieve a satisfactory rating may be required to complete the graduate education writing tutorial during their next semester of study or may be prohibited from continuing in the graduate education program. Arrangements to complete the assessment are made through the Graduate Advising Office.

**Comprehensive Examination/Final Project/Portfolio/Culminating Experience Report**

The New York State Department of Education has mandated that all Master degree candidates must complete a final project as part of their requirements for graduation. For most candidates this will be a comprehensive written examination. With the approval of the School of Education faculty, students may complete an integrative project in lieu of the exam. Students taking the comprehensive examination must successfully complete it in the semester prior to their final semester. Students who are qualified to do a final project should complete that project in the semester before their final semester. A student who does not pass must retake their exam or revise the final project. Fall and Spring exam/project application deadlines will be available in the School of Education office and on the Manhattanville website. Candidates in Childhood Education will complete a Culminating Experience Report instead of a Comprehensive Examination.

**Grades**

In all graduate programs, the student must maintain a “B” average (cum. index of 3.00) for graduation. The School of Education Review Committee may review the student’s records if he/she has received a grade below “B-”. After such a review, the Committee may:

1. Require the student to repeat the course; or
2. Ask the student to complete an equivalent course; and
3. Refuse to count the course toward the program; and/or
4. Deny the student permission to register for further study at Manhattanville's School of Education.

All education courses must be taken for a letter grade. Courses graded below “C+” will not be counted toward the degree. If the student receives a “C” or below in any student teaching course,
will be an important component to the course.

Links as well as distinctiveness.

Context of American history so as to highlight both intimate Black Power Movements). Topics are examined within the colonial period; the Civil War and reconstruction; Blacks in earliest times to the present. The topics include: the African culture and history.

Columbia and Panama that share similar aspects of Caribbean slavery, colonization and decolonization. This course also studied with special attention to the relevance works to their social and political context, and to the region's history of Africanism, the Black Power movement, revolutionary nationalism and Black nationalism today. (Spring)

AFS 5024: Black Nationalism in the 20th Century (3 cr.)
This course examines ideological and organizational expressions of Black American Nationalism in the 20th century. The themes to be examined include Black economic nationalism, political nationalism, cultural nationalism, the Harlem Renaissance, political radicalism, religious and cultural nationalism, Pan-Africanism, the Black Power movement, revolutionary nationalism and Black nationalism today. (Spring)

AFS 5028: The United States and Islam (3 cr.)
Al-Islam, a traditional monotheistic religion, has had a difficult interface with modern pluralistic culture in the United States. This course explores how this situation came to be. Particular emphasis will be placed on: early western ideas about Islam; immigration; African American Islam; Middle East politics; the media and the impact of the September 11, 2001 terrorist attack. United States social and foreign policy toward Muslims and Islamic countries are also examined. (Fall)

AFS 5030: Modern South Africa (3 cr.)
This course surveys the emergence of modern South Africa from the mid-19th century to the present. The topics include: early African societies; Dutch advent; British colonialism and its consequences; African state formation; the mining and industrial revolutions; the Union; African, Coloured, Indian and Afrikaner nationalisms; the emergence of the apartheid system; post-apartheid political, economic and social developments; the varieties of resistance to apartheid up to the release of Mandela and the future of South Africa. (Fall)

AFS 5032: Malcolm X (3 cr.)
The ideological journey of the man who was born as Malcolm Little and died as El-Hajj Malik El-Shabazz is the focus of this course. The course also explores the political and religious contexts in which Malcolm X developed, as a way of understanding political and religious life in the United States during the 40s, 50s and 60s. (Spring '06)

AFS 5033: The Religious and Political Ideology of Martin Luther King, Jr. (3 cr.)
The ideological journey of a man who was a central figure in the Civil Rights movement of the 1960s is the focus of this course. In particular, this course will focus on the socio-cultural context and the theological underpinnings of King's particular form of non-violent direct action.
AFS 5035: Slavery through History (3 cr.)
Slavery is usually seen only in local historical contexts because of its many forms, different histories and consequences, and yet, the universality of its practice is evident. The course focuses on slavery in a comparative perspective, covering it in general and in its local specificities, with a particular emphasis on Africa and the Americas, so we can understand the differences while assessing the similarities. The themes include topics such as women’s status and role, the economics of slavery, the religious, ideological and political justifications, the ethics and the legal, changes in the systems from within and from without.

AFS 5038: Spanish Caribbean Literature (3 cr.)
Texts from Puerto Rico, the Dominican Republic, and Cuba are studied with special attention to the relevance works to their social and political context, and to the region’s history of slavery, colonization and decolonization. This course also includes literary works from some regions of Venezuela, Columbia and Panama that share similar aspects of Caribbean culture and history.

AFS 5041: Harlem Renaissance (3 cr.)
The course discusses the social, economic, cultural and literary significance of the New Negro Movement of the Harlem Renaissance from 1919 to 1929 and the impact it had on the self-defining of black people and the establishment of twentieth century Pan-Africanism. (Fall)

AFS 5045: The Art of Reading Latin American Poetry (3 cr.)
In this course focused on Latin America, students explore what is a poem and what are the appropriate ways of reading Latin American poets. Classes begin with a review of the technical devices of poetry — rhythm and metrics, imagery and language — and move on to explore a poem as the rhythmic revelation of intuitive truth. Major works written by such poets as Gabriela Mistral, Octavio Paz, Claribel Alegría, Luis Pales Matos, Gioconda Belli, Cesar Vallejo, etc. will be read.

AFS 5059: Islam in African History (3 cr.)
The course explores the centrality of Islam in African history, from the pre-colonial era to present times. Political events provide the framework while social change epitomizes the impact. Major themes include the diffusion of Islam, the role of slavery and conquest, women’s status and role, the economic frame of Islamization, and the currents political and social challenges. (Spring)

AFS 5088: History of Modern Nigeria (3 cr.)
This course examines the history of modern Nigeria from 1800 to the present. The subjects will include the 19th-century political and religious revolutions, the rise of commodity commerce, Christian missionary activity, British imperialism and Nigerian resistance, colonial rule and its political, economic, and cultural aspects, Nigerian freedom struggles, the attainment of independence, political, economic and social developments since independence. (Fall)

AFS 5092: Women, Religion, and Social Change (3 cr.)
This course will examine the role of women of African descent in various efforts to eradicate discrimination based on race in the western hemisphere. In particular the course will focus on the socio-cultural effects of religion, slavery and discriminatory laws and customs, and the impact they have upon the role of women of African descent in the western hemisphere. (Fall)

AFS 5097: African Politics (3 cr.)
This course focuses contemporary politics in continental Africa including: theoretical debates on methodology and contending definitions. It includes case studies of selected African countries with a focus on intricate webs of social relations, political struggles and change, political economy, international relations, colonialism and neo-colonialism. (Spring)

AFS 5098: Africa in World Politics (3 cr.)
This course focuses on the foreign policies of major African states: their relationships with industrialized countries in Western Europe and North America; their relationships with other developing countries in the Third World; their intra-regional conflicts; and their participation in global affairs through the United Nations and its specialized agencies for the promotion of human rights, economic and social development of the third World nations. (Spring)

AFS 5112: Africa Discovered – Africa and Africans in World History (3 cr.)
Despite being the cradle from which all current human societies probably emerged, Africa is still the continent associated with "discovery". This may reflect the prejudices or fantasies of outsiders, but more likely the perception of Africa as the "other," especially in the West. This course covers the major historical periods from early humanity to the present. The main objective is to acquaint students with the process through which the dominant West elaborates and popularizes its vision of Africa and Africans. (Spring)

AFS 5136: Europe and its Empires (3 cr.)
The current postcolonial era is replete with the failure of many political experiences in the Third world, but the phenomenon is better understood by looking at its origins, the colonial state. The course covers Europe's expansion from the 15th- to the 20th-century and focuses on colonial regimes in America, Asia, and Africa. Some of the themes discussed are: nationalism, imperialism, assimilation, association, globalization, hegemony, indigenerity, emancipation, culture, civilization, religion, and race. (Spring)

ART HISTORY
ARH 5029: Hudson River Painters (4 cr.)
This seminar will focus on the treatment of the American landscape by painters of the Hudson River School. We will examine both the stylistic and the philosophical trends of this 19th-century art movement, relating it to literary and historical developments. Mandatory attendance at all required field trips and writing workshops. Prerequisite: One art history course or permission of the instructor. (Spring '09)

ARH 5030 Ancient Painting Seminar (4 cr.)
This course begins with a brief survey of painting in the Ancient Near East, Egypt, and Greece, and will focus on Roman painting in particular. The paintings and mosaics preserved by the eruption of Mount Vesuvius in 79 C.E. provide a unique opportunity to examine these ancient media within their cultural, architectural and archaeological context. We will explore the Roman practice of copying paintings by renowned Greek painters, and of “translating” these paintings in to mosaic, as well the use of styles and subjects that are uniquely Roman. Mandatory attendance at all required field trips and writing workshops. Prerequisite: One art history course or permission of the instructor. (Fall '08)

ARH 5032: Impressionism (4 cr.)
The seminar will focus on French painting from about 1860 to 1900. We will examine the work of such leading artists as Manet, Monet, Pissarro, Sisley, Degas and Renoir, as well as that of lesser-known members of the group. We will also look at the influence of proto-Impressionists painters, including Boudin and Jongkind, and consider issues of gender and the role
of women in the movement. Emphasis will be upon the stylistic development of Impressionist painters. Mandatory attendance at all required field trips and writing workshops. **Prerequisite:** One art history course or permission of the instructor. (Fall '08)

ARH 5057: The Glory of Renaissance Venice (4 cr.)
This seminar focuses on painting, sculpture and architecture produced in Venice during the 15th- and 16th-centuries. We begin by analyzing the relationships between Venice and Byzantium, and Venice and the East. We move on to in-depth examinations of the religious paintings of Bellini, Carpaccio's narrative paintings, the "painted poetry" of Giorgione and Titian, the drama of Tintoretto, and the grandeur (and controversy) of Veronese. We will also investigate the importance of the nearby mainland -- from Giotto's Arena Chapel and Donatello's bronze sculptures in Padua, to Palladian villas in the Veneto. Mandatory attendance at all required field trips and writing workshops. **Prerequisite:** One art history course or permission of the instructor. (Fall '08)

ARH 5063: Sexuality and Gender in Ancient Art (4 cr.)
A seminar focusing on the ways in which the ancient civilizations of Mesopotamia, Egypt, Greece and Rome used art as a means of presenting and representing the relationship between biological sex (male, female) and the social invention of gender (husband, warrior, king, wife, mother, whore, etc.). Mandatory attendance at all required field trips and writing workshops. **Prerequisite:** One art history course or permission of the instructor. (Fall '07)

ARH 5066: The History of Venetian Art and Patronage (3 cr.)
This class is offered in conjunction with the Art History Department's Study Trip to Venice during the March spring vacation. Students will be introduced to Venetian art, architecture and culture from the 11th to the 16th centuries by means of daily guided visits to monuments such as the church of San Marco, the Doge's Palace, the Accademia museum, and the Scuola di San Rocco. Included is a day trip to Giotto's Arena Chapel and pilgrimage church of Sant'Antonio in Padua and Palladian monuments in Vicenza. In addition to tuition, students must pay trip costs. Sign-up with the Art History Department occurs in the fall term to allow travel arrangements to be made. On the graduate level, the study trip has a prerequisite of one art history course or permission of the instructors. (Fall)

ARH 5070: Death and the Afterlife in Ancient Art and Society (4 cr.)
This course offers a study of images of dying, death and the afterlife, as well as art and objects created to accompany the dead into the next world, in the ancient, pre-Christian world, particularly in Mesopotamia, Egypt, Greece and Rome. Within the context of each of these four major civilizations, the course will examine the beliefs and rituals that attend death and the afterlife, as evidenced through archaeology, art, mythology and literature. We will be looking most closely at the interplay between images and beliefs. At least three field trips will be held at The Metropolitan Museum of Art for lectures in the galleries. Mandatory attendance at all required field trips and writing workshops. **Prerequisite:** One art history class or permission of the instructor. (Spring '08)

ARH 5073: Issues in Contemporary Art (4 cr.)
This seminar will examine contemporary art from 1945 to the present, focusing on developments in painting, sculpture and installation art with an emphasis on artists from Europe and the United States. Topics include: abstraction vs. figuration, conceptual art, feminist art, post-modernism and current tendencies in 21st-century art. Mandatory attendance at all required field trips and writing workshops. **Prerequisite:** One art history class or permission of the instructor. (Fall '07)

ARH 5076: Troubled Images: Art and Conflict in Ireland (4 cr.)
This seminar surveys political art in Ireland from the 19th and 20th centuries to the present. Students are introduced to the visual arts of modern-day Ireland. Issues of national identity and cultural revivalism are addressed as we look at Irish political art beginning with the Celtic Revival of the late 1840s and continuing to the Northern Irish mural movement of the 1980s and 1990s. Mandatory attendance at all required field trips and workshops. **Prerequisite:** One class in art history or in Irish studies, or permission of the instructor. (Spring '09)

ARH 5079: Michelangelo (4 cr.)
This seminar explores the life and work of "the Divine" Michelangelo Buonarroti, perhaps the best known artist and architect of the Italian Renaissance. This course provides an in-depth analysis of the artist's oeuvre, training, and stylistic development. Additional topics include the relationship of the artist's work to the culture and artistic developments of the Renaissance, the importance of Michelangelo's patrons, and myths and legends about the artist - from divine inspiration to the burdens of terrible genius. Mandatory attendance at all required field trips and workshops. **Prerequisite:** One art history course or permission of the instructor. (Spring '08)

ARH 5081: The Art of Fifteenth Century Florence (4 cr.)
This seminar explores painting, sculpture, and architecture produced in 15th-century Florence, the city that is considered the birthplace of the Renaissance. Students will consider the important role of art in the culture of the early Renaissance. We will examine early Renaissance style and the revival of antiquity, the changing status of the artist, and evolving patterns of patronage -- from the guilds of Florence to the powerful Medici family. Artists to be studied include: Brunelleschi, Masaccio, Donatello, Ghiberti, Fra Angelico, Alberti, Piero della Francesca, Botticelli, and Verrocchio. Mandatory attendance at all required field trips and workshops. **Prerequisite:** One art history course or permission of the instructor. (Spring '09)

ARH 5089: The Life and Times of Leonardo da Vinci (4 cr.)
This seminar investigates the life and work of Leonardo da Vinci, examining his oeuvre, training, stylistic development, and contributions to the Renaissance. Students will be asked to read and analyze the work of several authors such as Giorgio Vasari, Sigmund Freud and Dan Brown, who "invent" Leonardo, contributing to the myths and legends surrounding him, and blurring the line between fact and fiction. Mandatory attendance at all required field trips and workshops. **Prerequisite:** One art history course or permission of the instructor. (Fall '07)

**ART (STUDIO)**

**ART 5000: Assemblage and Collage (3 cr.)**
This course will explore the tradition and techniques of assemblage and collage. Students will work on flat two-dimensional surfaces as well as physical elevation of three-dimensional planes. The course will emphasize both recognizable and abstract images. We will focus on artists such as Arp, Bearden, Braque, Cornell, Dove, Ernst, Marisol. Motherwell, Nevelson, Rauschenberg and Schwitter as exemplars and aesthetic inspiration. Students will keep a sketch pad/journal. The students will be expected to complete five portfolio quality artworks. (Fall)

**ART 5005: Calligraphy (4 cr.)**
The course aims to acquaint the student with several handwritten alphabets, including Italic, Humanistic, Ucial and Black-letter.
Study will include drawing concepts that contribute to the form and placement of the letters.  *(Fall) (Spring)*

**ART 5006: Graduate Seminar: Conceptual Exploration of 2D or 3D Media***
This is a graduate level course segmented into two parts; selected readings and presentations as background for the weekly meeting and the creative studio work accomplished independently outside class.  To prepare for the course students should begin to develop a conceptual statement specifying the subject, medium, and historical context for their creative work.  Care should be taken with this statement because it is the basis for an evolution of a sustained series of images over the semester.  *(Fall)*

**ART 5007: Multimedia (4 cr.)*
This course explores highly effective methods of communicating ideas and information through design and implementation of interactive “Continuous Media Projects”.  Text, drawings, audio, video, image (photographs), graphics, animation and sound elements are brought together to create powerful communication products.  In addition to a discussion of the history, developmental stages and sweeping paradigm shifts in the communication industry, students will utilize the latest tools and the internet to plan, prototype, produce and deliver multimedia products.  A wide variety of software packages, including Adobe PhotoShop and Illustrator, Adobe Image Ready, Final Cut Pro, and Flash.  *Prerequisite: Computer Graphics I.  *(Fall) (Spring)**

**ART 5008: Sculpture (4 cr.)*
A creative approach to sculpture at all levels, emphasizing each student’s unique potential.  Modeling, carving, constructing and assembling methods are utilized in clay, plaster, wax, wood, stone, and other materials.  Figurative, semi-abstract and abstract form will be pursued.  *(Fall: Even Years)*

**ART 5010: Watercolor (4 cr.)*
This course provides a foundation for techniques involved in watercolor.  The class explores the specific methods of watercolor, both traditional and contemporary applications.  Students will work in class as well as in the natural landscape.  *(Fall) (Spring)*

**ART 5011: Graphic Design I (4 cr.)*
The course analyzes the techniques, tools and basic principles of graphic design used in the conception and production of advertising art and related fields.  Lettering and type forms, type specification, layout, mechanicals, and production will be treated in studio projects.  These projects will aim at developing creative graphic ideas in advertising, packaging and editorial fields, using concepts and techniques of visual communications.  *Prerequisite: Computer Graphics I.  *(Fall)*

**ART 5013: Graphic Design II (4 cr.)*
The basic principles of Graphic Design I will be pursued in greater depth through various assignments leading to a better understanding of graphic design on an advanced level.  *Prerequisite: Graphic Design I.  *(Spring)*

**ART 5022: Computer Graphics II (4 cr.)*
This course will cover intermediate and advanced techniques in Adobe PhotoShop, Illustrator, Quark, and InDesign, as well as tips for using applications together and optimizing graphics for the web.  *Prerequisite: Computer Graphics I (Fall) (Spring)*

**ART 5023: Contemporary Painting Technique (4 cr.)*
This course will stress a comprehensive, in-depth study of principles of current painting methods.  Students will investigate the content of aesthetic production as well as various plastic art forms.  The development of painting skills will be an essential element for investigating personal iconography.  *(Spring)*

**ART 5024: Painting (4 cr.)*
Offered for all levels, beginners to advanced.  The course emphasizes each student’s unique potential while exploring a variety of concepts and techniques.  Representational and abstract forms are explored utilizing still life, the human figure, and other sources of visual expression.  The student may choose to use either acrylic or oil paints.  *(Fall)*

**ART 5027: Life Drawing (4 cr.)*
This course is structured to encourage technical fluency and foster confidence in the depiction of the human figure.  The course parallels the creative process.  While an emphasis is on the structure of the figure, the figure as a means of personal expression is also stressed.  *Prerequisite: Drawing.  *(Spring)*

**ART 5028: Illustration (4 cr.)*
This course will stress creativity and the importance of developing a personal style.  The students will be expected to derive their inspiration from imagination, 3-D objects, photographic material and the written word to fulfill the requirements of the class assignments.  *Prerequisite: Drawing and 2D Design.  *(Fall)*

**ART 5029: Sculpture: Wire Forms & Chains (4 cr.)*
A hands-on course designed for all levels of students interested in exploring the application of wire in three-dimensional art.  Through a series of assignments the student will learn the manipulation and design possibilities of varying gauges of black steel, copper, brass and nickel silver wire.  Although the course emphasis will be on aesthetics and abstraction, some wire forms explored and completed by the participant may be functional and/or realistic.  Also included will be a variety of simply formed wire elements, which, when combined create chains useful as ornament and/or sculpture.  *(Fall: Even Years)*

**ART 5030: Exploration of Ceramic Methods (4 cr.)*
A comprehensive course for beginner, intermediate and advanced students, utilizing hand-building and throwing on the wheel.  Four basic methods of hand-forming pottery and ceramic sculpture will be explored: pinch, coils, slabs, and modeling, along with tooling, decoration and glazing.  Advanced students will produce multiples such as mugs, bowls, plates and casseroles, emphasizing design and special techniques.  *(Fall) (Spring)*

**ART 5031: Contemporary Sculpture (4 cr.)*
The beginning-to-advanced student will learn to interpret and express spatial forms with through the practice of organizing elements in actual space.  The development of a sense of design, both formal and conceptual, may occur through construction, modeling and casting.  Students will be encouraged to incorporate metaphor into their work, helping to amplify their creative process.  Assigned projects will revolve around materials, central themes and current issues.  *(Spring)*

**ART 5033: Printmaking (4 cr.)*
This class presents a range of print processes from monotype to etching.  Relief prints in linoleum, cardboard, woodcut and intaglio prints in etchings and collagraphs will also be taught.  Photo etching utilizing images transferred from the computer, film, or photocopies will be introduced.  Most of the materials can be bought from the art department.  Printing can be by hand or press.  Emphasis is on understanding each medium as a direct means of personal expression.  *(Fall)*
ART 5035: Photography: Beginners (4 cr.)
This course will focus on how to use the camera to take a photograph. Photographic optics, correct exposure, developing the negative, making contact prints and enlargements (using lighting and filters), and finishing and mounting prints will be taught. Students will be introduced to the aesthetics of photography – the visual elements of form, texture, pattern and line - and how to deal with them photographically. The aim is to develop individual style. The work of some important photographers will also be examined. (Fall) (Spring)

ART 5036: Photography: Intermediate and Advanced (4 cr.)
This course merges aesthetic concepts with craftsmanship. Students will explore photography as a means of visual communication. Professional practices for developing a personal style will be strongly encouraged. Prerequisite: Photography: Beginners. (Fall) (Spring)

ART 5038: Photography: Portraits (4 cr.)
A great portrait always reveals an essential truth about humanity. The photographer is challenged by light, location and individual personalities. The subject, ready or not, presents the photographer with a moment: a psychological, photographic mixture, which captures an essence of being human. Through assignments, critique, slides and demonstrations student will explore the multifaceted aspects of portrait photography; commercial, editorial, and personal. Various lighting techniques will be demonstrated during class, such as strobes, tungsten, and natural light. Color and B&W images will be employed, the B&W darkroom will be open during class time. Prerequisite: Photography: Beginners. (Spring)

ART 5041: Portfolio Preparation for the Visual Artist (4 cr.)
This is an advanced level course tailored for students who intend to develop a freelance business or plan to continue their art on a professional basis. Students will explore the principles of the business of art and independently develop a body of artwork for a professional portfolio tailored to their area of interest. Class discussions will cover professional ethics, planning a business, protection of artwork, copyrights, understanding finances, development and use of contracts, pricing of artwork, marketing of artwork, developing a resume and bio, and the development of a strong sample portfolio.

Art 5043: Artists Video (4 cr.)
This introductory course is geared toward studying and producing video based in a visual arts tradition. The focus in the class will be on developing interesting content while learning Final Cut Pro and proper equipment techniques. Students will examine: the place of video in multimedia and art; current video trends toward issue-oriented work such as media analysis and criticism, activist video, and personal narratives about identity and individual experience. Prerequisite: Computer Graphics I. (Spring)

ART 5045: Ceramics: Form & Function (4 cr.)
This course offers hand building and an introduction to wheel throwing, whereby forms are created on a potter’s wheel. The ultimate goal is to be able to create functional objects, such as bowls, cups, plates, and vases, or, ultimately, elements to use in sculptures and conceptual works. (Fall) (Spring)

ART 5047: Art, Design and the Computer (4 cr.)
This course is designed to use the fine and applied arts in combination with computer programs. The student will explore visual techniques in a traditional fashion while learning to use the computers to expand and explore contemporary models of aesthetic productions. Students will spend some time in a traditional studio, although the finished work will be in a digital format. Adobe Illustrator and Adobe Photoshop will be utilized. Prerequisite: Computer Graphics I. (Fall)

ART 5048: Beginning Photography: Color (4 cr.)
This course is designed to give photography students of all levels an opportunity to broaden their artistic printing abilities. They will review basic 35mm camera-works, which will include the creative use of shutter speed, f-stop and film speed. Along with group and individual demonstrations on printing assigned problems, students will present and critique works of art. Class meetings will include a demonstration on matting and framing, and students will also be exposed to the history of color photography through a slide presentation. (Spring)

ART 5050: Ceramics I/Mosaics (4 cr.)
This course is designed to introduce the student to the materials, terms, equipment, and techniques involved in creating ceramic tiles and mosaics. All assignments are designed to challenge both the technical skill and creative and conceptual insights of the students. Various tile and mosaic techniques and finishing methods will be explored. Historical and contemporary tiles and mosaics will be discussed in class and through slides and personal research. (Spring)

ART 5057: Experimental Printmaking (4 cr.)
Painters, photographers, sculptors, illustrators, and graphic designers are invited to bring their aesthetic techniques into the experimental class. The course is arranged to accommodate the individual styles of the students, based on their various aesthetic disciplines. The course will include drawing, painting and collage in combination with traditional printmaking techniques. It will explore Intaglio and relief printing and will also investigate monoprints and collage prints. This course requires some previous art experience. (Summer)

ART 5058: Expressive Techniques in the Two Dimensional Arts (4 cr.)
This course explores traditional and abstract expressions using the diverse methods of two-dimensional application of paint and paper to a flat surface. It emphasizes the study of narrative, content, and form. Students will be encouraged to experiment in both conceptualization and the aesthetic process, and to explore collage, drawing, painting, and assemblage. Advanced students will develop a portfolio of artwork for presentation at the end of the course. (Fall)

ART 5059: The Book as Art (4 cr.)
A course in the design and creation of a book as serial images around a central theme. The concept of the book will be explored from the traditional and the experimental point of view. Emphasis will be on visual aspects of the book, with attention to illustration, typography, layout, and binding. Type can be designed with Photoshop, or woodtype. Projects can be by hand or printed in relief, monotype and intaglio. (Spring)

ART 5061: Ceramic Sculpture (4 cr.)
This course is designed to introduce the student to the materials, terms, equipment, and techniques involved in creating ceramic sculpture. All assignments are designed to challenge both the technical skill and creative and conceptual insights of the students. Various hand building techniques and finishing methods will be explored. Historical and contemporary issues in ceramics will be discussed in class and through slides and personal presentations. Since the class is responsible for firing the work it produces, firing of the electric kilns will be part of the curriculum. In addition, safety issues of the ceramic studio will be covered. (Fall) (Spring)
ART 5062: 2D Animation (4 cr.)
This course will discuss animation as an art form. The illusion of motion, life and action will be studied through flip books, cell animation and the latest software. Focusing on artistic excellence, students will use Adobe PhotoShop, Adobe Illustrator, Final Cut Pro, Adobe ImageReady, Audacity, and Macromedia Flash to experiment with type, character and image animation. Students will also learn basic audio recording and editing techniques. Prerequisite: Computer Graphics I. (Fall)

ART 5063 Computer Animation – 3D (4 cr.)
Sophisticated tools will be utilized in this hands-on course to study the exciting art of 3-dimensional animation. Manipulation of object surfaces and their behavior (bounce, fall, slide, etc.), modeling, and rendering will be experimented with to create realistic motion. The most popular tools of film and advertising professionals will be used. Adobe PhotoShop, Adobe Illustrator, Macromedia Director, Form Z and Flash will be used to analyze and create complex class projects. Prerequisite: Computer Graphics I. (Spring)

ART 5064: Computer Graphics I (3 cr.)
An introduction to computer graphics using the Macintosh computer, this course will teach students to differentiate between various types of programs (draw, paint, and page layout) and provide hands-on experience in each. Adobe Illustrator and Adobe PhotoShop, Quark Express, and Adobe InDesign will be used. Prerequisite: Drawing or 2D Design. (Fall) (Spring)

ART 5066: Photographic Essay (4 cr.)
This course is designed to give the intermediate and advanced photography student a means to explore and capture real events, nothing posed, nothing made-up. There will be an overview in black-and-white photographic techniques, including darkroom and lab procedures. Students will also be exposed to the history of photography through a slide presentation. The focus is on content as well as artistic style, capturing images and events rather than making them. Prerequisite: Photography: Beginners. (Fall)

ART 5067: Digital Photography and Computer Imaging (4 cr.)
This class will review the history of capturing and manipulating images, discuss how digital imaging is used today, and provide hands-on experience. Students will digitally capture and manipulate existing images and learn how to prepare images for use in publications, exhibitions, electronic media, and the Internet. Prerequisite: Computer Graphics I. (Fall) (Spring)

ART 5068: Installation of Public and Performance Art (4 cr.)
This course is designed for art majors with an interest in installation art, performance art, and public art. Students will propose four in-depth projects that will be developed and executed over the course of the semester. Each project will be researched with an aesthetic as well as an academic application. Each proposal will be submitted with both written and aesthetic support materials. Students will learn to work on site. They will assemble site-specific installation, construct public works on location and learn to arrange and perform aesthetic recital. The class will also view artist films and artist videos. Students will be required to travel to New York City on two weekends during the semester. (Spring)

ART 5070: Museums as Studios (4 cr.)
This course will use the museums in New York City as its studios. Both traditional and contemporary artwork will act as aesthetic inspiration for creativity and personal investigation. Activities will include brief lectures, drawing, painting, assemblage, and collage. Time in the museums will be spent drawing and sketching: on alternating days students will work in the studios at Manhattanville College developing sketches and drawings into major portfolio works. The museums will include The Metropolitan Museum of Art, The Brooklyn Museum, The Museum of Natural History, and a trip to galleries. (TBA)

ART 5072: Interactive Design (3 cr.)
The objective of Interactive Design is to learn the basics of design for the World Wide Web. Using the Adobe application GoLive, students will be introduced to the concepts of html page layout using what is referred to as WYSIWYG, or “what you see is what you get”. GoLive is a visual layout tool where the student can focus on the visual content as opposed to coding a page using html language. Students will create their own personal websites which will include digital images acquired via digital camera and/or scanners, interactive rollovers, hyperlinks, tables and simple animations. (Fall) (Spring)

ASIAN STUDIES
ASN 5010: Women in Chinese and Japanese Religions (3 cr.)
This course examines the position of women in Confucianism, Taoism, Buddhism, and Shinto, both in terms of the ideals set forth for women by these traditions and the particular adaptations women made of those ideals. Readings include didactic works for women, autobiographies, poetry, and novels. (Spring '08)

ASN 5011: Seminar on Buddhism (3 cr.)
The first part of the course deals with the life and teachings of the historical Buddha and the early forms of Buddhism in India. The second part traces the spread of Buddhism to Tibet, China and Japan, while the last part focuses on Buddhism in America today. (Fall 2007)

ASN 5014: Creatures, Spirits and Aliens (3 cr.)
This course compares Japanese and American horror and science fiction films and stories, using visual arts (anime, manga, film) and literary genres (science fiction, folk stories). Among the topics covered are evil spirits and demons, alien encounters, science fiction adventure, supernatural creatures, and ghost stories. (Spring '09)

ASN 5015: Scholars, Sages and Samurai: the Role of Confucianism in East Asia (3 cr.)
Asia's phenomenal success in recent times has been attributed to its Confucian roots. This tradition has profoundly affected the major cultures of China, Korea, Japan and Vietnam to this day. This course will examine its rise and development, starting with Confucius himself, and then look at the concrete ways it manifests itself in family life, the status of women, education, government service, and the business world of East Asia. (Fall '08)

ASN 5021: Religion and Politics of East Asia (3 cr.)
An examination of the religious dimensions of Chinese and Japanese politics in the 19th- and 20th-centuries. For China, attention will be given to the 19th-century Taiping Rebellion and Mao's 20th-century Communist Revolution. For Japan, the focus will be on the role of Shinto in Japan's rise as an imperialist power in East Asia between 1880 and 1945 and its controversial legacy in Japan today. (Fall '08)

ASN 5025: Culture and Change in Southeast Asia (3 cr.)
This course will explore the religions, ethnic groups, and social structures of Southeast Asia, a region of rich religious and ethnic diversity. It will also examine the socio-economic development of the area’s recent economic boom. IndoChinese and Indonesian societies constitute the main focus of the course. (Fall '07)
BIOLOGY

BIO 5012: Biostatistics (3 cr.)
For upper level students, this course will cover quantitative methods used in biological investigation. Students will learn how statistics are used in biology, and how data are collected, summarized, and analyzed. Topics will include an introduction to descriptive statistics, basic probability, and differences between parametric and non-parametric tests. Various statistical methods will be covered, including ANOVA, regression analysis, correlation coefficients, as well as X² and frequency distributions. Prerequisites: Principles of Biology I and II. (Spring '09)

BIO 5018 Invertebrate Zoology (4 cr.)
Invertebrate Zoology is the study of all animals not possessing a backbone - which is about 99% of all identified animal species! This course will focus on the phylogeny, anatomy, physiology and life strategies of various invertebrate phyla from the Protozoa to the Porifera, Platyhelminthes, Annelids, Molluscs, Arthropods, and Echinoderms. Laboratory material will supplement lecture material, and there will be numerous dissections and comparative analysis throughout the course. Prerequisites: Principles of Biology I and II. (Spring '08)

BIO 5019: Nutrition in Health and Disease (3 cr.)
This course covers the methods of nutritional assessment for various pathological conditions. Food habits, nutrition during pregnancy, the relationship between nutrition and physical fitness are studied. Additionally, the nutritional effect on diseases such as Gastrointestinal Disease, AIDS, Renal Disease, and Diabetes will be discussed. Prerequisites: Principles of Biology, Principles of Chemistry I and II. (Spring '07)

BIO 5028: Transmission Electron Microscopy (4 cr.)
This one semester laboratory/lecture course will acquaint the student with the TEM as a research tool. Practical experience will be stressed, including microscope usage and maintenance, specimen preparation, ultra-sectioning, staining techniques, photographic skills and evaluation of micrographs. Prerequisites: Principles of Biology I and II and Principles of Chemistry I and II. Histology and/or Molecular Cell Biology are strongly recommended. May be taken at any time as an independent study with the permission of the instructor. (Fall)

BIO 5030: Molecular Cell Biology (3 cr.)
The emphasis of this course is placed on the detailed study of the major cellular components with particular attention paid to the relationship between functions, and the molecular and supramolecular organization of the cell. Topics will include: the fine structure of eukaryotes, prokaryotes and viruses, the chemical composition of cells, and the molecular manipulation of cellular components. The emerging field of molecular cell biology offers a more comprehensive approach to the understanding of the cell and ultimately, the human organism. This approach utilizes the techniques of the molecular biologist and represents a union of several subfields of biology including: genetics, cell biology, biochemistry and microscopy. Prerequisites: Principles of Biology I and II, and Principles of Chemistry I and II. (Fall)

BIO 5032: Parasitology (3 cr.)
A study of animal parasitics with an emphasis on human parasitic disease. Course content includes protozoan, helminth and arthropod parasites. Laboratory exercises are designed to illustrate parasitic anatomy and to enable students to diagnose certain parasitic disease. Prerequisites: Principles of Biology I and II. (Spring '07)

BIO 5035/5036: Biochemistry I and II (3 cr. each)
This is a two-semester course designed to introduce students to the interrelatedness of molecular framework, biomolecular activities and functioning of living organisms. Structure and function of proteins, enzymology, bioenergetics, and glucosemetabolism (Glycolysis, TCA cycle) are emphasized. Corequisites: BIO 3037/3038. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II, Organic Chemistry I and II. Juniors and Seniors or permission of instructor. (Fall) (Spring)

BIO 5039: Recombinant DNA Technology (4 cr.)
This one-semester laboratory course focuses on the central question in modern molecular biology: how cells work in molecular detail. The study of genetics is now facilitated by a collection of recombinant DNA techniques designed for direct manipulation and chemical analysis of the genetic material, which controls the cell. The specific techniques used in this course include the specific cleavage of DNA with restriction endonucleases, nucleic acid hybridization, gel electrophoresis, and DNA cloning. This laboratory course is the complement to BIO 3030 Molecular Cell Biology and replaces the Genetics courses. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II, or permission of instructor. Molecular Cell Biology is strongly recommended. (Spring '09)

BIO 5043: Electron Microscopy for Research and Education (4 cr.)
This one-semester laboratory/lecture course will acquaint the student with both the scanning electron microscope (SEM) and the transmission electron microscope (TEM) as tools for research and education. Practical applications will be stressed and students will have the opportunity to choose the most appropriate techniques for their needs. Included among these skills are microscope usage and maintenance, specimen preparation, ultra-sectioning, staining techniques, photographic skills, and evaluation and presentation of micrographs. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II, or the permission of the instructor. Histology and/or Molecular Cell Biology are strongly recommended. (Fall)

BIO 5047: Vertebrate Biology (4 cr.)
Vertebrates are a group of organisms that share a common structural design – the vertebral column. Despite that structural commonality, they are a surprisingly diverse group of animals in terms of morphology, metabolism, behavior and geographic distribution. In this course we will examine the physiology, ecology, reproductive strategy and evolution of vertebrates ranging from fish to fowl. Topics will include, but not be limited to, the evolution of early vertebrates, physiological adaptations to life on land, in the water and in the air, phylogenetic relationships between vertebrate classes, and a comparison of reproductive strategies. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II. (Fall '08, '10)
BIO 5049: Neuroanatomy and Neurophysiology (4 cr.)
Various topics related to the structure and function of the central and peripheral nervous systems will be included in this course. Topics will include basic concepts in neurophysiology, neurodevelopment, and neurochemistry, gross and micro-neuroanatomy, neuropathology, and functional systems. Lecture material will be augmented by weekly laboratory sessions. Prerequisites: Principles of Biology I and II. (Spring ’07)

BIO 5050: Scanning Electron Microscopy and Cell Photomicrography (4 cr.)
This three-credit lecture/laboratory course is designed to familiarize the student with the usage of the SEM as applied to research. Major emphasis will be on the preparation of biological specimens, individual operation and maintenance of the microscope, and the collection and presentation of SEM data. The photo-technique topics will include the use of the brightfield and phase contrast microscope and our darkroom facilities to expose, develop, and print microscopic images. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II. Histology and/or Molecular Cell Biology are strongly recommended. May be taken at any time as an independent study with the permission of the instructor.

BIO 5051: Aquatic Biology (4 cr.)
This one semester laboratory course will explore the morphology, physiology, and ecology of aquatic organisms from both marine and freshwater environments. The laboratory will involve extensive field work to observe aquatic organisms in their natural habitats, and to gain experience sampling physical, chemical, and biological factors in coastal, lacustrine, and river ecosystems. Prerequisites: Principles of Biology I and II. (Fall ’08)

BIO 5052: Infectious Diseases (3 cr.)
The focus of this course is on microorganisms as they affect human health. Methods of physical and chemical control of microbes, drugs, human-microbe interactions, the nature of human host defenses to microbes, epidemiology and the major microbial groups of medical importance will be discussed. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II. (Fall ’07)

BIO 5053: Tropical Rain Forest Ecology (3 cr.)
This course examines the interactions between plants, animals, humans, and the environment with special focus on the biological relationships found in the tropical rain forests. Topics covered will include; general ecology, ecology of the tropical rain forests, biodiversity, biological regimes, sustainable economics, environmentalism, and the impact of bioprospecting, international conventions, and intellectual property rights. Prerequisites: Principles of Biology I and II, Foundations of Ecology is strongly recommended (Summer)

Bio 5054: Osteology: The form, function and development of bone (4 cr.)
For students interested in more advanced anatomy of the skeletal system, this course will focus on bone form, function, movement, and development of the vertebrate skeleton. Detailed anatomy of the axial and appendicular portions of the skeleton will be covered, as well as bone histology, development, and biomechanics. Emphasis on identification of individual bone structures and the importance of these structures to function and movement of the skeletal system will be focal to the laboratory sections. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II, Human Anatomy and Physiology I. (Spring)

BIO 5055: Human Biology and Evolution (4 cr.)
What is human? When and where did our ancestors originate? How old are Homo sapiens? Are Neanderthals our ancestors or cousins? How many hominid species are there? These are the questions of evolution and human ancestry. This course will cover the study of humans in their evolutionary, ecological and adaptational setting. Laboratory exercises will include an introduction to the human skeleton, a survey of modern human variation, adaptation and human genetics; a survey of the primate fossil record, as well as study of the living primates; and a detailed examination of the evolutionary history of hominids and humans with particular emphasis on the biology of human evolution. Prerequisites: Principles of Biology I and II. (Spring)

BIO 5056: Environmental Ecology (4 cr.)
This is the capstone course for the Environmental Studies minor and major. Both lecture and laboratory will focus on the ecological effects of pollution, disturbance and other stresses on ecosystems. Particular attention will be paid to stresses associated with human activity and the ecological damage they are causing. Field-work may include off campus trips. In addition to the lab and lecture requirements, students will be expected to initiate and successfully complete a semester-long research project on a topic of their choosing. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II. (Fall)

BIO 5057: Forensic Biology (4 cr.)
This lecture/laboratory course will be an overview of the biological evidence and techniques used in forensic science. Topics will include study of human skeletal and dental remains, trauma to the human body, facial reconstruction, forensic entomology and botany, hair and fiber analysis, fingerprinting, pathology used in identification, and toxicology. The course will also include an examination of the techniques used in recovery, replication and analysis of DNA that contributes to DNA profiling, particularly RFLP, VNTR, and STR-PCR analysis, and an overview of population variability and demographics. Students will be able to apply many of these techniques in the laboratory section. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II. (Fall)

Bio 5058: Evolutionary Biology (3 cr.)
This class provides students with an in-depth understanding of how the scientific method is used to address questions in the field of evolutionary biology, and how the application of evolutionary ideas has shaped contemporary thinking about the history of life on earth. Course material will include discussions of evolutionary theory and Darwinism, speciation and adaptation, molecular evolution, phylogenetic analysis, analysis of trends in the evolution of life, and the evolution of disease. Prerequisites: Principles of Biology I and II. (Spring)

BIO 5059: Marine Biology (4 cr.)
This course will provide students with a foundation in several aspects of marine biology. It begins with a discussion of physical oceanography and then move quickly to biological aspects of marine biology. Topics will include estuarine ecology, plankton communities, benthic ecology, deep-sea biology, marine communities, and fisheries biology. The lab takes a natural history approach to marine biology by taking advantage of our unique location near Long Island Sound. Prerequisites: Principles of Biology I and II. (Fall)

BIO 5060: Bioethics (3 cr.)
Starting with a good foundation in the ethical decision-making process, the students will be able to identify and analyze pertinent ethical questions by understanding the relevant
scientific concepts and applying their decision-making skills to dilemmas in the health and medical field, in research and biotechnology, and in the environmental arena. Through lectures, group discussions, role-playing, and case-based studies, issues such as organ transplantation, euthanasia, reproductive technologies, human genome project and genetic engineering, gene therapy, cloning, stem cell research, and bioenvironmental policies will be examined.  

**BIO 5065: Advanced Animal Behavior (3 cr.)**  
Why are dogs so social? What do chimps think when they see a puzzle? Do elephants really never forget? How and why do birds migrate seasonally, and what about those gaudy tail feathers? Is human behavior comparable in any way to animals? This course will use scientific methods to identify pattern and process in animal behavior, and discuss and evaluate basic ecological and evolutionary principles that shape behavior to gain a better understanding of the way animals and humans interact with their environments and each other. **Prerequisites:** Principles of Biology I and II, Introduction to Animal Behavior is strongly recommended.  

**BIO 5070: Cell Culture Techniques (4 cr.)**  
This lecture/laboratory course will provide students with a solid understanding of basic sterile cell culture techniques through the growth and maintenance of both normal and transformed adherent and suspension cell in culture. Topics include primary and explant culture techniques, trypsinization and media supplementation, cell counting, determining viability and growth curves in plate and well cultures, single cell cloning, transfection technologies, fluorescent analysis, photomicrography, reporter assays, cryopreservation, cell cycle determinants and the induction of apoptosis. **Prerequisites:** Principles of Biology I and II. Histology or Molecular Cell Biology is strongly recommended.  

**CHEMISTRY**  
**CHM 5007: Advanced Inorganic Chemistry (3 cr.)**  
This course includes the study of the magnetic properties and absorption spectra of inorganic compounds. Group theory and molecular symmetry with chemical applications are also considered. **Prerequisites:** CHM 2015.  

**CHM 5014: Advanced Organic Chemistry (3 cr.)**  
Topics will include applications of molecular orbital theory, stereochemical principle, conformational effects, and the determination and description of selected organic reaction mechanisms. A brief introduction to synthetic design will also be included. **Prerequisites:** CHM 2010 or permission of the Chemistry Chairperson.  

**CHM 5050: Chemistry Seminar (3 cr.)**  
This course requires that students research, prepare and present a seminar on an advanced research topic in Chemistry under the direction of a faculty member. **Prerequisites:** CHM 2002 or permission from the Chemistry Chairperson.  

**COMMUNICATION STUDIES**  
**COMM 5070: Media Ethics (3 cr.)**  
This seminar introduces concepts in moral reasoning (Kant, Aristotle, J.S. Mill) and relates them to historical, contemporary and/or imaginary case studies across media. Topics include the ethics of checkbook journalism and dramatic re-enactments; truth-telling (libel, undercover cameras, altered images); fairness and honesty in advertising and public relations; the right to privacy vs. the right to know; entertainment content/censorship and their social influence; journalistic ethics regarding disclosure, news and political coverage; matters of gender equity, diversity, stereotyping and social responsibility; internet ethics. We aim to develop guidelines for ethical evaluation, communication and conduct. Research paper required. **Prerequisite:** COMM 1001 or permission.  

**COMM 5071: Minorities and the Media (3 cr.)**  
This seminar considers minorities along three intersecting axes: 1) how a group has been represented within the history of the media; 2) how minorities have worked within mainstream and alternative media, and how they represent themselves when empowered to do so; 3) how minority reading communities interpret media to suit their own needs. We present case studies exploring such groups as African-Americans, Asians, the elderly, gays, the homeless, Jews, Latinos, Muslims, Native Americans, the physically challenged or others. Research paper required. **Prerequisite:** COMM 1001 or instructor permission.  

**COMM 5072: Media Industries and Information Technology: From Gutenberg to the Internet (3 cr.)**  
This seminar historicizes information technologies in relation to cultural developments as new media emerged. It begins with the revolution engendered by print media, and moves on to the telegraph and telephone, photography and cinema, radio, TV, and communication satellites. One focus is the industries and cultures that developed with each medium, and how technological change interacted with industrial and political change to alter the very nature of communication. We finish with digital media and how Internet culture and new media are transforming older paradigms. Research paper required. **Prerequisite:** COMM 1001 or instructor permission.  

**COMM5073: Rethinking Gender, Sexuality and Politics: Queer Media Studies (3 cr.)**  
The seminar explores "queer theory" as applied to one of its key texts, the mass media. We historicize lesbian, gay, bisexual, transgendered and other queer media from Weimar culture to Hollywood's Production Code era, from underground cinema to later cracks into mainstream and new media. Coverage of AIDS receives attention, as do lesbian-feminist issues, the now-mainstream gay print TV and internet, documentaries and news coverage, New Queer Cinema, controversial artists in photography, and other U.S. and international expressions of queer politics and culture. Research paper required. **Prerequisite:** COMM 1001 or instructor permission.  

**EDUCATION**  
**EDAD 5000: Schools as Learning Organizations (3 cr.)**  
This course introduces the basic vision of the MPS program: to develop in participants the ability to view schools and school districts as systems that have the capacity to become Learning Organizations. Researcher Peter Senge’s five disciplines (systems thinking, personal mastery, mental models, shared vision, and team learning) are explored in depth with practical applications for participants’ organizational contexts.  

**EDAD5002: Communicating Effectively as a Teacher Leader (3 cr.)**  
This course supports the development of effective communication and human relations skills that are crucial to the Teacher Leader role by examining the practical interplay between the two in a variety of situations. Specific attention
will be directed to understanding the theory and practice of conflict resolution and adult learning theory. Through case simulations and field-based work, Teacher Leaders will apply their understanding to support day-to-day communications and interactions with colleagues and other school community constituents.

EDAD 5003: Supporting Student Learning as a Teacher Leader (3 cr.)
This course examines contextual issues, current trends, and research-based educational practices that teacher leaders must consider when engaged in school improvement efforts that target curricular and instructional innovations. Through action research, teacher leaders will study the effectiveness of targeted “best practices” in their school settings. Individuals will examine their leadership roles and practice different ways to support their colleagues’ instructional effectiveness in the classroom.

EDAD 5004: Leadership in Teams (3 cr.)
This course explores the dynamics of working groups and the importance of team leadership. Students will develop an understanding of group dynamics and team development theories and improve their own team leadership skills through simulations and other experiential activities.

EDAD 5005: The Teacher Leader: Making Effective Decisions & Solving Problems (3 cr.)
This course views the Teacher Leader as a change agent who has the potential to impact the school system when equipped with specific knowledge and skills that are often limited to administrator preparation. After laying a foundation of an effective problem solving and decision making process, case application will support issues that teacher leaders are confronting in their school sites. Integral to making effective, ethically sound decisions, is enhancing understanding of the implications of statutory and regulatory requirements and related school policies in the day-to-day operation of schools. Knowledge and application of budget development and resource allocation will support Teacher Leaders as they initiate special curricular or instructional projects at their schools.

EDAD 5006: Marketing Communications (3 cr.)
This course focuses on the communications that support marketing efforts. As public and non-public schools have become more client centered, marketing and public relations activities occupy an increasingly central role in school leadership. This course will help future school leaders acquire a marketing perspective and specific marketing skills.

EDAD 5008: Ethics and Social Responsibility (3 cr.)
This course examines the ethical foundations of educational activity, the relationship between school and society, the role of ethical judgment in educational decisions, and the relationship of ethics and social responsibility to organizational performance. Emphasis is placed on authentic, contemporary problems experienced in education, business, and society through the use of case studies, role-playing and simulation. Students will develop a character education school action plan.

EDAD 5009: Information Technology Management (3 cr.)
This course strives to prepare current/prospective K-12 administrators to use information technologies effectively and efficiently in order to support student learning and professional productivity. This hands-on course is designed to move participants from theory to practice and to assist them in the application of technology skills and knowledge that will support the needs of their current school communities and future leadership settings.

EDAD 5015: Entrepreneurship (3 cr.)
This course explores the entrepreneurial process and the problems and issues involved in creating a new school or program. The focus is on identifying promising ideas, developing a business plan and securing financial support, as well as the knowledge and skills required for effective entrepreneurial leadership.

EDAD 5022: Motivation, Creativity & Critical Thinking (3 cr.)
This course examines some of the cognitive and behavioral underpinnings of management and leadership, with special attention to motivation and critical thinking. Students will examine critical thinking skills, problem solving, and creative thinking. The interwoven behavioral component will focus upon self-management, strategies for adult learning, and motivation of oneself and others.

EDAD 5023: Leading Change (3 cr.)
This course is designed to provide practical tools for the analysis of current trends in society and the management of change in an organization. Students will identify a work situation in their own organization that requires change and apply the concepts and skills acquired in the course to develop a change management plan.

EDAD 5028: Communication and Effective Leadership (3 cr.)
This course focuses on what leaders say, how their messages are being received, and how improvements in that process can occur. Students will acquire the awareness and skills necessary to communicate effectively as leaders of learning organizations.

EDAD 5100: Improving Student and Teacher Performance: Assessment in the Learning Organization (3 cr.)
This course provides school leaders with a vision and an understanding of their role in assessing and improving teacher and student performance. Specific attention will be directed to principles behind authentic, performance-based assessment, skills in developing standards-based performance tasks, implications for curriculum planning and school improvement, and formal and informal techniques for collecting and analyzing student work and measuring teacher effectiveness. Students will work individually and in teams to analyze current teacher and student assessment practices, to create assessment tasks, to develop assessment guided programs, and to demonstrate understanding of differentiated teacher evaluation practices.

EDAD 5200: Issues and Trends in Curriculum, Instruction and Supervision (3 cr.)
This course examines contextual issues, current trends, and promising educational practices that school leaders should consider when embarking on curricular and instructional design changes. Curriculum development will be examined by evaluating the structure and content of the curriculum, the effectiveness of the delivery system, its overall alignment with the school system’s learning priorities, and the corresponding relationship between curricular priorities and teacher professional development and supervisory practices. Effective instructional design that supports differentiation, integrates learning and child development theories, and proven “best practices” will be emphasized.

EDAD 5220: School Law (3 cr.)
This course is designed to familiarize students with the basic legal principles governing the structure and operation of public and non-public schools and the legal problems encountered in the day-to-day operation of schools. It is designed to give
students an understanding of statutory and regulatory requirements of schools as well as the ethical standards required for effective leadership. Students will be exposed to practical implementation of the law through policy development and other strategies to resolve conflict and effect change.

EDAD 5221: School Finance and Personnel Management (3 cr.)
This course combines an introduction to sound business practices in schools that includes basic accounting and budget procedures and provides an overview of basic personnel functions such as hiring, supervision, termination, and collective bargaining. The influence of larger contextual issues that include economic, political, and demographic factors in the financing of education will be explored.

EDAD 5222: Practical Leadership Skills in Learning Organizations [R] [Human Relations (3 cr.)
This course develops practical management and human relations skills that are crucial to successful leadership in the field. Current leadership theories will be studied and applied to an analysis of workplace needs. Using case studies as a tool for analysis, students will work both individually and as a member of a team to develop their problem solving skills, to enhance their understanding of group dynamics and teamwork, to strengthen their skills at negotiating and to experience the realities of the change process.

EDAD 5225: National Principals Leadership Institute (3 cr.)
In this age of accountability, standards, and high-stakes testing, the challenges for school leaders have become even greater. The National Principals Leadership Institute will address these concerns by connecting superintendents, district staff, principals, assistant principals, and aspiring leaders with nationally prominent presenters in a problem-based learning model. The Institute will be held at Fordham University’s Lincoln Center Campus. In order to take this course for credit, requirements include completion of prior class work during May/June and commitment to attend and actively participate during the week of the Institute in July.

EDAD 5501: Dual Internship I: Community Internship (3 cr.)
The dual internship experiences provide substantial, sustained, standards-based opportunities for leadership candidates to apply leadership competencies in real settings. During each internship, the leadership intern is supported by the college internship supervisor and the cooperating administrator. Bi-monthly seminars provide an opportunity for leadership interns to discuss their experiences, to relate them to best practices and theory, and to offer support and suggestions to one another. Part I: Community/Business Internship. Students will work a minimum of 100 hours in a community or business setting and attend seminars. (Summer)

EDAD 5502: Dual Internship II: School Internship (3 cr.)
The dual internship experiences provide substantial, sustained, standards-based opportunities for leadership candidates to apply leadership competencies in real settings. During each internship, the leadership intern is supported by the college internship supervisor and the cooperating administrator. Bi-monthly seminars provide an opportunity for leadership interns to discuss their experiences, to relate them to best practices and theory, and to offer support and suggestions to one another. Part II: School Internship. Students will complete a minimum of 300 hours in a public or non-public school setting. Students in full-time employment should be able to complete this requirement in their own schools or districts by arranging a special schedule with their principal, head of school, or superintendent. (Fall) (Spring)

EDU 0010: Writing Tutorial in Education (0 cr.)
Refresh your knowledge of the basics. In a small group and individualized setting, revisit critical issues pertaining to writing essays of the type considered standard in the teaching profession. Sharpen the writing skills that are fundamental to successful completion of both the ATS-W and the School of Education Comprehensive Examination. (Fall) (Spring) (Summer)

EDU 5000: Foundations of Education (3 cr.)
This introductory course provides an overview of the field of American education. It investigates major issues, which have affected learning and teaching in the U.S. Through active class involvement, the learning/teaching dyad, its social, political, economic antecedents and possible consequences are analyzed. Field experience required.

EDU 5013: Mathematics for the Learning Disabled Student (3 cr.)
This course is for both regular and special educators, and will explore topics in understanding the nature of math disabilities, construction and administering assessment instruments, developing instructional strategies and materials, evaluating the results of instruction, and managing the classroom.

EDU 5014: Reading and Writing for the Special Student—An Arts Approach (1 cr.)
Focus on integrating reading, writing and the arts (including literary, visual and performing arts) in this intensive workshop. Explore theory and rationale behind this approach and develop a variety of instructional methods for classroom implementation. Although intended for special education teachers, this is also appropriate for the regular classroom.

EDU 5016: Foundations of Bilingual-Bicultural Education (3 cr.)
Develop a basic understanding of language and cultural diversity including aspects of sociolinguistics and multicultural education. Learn specifically about social and pedagogical issues regarding bilingual and total immersion curricula in the United States.

EDU 5017: Foundations of Early Childhood Education (3 cr.)
An introduction to the historical, philosophical, and cultural roots of early childhood education including traditional, current and innovative models for early childhood programs. Field experience required.

EDU 5022: Reading Through Writing (3 cr.)
Learn how the teaching of discrete literature genres and newspaper studies interrelates with the media of various creative and exploratory writing formats. Explore genres including fairy tales, science fiction, mysteries, novels, short stories and plays. Suitable for elementary and secondary school teachers.

EDU 5023: Reading and Writing Through Media (3 cr.)
Explore a technology-infused multidisciplinary approach for using accessible media resources to nurture reading and writing. Utilize classic animations, films, television and radio broadcasts as the core texts.

EDU 5026: Literacy in the Content Areas (3 cr.)
Learn to integrate literacy with English, Social Studies, Science, Mathematics and The Arts so that students can effectively construct meaning from informational texts. Teachers develop strategies based on current theory and practice to teach comprehension, vocabulary and study skills. Students acquire an integrated and balanced approach for improving literacy at the elementary, middle and high school levels. Field experience required.
EDU 5027: Advanced Practicum: Teaching Literacy to Students with Learning and Behavior Problems (3 cr.)
This course focuses on the literacy problems of special education students. Participants will assess, develop instructional goals and objectives, plan and implement lessons with a student with literacy learning problems, and evaluate and reflect upon that instruction. Class discussion content will include informal instruments to assess reading and writing, the instructional methods to address student needs, and the articles and research that relate to that instruction. Prerequisite: EDU 5083, 5085, and 5088. Field experience required.

EDU 5028: Theoretical Foundations of Literacy (3 cr.)
Examine the foundations of literacy instruction from historical, linguistic, social psychological, cognitive and curricular perspectives. This course will provide the theoretical base for literacy methodology courses. Explore the relationships between literacy theory and various methods of teaching literacy, Apply theory and research to instructional practices.

EDU 5029: Assessment of Literacy Difficulties (3 cr.)
Learn techniques for assessing the literacy abilities and needs of students. Examine and analyze a broad array of formal and informal assessment techniques, their application to literacy instruction and strategies for effectively communicating data. Course activities include the delineation of learner characteristics and implications for appropriate instruction. Prerequisite: EDU 5028; EDU 5026 or EDU 5031; EDU 5243; EDU 5494 or EDU 5490; and EDU 5503. Field experience required.

EDU 5031: Emergent Literacy: Methods & Materials for Beginning Literacy Instruction (3 cr.)
Acquire the theoretical and practical knowledge needed to guide the literacy development of young children. Explore the developmental influences on preschool learning. Examine the role of language in supporting literacy development and consider research-based early literacy activities such as book reading, writing activities using invented spelling, storytelling as well as other activities that foster phonetic awareness, print concept, phonics skills, vocabulary development and comprehension. Consider the role of families in support of the literacy development of young children. Examine methods and materials to support early literacy development. Field experience required.

EDU 5032: Collaboration and Consultation in Inclusive Settings (3 cr.)
This course will examine the emerging need for collaboration between regular and special educators and other support personnel. Students will develop an understanding of the characteristics of collaboration and current models, including the consultant teacher model. The focus will be on developing personal collaborative skills through class activities. Students will engage in projects that will involve collaborative interactions leading to increased competence in meeting the needs of all students. Field experience required.

EDU 5033: The Arts in Education (3 cr.)
Select and maximize appropriate arts experiences from the full range of cultural resources available. Explore a variety of art forms to infuse arts activities into the curriculum.

EDU 5043: Cooperative Learning in the Classroom (1 cr.)
Explore theory and research on the use of cooperative learning in elementary and secondary schools. Learn about the teacher’s role in using cooperative learning, assessment of learning within cooperative groups and the use of collegial teaching teams to help implement cooperative learning.

EDU 5047: Turning All Kids On to Learning (2 cr.)
Gain new insights into how a teacher can empower the learner. Review research and discuss specific techniques for motivating learners, including learners with special needs.

EDU 5055: Classroom Management Workshop: Childhood Education (3 cr.)
This course is designed to increase Elementary School teacher organization and classroom efficiency. Topics include establishing classroom control, keeping student records, improving students' organizational skills, and establishing positive relationships with "hard to reach" students. This class will also cover parent-teacher conferencing techniques, how and when to make academic groupings, what to emphasize during the first week(s) of school, and how to minimize the volume of teacher clerical work. Finally, this course will include in-depth analyses of case studies that present real life, challenging situations commonly faced by classroom teachers. This course is normally taught on Saturdays.

EDU 5063: The Gifted Learning Disabled Student (1 cr.)
Discuss gifted students who have learning and/or emotional problems. Cover the topics of identification, programming and techniques for instruction.

EDU 5071: Introduction to the Exceptional Student (3 cr.)
This course is designed to provide an overview of the field of special education. The objectives are to make the student more aware of the theories, diagnostic procedures and teaching strategies, which are important in the areas of learning disabilities, mental retardation, emotional disturbance, physical handicaps and multiple handicaps. This course will examine the evaluation procedures and educational alternatives within the context of I.D.E.A. and the practical realities within schools. The required portfolio procedures will be introduced. Field experience required.

EDU 5077: The Adolescent with Learning and Behavior Problems (3 cr.)
The course will examine the academic, social and emotional needs of the adolescent with learning and behavioral problems. The focus will be on remediation, program development, compensatory techniques and social adjustment. Field experience required.

EDU 5083: Assessment of Students with Learning and Behavior Problems (3 cr.)
This course is designed to provide an intensive study of the assessment process as it relates to the special education teacher. Students will learn the purpose of assessment, measurement concepts and technical adequacy and experience how to administer and interpret test data. Students will explore ways to communicate assessment information and assessment issues related to I.D.E.A. The focus will be on a combination of formal and informal assessment strategies. Teacher candidates will prepare a final report dealing with a comprehensive assessment to include the creation of an I.E.P. for a student with a disability. As part of a formative process, the required portfolio will be reviewed as part of the course. Field experience required.

EDU 5084: The Emotionally Disturbed Child in the Classroom (3 cr.)
Consider the major emotional problems of childhood and adolescence. Focus on practical techniques for improving the classroom behavior of children with emotional disturbances. Discuss dealing with parents and with community agencies and
other professionals for referrals.

EDU 5085: Instructional Strategies for Students with Learning and Behavior Problems (3 cr.)
Examine the instructional strategies for students with learning disabilities. Cover topics including: language, reading, written expression, mathematics, behavior management, social interaction, alternative evaluation techniques and criteria. Prerequisites: EDU 5083. Field experience required.

EDU 5088: Introduction to Students with Learning and Behavior Problems (3 cr.)
This course will provide an introduction to the field of learning disabilities and behavior problems for classroom teachers and psychologists in both regular and special education. We will identify the social, emotional and learning characteristics of children diagnosed as having behavior problems, brain-injured, neurologically impaired or learning disabled. We will explore perceptual disabilities, language, motivational and behavioral aspects of children who have learning and behavior problems. In addition, we will consider effective instructional methods for these students and the school settings in which they appear to learn well. The instruction strategies employed in teaching this course will include cooperative learning, lecture, discussion, role-playing, individual project presentations and videotape. The portfolio will be introduced. Field experience required.

EDU 5094: Behavior Analysis of Special Needs Students (3 cr.)
Utilize information on the basic principles of applied behavior analysis. Contrast behavioral teaching methods with alternative management techniques and learn practical suggestions for implementing behavioral management programs in special education and regular classrooms.

EDU 5098: Literacy Practicum (4 cr.)
Work with children who have a variety of literacy needs in a supervised authentic, clinical setting. Emphasis is placed on: a sound understanding of the reading and writing processes; the effect of teacher theoretical orientation to literacy assessment, instruction, choice of materials and students’ view of reading and writing; the teacher as a model and as a collaborative/facilitator; before, during and after reading and writing strategies; literacy activities for authentic purposes; and teacher reflection. Prerequisite: Successful completion of all courses in MPS or CERT programs. Field experience required.

EDU 5107: Childhood Mathematics Methods (3 cr.)
Focus on methods and materials for teaching mathematics to elementary students. Learn to use concrete and representational materials and appropriate technology to develop math skills, independent thinking and problem solving. Demonstrate skills for applying relevant math education research in the classroom. Prerequisite: college level math course. Field experience required.

EDU 5108/5109: Childhood Science and Drug Education (3 cr.)
Learn process skills and content for elementary science programs. Participate in direct hands-on experiences as well as lecture and discussion. Develop a science unit. Examine a drug education segment, which conforms to the New York State Curriculum regulations. Field experience required.

EDU 5112/5113: Childhood Methods for Social Studies and the Arts (3 cr.)
Focus on the integration of elementary school social studies and fine arts in an interdisciplinary teaching context. Use differential instruction to meet the needs of all learners. Demonstrate skills for applying relevant social studies education research in the classroom. Field experience required.

EDU 5124: Writing and Thinking Skills (3 cr.)
This course provides a means of looking at writing instruction in which the emphasis is shifted from students’ finished products to what students think and do as they write. Students will learn how to use nonfiction in the content areas to provide the basis for expository and persuasive writing and a research report. The use of questioning techniques and analytic rubrics to assess writing will also be explored.

EDU 5130: Classroom Management in Special Education (3 cr.)
This course focuses on a theoretical and practical approach to classroom management, organization and discipline. It includes an analysis of the way these issues relate to the nature of learning and classroom interactions. Methods and techniques of effective teaching will be addressed, including organizing the classroom environment to include different learning styles, multilevel instruction, managing cooperative learning groups, preventive, supportive and corrective discipline, behavior modification, self-management techniques and assessment. Teacher candidates will prepare a classroom management plan. Field experience required.

EDU 5134: Transition From School to Adult Life (3 cr.)
Explore the issues faced by youth as they make the transition from school to employment and adult life and the competencies needed by professionals responsible for implementing transition services. Examine the transition services initiative (its history and legislation), theoretical and existing models of service delivery, characteristics of the population receiving transition services, strategies for building collaborative relationships among agencies and personnel, and strategies for planning and implementing instruction. Field experience required.

EDU 5136: Composing Voices: Teaching Writing in a Second Language (3 cr.)
Explore a variety of practical approaches to teaching writing at all levels in Second Language, where this skill is often overlooked. Review the writing process and create materials integrating media, current events, the content areas, and even grammar lessons into writing lessons.

EDU 5143: Language Assessment and Intervention for the Learning Disabled Student (3 cr.)
Study normal language development, language disabilities, and language assessment. Examine the semantic, syntactic, and pragmatic components of language, as well as intervention techniques. Understand the language demands of the school curriculum and consider suggestions for modification and enhancement of classroom instruction.

EDU 5147: Current Trends in Early Childhood Education (1 cr.)
Examine the current trends and approaches of early childhood education from an international and national perspective. Explore contrasting early childhood education models such as Montessori, High-Scope, Preschool Handicapped, British Primary Schools, and the preschools of Reggio Emilia, Italy. Focus on determining developmentally appropriate and culturally sensitive programs.

EDU 5152: Advanced Reading Diagnosis in the General and Special Education Classroom (3 cr.)
Establish a link between assessment and the reading practica by dealing with the most challenging and complex cases of reading disability. Review case studies and, as a group, assess and diagnose youngsters presenting with atypical test scores, reading behavior, etc. Prerequisites: for those in Literacy, successful
conflict is with a parent, student, administrator, or colleague.

EDU 5153: Conflict Resolution in the Educational Arena (1 cr.)
Resolving conflict is a part of every teaching day. Whether the conflict is with a parent, student, administrator, or colleague, conflict is a given in every person’s life. Examine your approaches to resolving conflict and learn new, effective strategies for your own classroom. Use interactive teaching strategies of role-play, conferencing, small group work and case studies to practice skills of conflict resolution and mediation.

EDU 5157: Expository Writing Instruction (1 cr.)
Learn strategies for teaching expository writing skills as presented in the Basic Writing Skills program. Topics include the development of complex sentences, outlines, paragraphs and compositions as well as revising and editing. (Offered at Windward School).

EDU 5160: Multiple Intelligences: a Multidisciplinary Approach (1 cr.)
Examine the educational implications of Howard Gardner's multiple intelligences theories and their classroom applications. Explore strategies engaging spatial, auditory, interpersonal, intrapersonal, kinesesthetic, mathematical and linguistic intelligences. Learn from multidisciplinary strategies such as: reenactments, multimedia productions, rap music parodies, etc. Share lesson plans, a bibliography and strategies.

EDU 5166: Teaching Writing to Students with Learning Disabilities (1 cr.)
Examine instructional strategies for developing the writing abilities of students with learning disabilities in grades 1-6. Topics include teaching the writing process, attending to basic skills, using computers to facilitate writing, designing instruments to assess writing and using writing portfolios as both an instructional and assessment tool.

EDU 5170: Changing Ideas in Museum Education (1 cr.)
Explore the field of contemporary museum education and link curriculum development with actual words of art. Investigate the significance of visual literacy and aesthetic education in the field of museum education. Focus on the relationship between schools and museums. Spend a full day on site at the Metropolitan Museum of Art followed by two sessions at Manhattanville.

EDU 5181: Learning to Learn: Teaching Secondary Study Skills (1 cr.)
As a middle school, secondary or ESL teacher, consider the cognitive and organizational demands of successful learning at the 7 - 12 grade level and explore in depth a variety of methods for teaching the corresponding study skills. Experience and learn about appropriate activities for various grade levels, accommodations for learning styles, time organizers and more.

EDU 5188: Critical Thinking in the Language Classroom (1 cr.)
Learn to determine working definitions of three critical thinking skills: Perspective, classification and definition. Explore, discuss and utilize the critical thinking skills in oral communication, writing and research. Plan instructional activities that define different perspectives, develop vocabulary and reading, and move from finding the right answer to creative thinking.

EDU 5200: Structure of English (3 cr.)
Review English grammar for the purpose of developing classroom activities and materials for the teaching of semantics, syntax, morphology and phonology of English to students with limited proficiency. Field experience required.

EDU 5201: Principles of Language Learning and Teaching (3 cr.)
Explore recent research on the psychological, cultural, and related factors that influence the acquisition of a second language, including: linguistics and cognition, first- and second-language acquisition and social and affective variables in language learning. A foundation course is taken at or near the beginning of the program. Field experience required.

EDU 5202: Introduction to Linguistics (3 cr.)
Explore the universal underlying logical structure of human languages. Discuss phonological, morphological, syntactic, and semantic patterns found in language. Consider the evolution and psychology of language. Field experience required.

EDU 5204: Methods and Materials for Second Language Instruction (3 cr.)
Integrate language learning and theory into classroom practice. Develop instructional techniques and survey materials for promoting the four language skills of listening comprehension, speaking, reading and writing. Field experience required.

EDU 5205: Integrating Culture, Literature and Literacy in Second Language Instruction (3 cr.)
Focus on developing methods for sensitizing and guiding students from awareness to appreciation of a second language/culture. Prepare required lesson and unit plans for teaching both culture and literature. Field experience required. Prerequisite: EDU 5204.

EDU 5207: Testing and Evaluation in a Second Language (3 cr.)
In this course we will explore recent developments in both standardized and classroom testing and evaluation for both foreign languages and English as a Second Language. Topics will include Standards and oral proficiency testing, alternative assessment, including rubrics, informal assessment and classroom test design, among others.

EDU 5211: Introduction to the Multicultural Classroom (3 cr.)
Evaluate the influence of race, gender, ethnicity, religion, and economic status on teaching and learning. Design strategies for developing curriculum, instructional materials, teacher behaviors, and school climate more supportive of the objectives of multicultural education and for providing all students with a global perspective. Field experience required.

EDU 5215: Teaching ESL Through the Content Area (3 cr.)
Focus on second language teaching techniques to improve an LEP student's proficiency in understanding content area subjects. Learn from required lesson and unit plans and peer teaching. Field experience required.

EDU 5216: Cultural Perspectives for Educator (3 cr.)
Utilize basic anthropological, psychological and historical principles for understanding cultural problems faced by non-native learners of English. Investigate the cultural background of various communities represented in New York State including selected Asian, Mediterranean and Spanish-speaking societies. Field experience required.

EDU 5217: Working with Parents in Inclusive Schools (3 cr.)
This course will develop strategies for more effective parent involvement in school programs. The focus will be on the particular needs and concerns of the parents of students with disabilities and will address broader parent involvement issues such as home/school communication and parent involvement. Field experience required.
EDU 5225: The Supervising Teacher: A Collaborative Approach (3 cr.)
As a teacher seeking professional development learn from a classroom teacher, a school administrator and a college faculty member. Consider a collaborative model for student teacher supervision and learn from collaborative teaching. With an interest in serving as a supervising teacher and upon completion of this course, you will be included in the student teacher placement directory, which is distributed to participating colleges.

EDU 5226: The Teacher as Researcher (2 cr.)
Focus on the importance of research in the improvement of educational practice. Examine basic and applied research in the context of research methods. As a consumer of research, gain an understanding of the practical application of the scientific method and other forms of disciplined inquiry to the process of dealing with everyday problems in the classroom. The study and application of research to educational problems in a particular classroom setting will be conducted for the purpose of trying to improve local classroom practices.

EDU 5227: Multiple Roles of the Special Educator (1 cr.)
Examine the multiple roles of the special educator through a case study approach. See the special educator in the roles of case manager, student advocate, organization coach, language enabler and how the special educator reinforces content.

EDU 5234: A Look at Attention Deficit Disorder (3 cr.)
Examine an overview of Attention Deficit Disorder (ADD) and its impact on student learning and behavior. Explore theories regarding the causes and treatment of ADD as well as practical approaches to managing the ADD student in a classroom setting.

EDU 5237: Problem Solving in Mathematics (3 cr.)
Develop vital skills for teaching and critical thinking across the curriculum through mathematical problem-solving strategies. Recognize and construct connections across mathematical ideas as you solve problems using tools from counting strategies, algebra; Euclidean, transformational and coordinate geometry; matrices; finite graphs and trees. Examine connections between problem solving; listening, speaking, reading and writing skills; and secondary mathematics. Identify and create problem solving materials and assessments for students within the full range of abilities. Field experience required. **Prerequisite:** EDU 5403.

EDU 5238: Internship and/or Practicum & Seminar in TESOL/Adult (non-cert) (6 cr.)
As a matriculated student in the MPS in ESL program, option 2, experience fieldwork in ESL classrooms coupled with a weekly seminar. Explore how to integrate ESL programs into private, adult and non-American settings. **Prerequisites:** Completion of all required courses in program (one elective may be taken concurrently) and approval of the Director of Field Placement, Certification and Community Outreach. **Note:** Plans must be made a semester in advance. Individual evaluation determines number of credits.

EDU 5240: Teaching Writing: A Process Approach (3 cr.)
This course offers the opportunity to develop an understanding of current research related to the teaching of writing and to apply the writing process in teaching writing in the classroom. Special emphasis will be placed on personal writing experiences, including: topic selection; drafting; conferencing; revising; editing and publishing. Other topics include: responding to student writing and evaluation; writing in various genres and about various subjects; motivating student to write; and management of writing workshops. Field experience required.

EDU 5241: Structural English and the Writing Process in Grades 5-12 (3 cr.)
Review English grammar for the purpose of developing classroom activities and materials to reinforce the use of Standard (American) English in writing and speaking. Explore a variety of strategies for teaching grammar. Learn how cultural and social factors shape language usage for communication and psychological development. Study rules concerning grammar, usage, punctuation and mechanics as traditionally presented in school texts and analysis of those rules in relation to linguistics and writing. Explore ways of motivating writing, organizing writing activities, teaching grammar and mechanics, and evaluating writing in grades 5-12. Prepare to teach Language Arts across the curriculum at the secondary level.

EDU 5243: Language Development and Literacy (3 cr.)
Explore language development and its relationship to the development of proficient reading skill. Students will be introduced to theoretical approaches to language acquisition, the course of language development from infancy through the elementary school years and the ways in which oral language ability supports the acquisition of literacy skills. The impact of culture on language and literacy development will be examined. Students will be exposed to research-based practices that foster the development of both language and literacy proficiency.

EDU 5244: Reading and Writing Across the Curriculum (3 cr.)
Investigate the ways that literature and writing can be infused into every area of the elementary curriculum. Meet in a fourth grade classroom and gain access to an extensive library of fiction and nonfiction books in every content area on different grade levels. Consider a model for a literate classroom environment. Explore a book publishing center, classroom displays, and learning centers. Cover topics including, but not limited to: integration of curricula, report writing and project, whole language and journal writing.

EDU 5245: Methods of Teaching Foreign Language in the Grades (3 cr.)
Explore theory and methods of teaching foreign language and culture in elementary school programs. Focus on the development of language skills in a communicative setting. Identify topics and language uses, which are relevant to various age groups and define the proficiency level appropriate for each group. Learn from special presentations by experienced teachers of exploratory, immersion, and early middle school programs. This 45-hour NYS-approved course is required for extension of second language certificates to K-6. Field experience required.

EDU 5247: The Second Language Learner with Special Needs (1 cr.)
Focus on teaching students with learning disabilities a second language. Discuss techniques in all four language skills, which will assist these students to achieve success.

EDU 5248: Integrating Software into the Second Language Curriculum (3 cr.)
Receive an overview of computer usage in second language instruction. Focus on using software programs to develop communicative language skills.

EDU 5252: Correcting Literacy Difficulties (3 cr.)
Develop an understanding of the use of practical strategies and materials to use in a literacy intervention program. Topics will include identifying reading difficulties, examining assessment...
results, diagnosing particular areas of needs and prescribing specific remedies in the form of targeted activities. Create lessons to develop word recognition skills, fluency, metacognition, comprehension and writing strategies for students. Explore related issues such as diverse learning needs and differentiated instruction. Prerequisite: EDU 5028; EDU 5026 or EDU 5031; EDU 5243; EDU 5494 or EDU 5490; EDU 5503; and EDU 5029. Field experience required.

EDU 5259: Young People's Writing Workshop (2 cr.)
This Summer Session course is designed to provide hands-on experience in the developmental teaching of writing to elementary and secondary students. Emphasis is placed on building inviting, creative, interactive environments in which the developmental needs of the child are always considered. Young people will explore topics of their own choosing and learn exciting techniques for creating, developing, revising and editing their own work. Student work will be published in a course booklet. This course serves as a writing practicum for Manhattanville teachers. Prerequisites: EDU 5124, EDU 5240, EDU 5327. Field experience required.

EDU 5260: Child Abuse Seminar (0 cr.)
In a two-hour seminar, students will develop skills enabling them to recognize and report child abuse.

EDU 5261: Current Issues in Special Education (1 cr.)
Examine a variety of current issues in special education. Explore all sides of controversial issues in the field.

EDU 5263: Multidisciplinary Teaching in the Inclusive Classroom (1 cr.)
Consider a rationale for the use of thematic units and a practical guide for their implementation. Cover topics including: the use of cooperative learning, assessment (with an emphasis on holistic assessment and self-assessment), and activities that tie together science, math, social studies, and the writing process.

EDU 5272: The Holocaust in the Context of the English/Social Studies Classroom (1 cr.)
Examine pedagogical approaches to the Holocaust for educators at the middle and high school levels. Gain a historical overview and introduction to the vocabulary of the Holocaust, and discuss various uses of survivor testimony, sample assessments, and the literary responses to the Holocaust. Address the relevance of the Holocaust for students in the twenty-first century and evaluate the suitability of various Holocaust texts for classroom use. Examine texts, videos and resources of the United States Holocaust Memorial as you learn how to create and implement a Holocaust instructional unit.

EDU 5274: Methods of Teaching Literacy and Language Arts: II (3 cr.)
The second part of Literacy methods courses that provides an understanding of research-based best practices in literacy instruction. Apply strategies and materials used in a comprehensive, balanced literacy program. Examine models of thematic units that integrate literacy with content areas. Construct a unit of study that demonstrates the ability to evaluate and select strategies that integrate a variety of texts across disciplines to meet the needs of diverse learners. Prerequisite: EDU 5367. Field experience required.

EDU 5275: Strategies for Concept Development in Reading (3 cr.)
Examine and apply strategies for concept development for elementary and secondary students in inclusive classrooms. Study methods including: development of the use of graphic organizers, study guides and concept learning games.

EDU 5276: Understanding Pervasive Development Disorder (1 cr.)
Examine Autistic Disorder, Rett’s disorder, childhood Disintegrative Disorder, Asperger’s Syndrome, and Pervasive Developmental Disorder Not Otherwise Specified. Understand characteristics of PDD and their implications for education. Explore techniques geared toward helping students with PDD succeed in school.

EDU 5281: Connections: Math, Writing and Children's Literature (1 cr.)
Focus on literature as a vehicle for introducing math concepts and extending children's knowledge beyond just arithmetic skills. Learn how to use children's books to develop concepts such as symmetry, shapes, graphing, logical reasoning, measuring, estimating, patterns, number sense and money. Also explore ideas for using writing as a tool for reflecting on the reasoning process.

EDU 5284: The Internet Connection (2 cr.)
Gain a better understanding of how teachers can more effectively use the Internet in their K-12 classrooms. Explore various Internet sites including: the ERIC database, FTP sites, Electronic Mail Discussion Groups (Listservs), Yahoo, Alta Vista and other exploratory engines, as well as Internet sites defined by K-12 curricular areas. Learn how to send and receive electronic mail, access and download information, and develop lesson plans and learning activities that use the Internet.

EDU 5285: The Emergent Reader: Strategies for the Special and Remedial Educator (1 cr.)
Examine effective instructional strategies for developing literacy abilities in the early reader. Discuss research and practice including techniques typically associated with Whole Language classrooms, remedial programs, resource rooms and specialized programs such as Reading Recovery.

EDU 5287: Making Connections: Discipline, Responsibility and Respect (3 cr.)
Consider ways to match student learning with self-directed behavior management. Discover how to identify hidden motives of misbehavior and use effective intervention techniques. Formulate strategies for helping students build self-esteem, responsibility and self-monitoring. Focus on shifting the management paradigm towards respect and responsibility.

EDU 5288: Teaching the Art of Writing (2 cr.)
This workshop course will use models and exercises designed to teach self-reflection and observation as dynamic productive sources for structure, symbols, and style in both non-fiction and fiction. Through class collaboration, positive evaluation and limited-objective exercises, students will each develop the opening paragraphs, potential structure, governing imagistic style, and conclusion for a brief autobiographical fable.

EDU 5294: Using Writing Portfolios (3 cr.)
Review the uses of a writing portfolio as an instructional tool. Final projects will be required. This course is for students in the MPS in Literacy Program only.

EDU 5295: Teaching Health, Physical Education and Family/Consumer Education (1 cr.)
Examine the characteristics of positive and negative health behaviors while learning appropriate reinforcement and prevention strategies. Learn methods of teaching physical education skills at the childhood level. Focus on current issues in family and consumer science. Field experience required.
EDU 5297: Information Literacy for Teachers (1 cr.)
Learn ways to effectively access information using computerized indexes, full text databases, book resources and the Internet. Develop skills to critically evaluate each information source and to implement search strategies to narrow the focus of research. Upon completion of the course, continue to use your knowledge of information literacy for lifelong professional and personal pursuits.

EDU 5298: Inclusive Practices in Early Childhood Education (3 cr.)
This course will explore historical antecedents to early childhood education and trace their influences on contemporary inclusive classrooms. This course will examine instructional programs and practices to include classroom management techniques, designed to provide a challenging learning environment to children with diverse learning characteristics. Collaborative models will be discussed. An Individual Family Service Plan will be designed. Field experience required.

EDU 5307: Observing, Assessing and Understanding Child Development: Birth - Grade 2 (3 cr.)
Investigate formal and informal methods of assessing student’s learning including observational techniques; and evaluate one’s own instructional practice. Develop Skill in using information gathered through observation and assessment to plan and modify instruction. Field experience required.

EDU 5315: Spreadsheets in the Classroom (1 cr.)
Learn to use computer spreadsheets as a teaching tool in the math, science, or social studies classroom. Make numbers come alive as you facilitate your students' ability to understand and manipulate real data by means of visual displays. No prior experience with spreadsheets is required.

EDU 5316: Beyond Teaching: Organization and Management Strategies for the Beginning Art Teacher (3 cr.)
Become familiar with resources that will help teach to the New York Standards in the Visual Arts, including museums, the Internet and professional organizations. Develop strategies for organizing the art classroom and managing student learning and behavior. Learn how to develop budgets for elementary and secondary art programs and arguments for promoting the arts in the schools. Create lesson plans for teaching art history as well as various art techniques. Field experience required.

EDU 5317: Contemporary Currents in Foreign Language Education (1 cr.)
Course participants will explore the state of Foreign Language education today and investigate trends and initiatives at the state and professional levels, including coordinated curriculum (or Foreign language Across the Curriculum), extending foreign language experiences to all students, testing and meeting the Regents graduation requirements, and establishing and expanding new program models (such as Two-way immersion and Foreign Language for native speakers).

EDU 5323: The Integrated Curriculum in ECE I: Math, Science and Technology (3 cr.)
Examine the evolving early childhood curriculum. Focus on the design of curricula that integrate language arts, mathematics, science, instructional and assistive technology, and expressive arts in a holistic framework. Examine numerous research-validated instructional strategies for teaching students with the full range of abilities. Field experience required.

EDU 5324: Teaching Geometry with Computers in Middle and High School (3 cr.)
Learn to use creative and powerful geometry software to help your students develop intuitive understanding of fundamental geometric principles and relationships. As your students manipulate and explore figures in two-dimensional space they will learn to use the language of geometry to record their discoveries.

EDU 5327: Writing Workshop for Teachers (3 cr.)
The Writers Workshop for Teachers establishes a community of writers with a common purpose: to create a supportive environment where teachers can work and write in the company of published authors. Based upon the belief that professional writers can make a unique contribution to the teaching of writing, teachers learn to use writer's tools more effectively and heighten their sensibilities to form and craft by examining the work of contemporary authors. With the instructors and peer writers in this intensive workshop, students will learn how to invent, develop and revise material as well as to write for publication. Students develop a repertoire of techniques to take into real field assignments in EDU 5259 (Young Writer's Workshop). Teachers develop a portfolio of work-in-progress and publish in the Workshop literary magazine. Prerequisites: EDU 5124 and EDU 5240.

EDU 5336: Research in Special Education and Reading (1 cr.)
In seminar meetings, develop, conduct and report on your research in special education and/or reading. Research projects on critical topics in the field may be designed and conducted individually or in small groups with the guidance of senior faculty.

EDU 5339: Teaching Geography in the Social Studies Classroom (1.5 cr.)
Learn about methods for teaching key geographic concepts in the K-12 social studies curriculum. Explore ways to encourage students to use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national and global—including the distribution of people, places and environments over the Earth’s surface.

EDU 5342: Teaching Phonological Awareness (1 cr.)
Examine instructional strategies for developing phonological awareness in normally achieving early readers and learning disabled students of all ages. Read and discuss the research on phonological processing and explore techniques for developing phonological awareness, including those incorporating technology.

EDU 5344: Child Development and Learning (3 cr.)
Learn about the developmental milestones of childhood and adolescence. Explore ways in which the cognitive, emotional/social, motor and linguistic aspects of student development influence the curricular and instructional choices that teachers make. Satisfies prerequisite requirement.

EDU 5345: Picture-book Storytelling: a Visual Teaching Tool (1 cr.)
Discover how picture book stories can be used at all levels of instruction, kindergarten through secondary school, to enhance visual perception and increase listening skills. Examine the full range of literature available in picture book format for its usefulness in various grade levels. Learn effective use of the picture book in classroom storytelling sessions. Develop skills in finding appropriate age level and content area picture books to choose books that provide the most meaningful combination of visual and auditory excitement.
EDU 5346: Social and Emotional Learning: A Reading Through Writing Approach (3 cr.)
Examine the ways in which the social and emotional competencies can be easily integrated into ongoing reading and writing instruction in K-12 and among culturally diverse populations.

EDU 5348: The IEP: Creation and Implementation (1 cr.)
Explore the creation and implementation of the IEP with particular focus on the tasks required before school actually begins. Learn how to write, read, interpret and implement the IEP and how to effectively collaborate with other professionals during all steps of the IEP process.

EDU 5349: Classroom Management Workshop: Middle Childhood/Adolescence Education (1 cr.)
Become a more organized and efficient secondary classroom teacher. Learn how to organize yourself and your students, how to: group students, establish classroom control, keep student records, evaluate students, and initiate and maintain effective parent-teacher communication.

EDU 5352: Historical Linguistics (3 cr.)
By learning and applying the fundamental methods of linguistic reconstruction, participants investigate the history of languages and extrapolate into their futures. Concentration will be on the Indo-European language family and within that, the Romance branch.

EDU 5358: Performance-based Assessment (1 cr.)
How can assessment be a learning experience for the teacher and the student? Examine a variety of ways of assessing student learning such as portfolios, presentations and projects. Examine and practice using evaluation rubrics.

EDU 5359: Design-based Learning: Projects in Math, Science, Technology (3 cr.)
Consistent with the New York State MST standards, students learn the whys and hows of design-based learning. They create, test, evaluate, and refine projects where students learn math, science and technology through solving "design problems". Field experience required.

EDU 5363: Music for Early Childhood and Childhood Teachers (3 cr.)
With no prior musical knowledge required, students learn strategies to develop confidence in their own musical skills, and in the musical skills of their students. Learn fundamentals of music: rhythm, melody, harmony and timbre through improvisation on keyboard and other musical instruments appropriate for use with Pre-K–Grade 6 students.

EDU 5365: Teaching Literacy in ESL (3 cr.)
Survey and investigate methods for teaching reading to LEP students in the ESL classroom and in the mainstream. Learn how to assess reading attainment, adapt curriculum and techniques and help develop academic language proficiency. Field experience required.

EDU 5367: Methods for Teaching Literacy and Language Arts: I (3 cr.)
The first in a pair of courses that provides a research-based introduction to literacy teaching and learning for children in grades PreK-6. Students will be introduced to the theories, approaches and methodology of teaching reading and writing in the elementary classroom. Emphasis will be on helping students develop an informed, integrated and balanced approach to the planning and instruction of reading and the language arts; with a strong focus on phonemic awareness and strategies for teaching phonics. Field experience required.

EDU 5371: Technology in Special Education (2 cr.)
This course will examine ways to use technologies in planning, implementing and managing the teaching and learning environments for students with special needs and learn how to evaluate, select, develop and adapt technologies. The focus will be on such topics as technologies for assessment and planning, as well as for implementing and modifying instruction, selecting hardware and software, uses of and regulations regarding assistive technology, and using technology to support the principles of universal design. Field experience required.

EDU 5373: School Violence Prevention and Intervention (0 cr.)
This course will give an overview of violence in schools in America. Topics will include: early warning signs, protective and risk factors, and how to set up a classroom and school as a safe learning environment.

EDU 5374: Curriculum and Methods in Grades 5-12 – General (3 cr.)
Explore curriculum approaches, teaching and assessment strategies, classroom management, and other critical issues in teaching at the middle childhood and adolescence levels. Become familiar with the ways in which middle and high schools function, both within their buildings and within their broader communities. Field experience required.

EDU 5375: Teaching Economics in the Social Studies Classroom (1.5 cr.)
Must be taken in conjunction with EDU 5339. Develop strategies for teaching economics in the social studies classroom so that students will understand key macroeconomic and microeconomic concepts. Topics will include methods for teaching how the United States and other societies develop economic systems and associated institutions to allocate resources; how major decision-making units function in the U.S. and the other national economies; and how an economy solves the scarcity problem through market and non-market mechanisms.

EDU 5377: Science Curriculum and Methodology in Grades 5-12 (3 cr.)
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for Science education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for Science. Field experience required.

EDU 5379: Art Education Workshop—Early Childhood Through Adolescence (3 cr.)
Examine the creative aesthetic process from early childhood through adolescence based upon an overview of the objectives of contemporary art education. Field experience required.

EDU 5380: Curriculum, Management and Assessment in Childhood Education (3 cr.)
Explore ways for childhood educators to develop curricula, plan and implement instruction within the full range of students' abilities in a role as an apprentice in a school setting. Develop methods for assessing student learning. Examine the application of research as a method for gathering data, planning and assessment toward instruction improvement and student performance. Field experience required.
EDU 5382: Educational Web Site Design (2 cr.)
Create, design and develop an educational mini-site. Develop a site to communicate with students, parents and others. Learn how to adapt you site to teaching to specific needs of students, such as individualized program development and homebound. Use your site to connect to a broader support community. Learn how to use web page design as a classroom activity. Examine technical considerations in site design accommodations.

EDU 5383: Literacy Instruction and Technology in K-8 Classrooms (1 cr.)
Use current technology for more effective reading and writing instruction. The major focus will be upon the integration of technologies into literacy lessons as support for differentiation of classroom instruction to assist students within the full range of abilities.

EDU 5387: Fundamentals of Middle Childhood Education (3 cr.)
Focus on the sociological and academic factors that have resulted in the creation of a new learning environment. Develop a variety of successful strategies for motivation, instruction, assessment and classroom management in a diverse middle school environment. In particular, learn to implement interdisciplinary instructional strategies. Learn how to create a success guidance structure and explore ways of facilitating teaming, collaboration and communication among students, teachers, staff and parents in order to maximize student learning. Field experience required.

EDU 5389: Teaching Literacy Skills in Middle School through Collaborative Study of Social Identity (3 cr.)
Learn to teach literacy skills at the middle school level through study of autobiography as a tool to understand the development of the individual in a cultural setting. Involve written and oral uses of language to discover and express cultural and social points of view. Learn to use strategies including online research, role-play, group discussion and debate to assist students as they explore the development of the individual in diverse cultural and social settings. Field experience required.

EDU 5391: Aesthetic Literacy (3 cr.)
Focus on integrating reading, writing and the arts (including literary, visual and performing arts). Explore the theory and rationale behind this approach and develop a variety of instructional methods for classroom implementation. Field experience required. Prerequisite: EDU 5367.

EDU 5392: Oral History Workshop (1 cr.)
Oral history is a method of inquiry that seeks to preserve the memories of people who shaped or took part in the events of the past. It can be used by social studies teachers to teach specific course content and by language arts teachers to teach the value of oral narrative as a form of literature. It can also be a highly motivating tool for teaching social skills and empathy, as students go out to interview adults in their community. In this workshop, you will learn how to organize an oral history project suitable for students in grades 5-12 by creating your own oral history project. A wide range of oral history topics and techniques will be explored in an interactive, hands-on fashion.

EDU 5394: Student Teaching and Seminar: Childhood (6 cr.)
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience at the childhood level. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5398: Student Teaching and Seminar: Early Childhood/Childhood (6 cr.)
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience at the childhood level. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5403: Mathematics Curriculum and Methodology in Grades 5-12 (3 cr.)
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for Mathematics education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for Mathematics. Field experience required.

EDU 5404: Student Teaching and Seminar: Middle Childhood/Adolescence (6 cr.)
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the middle childhood and adolescence levels. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5407: English Curriculum and Methodology in Grades 5-12 (3 cr.)
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for English education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for English. Field experience required.

EDU 5408: Student Teaching and Seminar: Music Education (6 cr.)
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the childhood and middle childhood/adolescent levels. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5411: Social Studies Curriculum and Methodology in Middle Childhood and Adolescence Education (3 cr.)
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for Social Studies education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for Social Studies. Field experience required.

EDU 5412: Student Teaching and Seminar: Art Education (6 cr.)
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the childhood and middle childhood/adolescent levels. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all education courses, PSY 2001 and 2002, and approval by the Office of Field Placement, Certification and Community Outreach.
EDU 5421: Multisensory Reading Instruction (PAF) Part I 
(2 cr.)
This course will train participants to use the Orton-Gillingham based reading program, Preventing Academic Failure (PAF). Current research, teaching techniques for the elementary classroom, lesson plans, materials, curricula and English orthography will be addressed. (This course is offered at Windward School, Churchill School and Cooper Teacher Institute).

EDU 5422: Multisensory Reading Instruction (PAF) Part II 
(1 cr.)
This course is for participants who have completed Multisensory Reading Instruction: Part I and currently use the program. An in-depth review of prior topics and the introduction of syllabication, spelling rules, grammatical concepts and comprehension are provided. Prerequisite: EDU 5421. (This course is offered at Windward School, Churchill School and Cooper Teacher Institute.)

EDU 5425: Student Teaching and Seminar: Early Childhood 
(6 cr.)
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification. Prerequisite: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5426: Student Teaching and Seminar: Special Education 
(Early Childhood) (6 cr.)
This course consists of required fieldwork in special education as well as a weekly seminar. The seminar is designed to encourage students to ask questions, discuss issues and share feelings as well as gain further information and skills to enhance their teaching. The focus of student teaching is to help students become reflective teachers who can use self-evaluation to guide their decision-making and problem solving. The final portfolio will be submitted. Prerequisite: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5427: Student Teaching and Seminar: Special Education 
(Childhood) (6 cr.)
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification. Prerequisite: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5428: Student Teaching and Seminar: Special Education 
(Early Childhood/Childhood) (6 cr.)
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification. Prerequisite: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5429: Student Teaching and Seminar: Special Education 
(Middle Childhood/Adolescence) (6 cr.)
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification. Prerequisite: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5430: Student Teaching and Seminar: TESOL (All Grades) (6 cr.)
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification. Prerequisite: completion of all methods courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5431: Student Teaching and Seminar: Early Childhood and ECH Special Education (6 cr.)
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience in Early Childhood and Special Education. Fulfill your requirements for New York State initial certification. Prerequisite: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5432: Student Teaching and Seminar: Childhood and Special Education (6 cr.)
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification. Prerequisite: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5433: Student Teaching and Seminar: Middle Childhood/Adolescence Education and TESOL (6 cr.)
This course consists of required fieldwork in special education as well as a weekly seminar. The seminar is designed to encourage students to ask questions, discuss issues and share feelings as well as gain further information and skills to enhance their teaching. The focus of student teaching is to help students become reflective teachers who can use self-evaluation to guide their decision-making and problem solving. The final portfolio will be submitted.

EDU 5434: Student Teaching and Seminar: Childhood Education and TESOL (6 cr.)
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification. Prerequisite: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5435: Student Teaching and Seminar: Middle Childhood/Adolescence and TESOL (6 cr.)
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification. Prerequisite: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5452: Strategies for Teaching Young Children and Guiding their Behavior (3 cr.)
This course will focus upon the application of theories of teaching and behavioral guidance to practice in the inclusive early childhood classroom. Students will be introduced to theoretical concepts and principles and shown how they may be integrated into the early childhood classroom by the use of specific methods and strategies. Topics include classroom organization, planning, instructional methods, instructional materials, grouping for instruction, teaching style, child guidance and management techniques. Field experience required.
EDU 5460: The Integrated Curriculum in ECE II: Social Studies, Expressive Arts, Health and Safety (3 cr.)
Based upon current child development theories and principles, this course will examine methodology and resources applicable to teaching in the infant, toddler and early childhood classroom. Focus will be on the study, design and evaluation of developmentally appropriate curriculum in the areas of social studies, expressive arts, physical education, safety and health and ways in which these areas may be integrated with other areas of the curriculum. Emphasis will include fostering skills of inquiry, problem-solving and creative thinking in young children through discovery and play. Students will do classroom observations, create and execute lesson plans, develop curriculum units and conduct case studies for practical application of concepts and principles. Field experience required.

EDU 5477: Research Seminar in Early Childhood Education (3 cr.)
This course will focus on reviewing, analyzing, interpreting and evaluating selected research in the field of Early Childhood education through study of its conceptual and methodological bases. Students will review and summarize research, generate research proposals, initiate and conduct pilot research projects and submit written reports at the end of the term.

EDU 5490: Literacy Development in Grades 5 – 12 (3 cr.)
The purpose of this course is to prepare reading specialists to work collaboratively with content area and grade level teachers. The content of the course includes the analysis of the language demands of texts, the skills needed to read texts with advanced language and to identify and implement strategies to enable students to meet those demands. Differentiation of instruction is a significant part of the course. The collaborative process will be discussed and skills will be developed. Prerequisites: EDU 5026, EDU 5028 and EDU 5243. Field experience required.

EDU 5492: The Autistic Child: Teaching Strategies (1 cr.)
This course will examine ways of teaching children with autism spectrum disorder to include those children diagnosed with Asperger's syndrome. The focus will be instructional management strategies, lesson preparation, ways to prepare the student with ASD, techniques for maximizing comprehension, content retention, participation and attention.

EDU 5494: Literacy Development in Grades 3-6 (3 cr.)
Study the relationship among reading, writing, speaking and listening in the context of the elementary classroom. Investigate a variety of methods and strategies that strengthen vocabulary, comprehension, word study and fluency for diverse learners. Readers' and writers' workshop strategies will be emphasized as a means to structure the language arts curriculum and to provide authentic literacy experiences. Strategies to assess classroom work in order to inform differentiated instruction will be applied to an interdisciplinary unit that also includes technology. Students will complete a literacy profile on one student. Prerequisites: EDU 5031, EDU 5028 and EDU 5243. Field experience required.

EDU 5502: Multisensory Reading Practicum (2 cr.)
The Windward Summer Practicum is a three-week program. Participants will use Preventing Academic Failure, an Orton-Gillingham based reading program. Participants will write lesson plans to incorporate multisensory techniques, administer on-going assessments to measure student progress and reevaluate planning techniques with supervision. Participants will work one-to-one with students and have scheduled time for discussion and feedback with the instructor. Prerequisite: EDU 5421. EDU 5421 and EDU 5502 together will fulfill the requirements for EDU 5027. This course is offered at Windward School.

EDU 5503: Literacy Research Seminar (3 cr.)
This course provides students with an in-depth view of the process and products of research in the field of literacy. Students will become familiar with the range of methodologies employed in literacy education research and learn to critically examine studies related to reading and writing. Students will also design and carry out their own research project and share their findings in both oral and written form. This course is designed to provide future reading specialists with the skills needed to effectively evaluate literacy research, engage in teacher research, share research findings in a professional manner with colleagues and use research to inform one’s practice of literacy education. Prerequisites: EDU 5031; EDU 5028; EDU 5243; EDU 5494 or EDU 5490. Field experience required.

EDU 5505: Organizing and Supervising a School Literacy Program (3 cr.)
Study the role of the administrator and literacy specialist in literacy programs. Develop strategies for organizing and planning for effective instruction, implementing professional development programs, supervising reading/language arts programs, consulting with school personnel, program assessment, practice in professional writing and speaking on current issues in the field of literacy. Examine procedures designed to achieve various purposes: creating new developmental programs, academic intervention services; parental and public relations; grant writing and fiscal needs of program planning. Special emphasis will be given to identifying characteristics of programs that maximize student achievement across diverse populations and the integration of technology into the literacy program. Prerequisite: EDU 5028; EDU 5026 or EDU 5031; EDU 5243; EDU 5494 or EDU 5490; EDU 5503; EDU 5029; and EDU 5252. Field experience required.

EDU 5506: Language and Learning: Relation to Academic Success (1 cr.)
Language influences every aspect of the curriculum, affecting the way children learn and teachers teach. This course will focus on the role language plays in learning, including decoding and comprehension, vocabulary and concept knowledge, thinking and reasoning, narrative development, writing and social skills. Participants will learn techniques and strategies for enhancing language learning in the classroom. This course is offered at Windward School.

EDU 5507: Children's Literature in the Reading/Writing Classroom (3 cr.)
Read an extensive collection of children’s literature. Learn strategies for incorporating texts in curricular areas. Select and evaluate appropriate literature, develop literacy processes and language through literature, create literature based reading instruction and understand the multicultural contexts of literature.

EDU 5509: Methods of Printmaking (1 cr.)
Learn to use printmaking techniques for Kindergarten through grade 12. Learn to create and use monotypes, cardboard reliefs, linocut, rubber plates, silk-screen and other techniques. Learn to select methods appropriate for different age levels. For Art Education, Early Childhood and Childhood candidates only.

EDU 5512: Reading and Writing Practicum Part I (3 cr.)
The first half of a year-long course, this clinic is located at The Churchill School and Center in an established after-school program.
reading program. Learn how to screen children for inclusion in a literacy program that uses an Orton-Gillingham based methodology. Write lesson plans to incorporate techniques with supervision. Administer on-going curriculum-based assessments to measure student progress. Learn to communicate effectively with parents. This is the first half of a one-year commitment to work directly with a child twice a week from 4:30 to 6 p.m. during the school year. Certified teachers can receive monetary compensation. (Prerequisite: EDU 5421, Multisensory Reading, Part I.) The combination of the three courses EDU 5421 and Reading and Writing Practicum Parts I and II can be substituted for EDU 5027 and EDU 5252. This course is offered at the Churchill School.

EDU 5514: Reading and Writing Practicum Part II (3 cr.)
The second half of a year-long course, this clinic is located at The Churchill School and Center in an established after-school reading program. Learn how to screen children for inclusion in a literacy program that uses an Orton-Gillingham based methodology. Write lesson plans to incorporate techniques with supervision. Administer on-going curriculum-based assessments to measure student progress. Learn to communicate effectively with parents. This is the second half of a one-year commitment to work directly with a child twice a week from 4:30 to 6 p.m. during the school year. Certified teachers can receive monetary compensation. (Prerequisites: EDU 5421, Multisensory Reading Part I, and Reading and Writing Practicum Part I) The combination of the three courses EDU 5421 and Reading and Writing Practicum Parts I and II can be substituted for EDU 5027 and EDU 5252. This course is offered at the Churchill School.

EDU 5518: PrePracticum in Curriculum, Management and Assessment: I (3 cr.)
Develop curricula, plan and implement instruction within the full range of students' abilities in a role as an apprentice in a field-based setting. Develop methods for assessing student learning. Examine the application of research as a method for gathering data, planning and assessment toward instruction improvement and student performance. Field experience required.

EDU 5520: PrePracticum in Curriculum, Management and Assessment: II (3 cr.)
Continue to develop curricula, plan and implement instruction within the full range of students' abilities. Apply your skills as an apprentice in a field-based setting. Develop methods for assessing student learning. Examine the application of research as a method for gathering data, planning and assessment toward instruction improvement and student performance. Field experience required.

EDU 5523: Teaching Digital Literacy in the High School (3 cr.)
This workshop is organized around the question: "What Digital Age Literacies should students be able to demonstrate prior to high school graduation?" They include: technology in our lives, history and science behind popular digital technologies, competency in visual and media literacy, internet skills, design, web-page, Microsoft Office, multimedia and online discussion tools. No previous experience is necessary.

EDU 5527: Teaching with Technology in English, Math, Science or Social Studies (3 cr.)
The vast array of high speed networks makes it possible to redefine the way one attains information, the format of this material and the pace at which it is received. Technology can offer more individualized content, addressing one's unique style of learning, and can be provided upon demand virtually at any time and at any place. Such a paradigm shift offers new and exciting possibilities in education. This course will prepare you to understand how technology influences teaching and learning. In addition technology is a powerful tool for researching educational issues. As you learn about such topics as networks, the Internet, media literacy, and digital technologies, you will become more knowledgeable about teaching with technology to address your particular interests and professional goals.

EDU 5536: Field-Based Ed Research (3 cr.)
This course provides an opportunity for students to understand the fundamental methods of qualitative educational research. Issues in current educational research are explored and implications for practice are outlined. Students develop and complete an original research project in relation to fieldwork/internship experience in an education-based setting. This course is a seminar and requires significant student participation, fieldwork, research, and writing. Fieldwork required.

ENE 5005: Literature for Adolescents (3 cr.)
This course is designed to introduce students to literature that features adolescents as primary characters and depicts conditions and experiences familiar to adolescents. The goals for the course are to introduce students to key authors and texts in the field of adolescent literature; to provide students with knowledge of literature appropriate to both middle school and high school; to develop students' expertise in wielding literary theory in a concrete, useful fashion; to accustom students to thinking about the ways adolescent literature may reflect significant aspects of human culture, and to analyze major works of adolescent literature.

ENE 5007: Poetry for Young Adults (3 cr.)
This course focuses on reading, analyzing, selecting, evaluating, and encouraging the informed enjoyment of poetry by young adults. In this course you will look closely at poetic structures and language, engage in close readings of poems by a variety of poets, and expand upon their understanding of the relationship of poetry, illustration, music, and other art forms. Course will cover classic poets such as Emily Dickinson, Robert Frost, Rudyard Kipling, Henry Wadsworth Longfellow, Edgar Allan Poe, Carl Sandburg, Geoffrey Chaucer, William Shakespeare, Robert Louis Stevenson, Walt Whitman, Langston Hughes, and others. Other topics to be studied will include the poetry of under-represented people, and the room for inventiveness and self-expression within a single verse form (such as the haiku). Assignments will consist of compiling a short anthology of poems for a specific grade, and connecting the anthology of poems to music, art, film, drama and other forms of expression including speech and other media. The anthology will be accompanied by original illustration or illustrations (can be computer art, pen and ink, crayon, or other media) for a selected poem. Students will also write several short reaction papers to professional journal articles, participate in in-class and web-based discussion.

ENE 5010: Law and Justice in Adolescent Literature (3 cr.)
An introduction to the concepts and themes related to law, the justice system, violence, conflict and resolution, freedom and censorship, children's rights, copyright and plagiarism issues, etc. through the use of literature with adolescents as primary characters and depicts conditions and experiences familiar to them. The course highlights and analyzes recent publications as well as significant, earlier texts. Students will gain knowledge of both middle school- and high school-appropriate literature that reflects these themes and will learn to wield not only literary theory but also knowledge of the law in a concrete, useful fashion for adolescents from middle through high school age. Students will also learn to think about the ways in which
adolescent literature may reflect significant aspects of human culture, history, human rights, legal issues and concepts of justice.

ENE 5012: Short Fiction and Drama for Young Adults (3 cr.)
An introduction to short fiction and drama featuring adolescents as primary characters and depicting conditions and experiences familiar to adolescents. The course highlights and analyzes recent publications as well as significant earlier texts. The course introduces key authors and texts in these genres, provides students with knowledge of both middle school- and high school-appropriate literature, and develops students’ expertise in wielding literary theory in a concrete, useful fashion for adolescents from middle through high school age.

ENE 5516: The Linguistics of English: Past, Present, and Future (3 cr.)
In this course students first explore the major structures of English at all levels of language, from sound system through word formation to phrase and sentence—the “present.” Then they will briefly survey the development of English from a small, countrified off-shoot of the Indo-European family to its status as world language—the “past.” Finally they will investigate the current status of English as a world language—the “future”—and the role of language policy in both core and periphery of the English-speaking world.

MAE 1000: Concepts in Mathematics (3 cr.)
Expand your view of mathematics. Explore a range of basic mathematics concepts and use them to improve your math problem solving. Meets Education Math course prerequisite requirement.

MAE 5162: Topics in Calculus Using a Graphing Calculator (3 cr.)
This course will investigate in depth topics from differential and integral calculus, using the TI83 graphing calculator (Regular, Plus or Silver edition). The following topics will be covered: limits, continuity, definition of the derivative, shortcuts to the derivative, product, quotient and chain rules, derivatives of the transcendental functions, applications of the derivative, integration, the fundamental theorem of calculus and applications of the integral. Students will analyze difficulties and misconceptions often experienced by secondary calculus teachers and will examine applications that connect theory with examples relevant to secondary students. Prerequisite: high school and/or undergraduate calculus.

MAE 5163: Topics in Geometry (3 cr.)
Examine a variety of geometry topics selected from Euclidean and non-Euclidean geometries, constructions, transformational geometry, analytic geometry, solid and projective geometry, geometric probability and others. Learn how geometric thinking can be developed according to the Van Hiele model. Explore the nature of conjecture and proof, and learn to use the geometer’s sketchpad to do independent research.

MAE 5168: Brain-Based Mathematics (1 cr.)
This course will expand upon the mathematical ideas that underlie elementary school arithmetic with a focus on reaching learners by developing lessons that target important processing pathways in the brain. Participants will experience whole brain problem solving lessons and work with non-standard mathematical models that establish a framework for deep conceptual understanding of traditional algorithms. Estimation, mental arithmetic and the use of manipulative materials will be emphasized as a way to develop children's number sense and spatial sense.

MAE 5200: Topics in Probability and Statistics (3 cr.)
Learn about fundamental concepts and major tools in the mathematics of chance. Topics to be explored include understanding, representing and exploring linear and non-linear data; combinatorics; randomness; central tendency and standard deviation; binomial distributions; sampling and estimation. Applications will be examined that connect theory with examples relevant to secondary students.

MAE 5311: Teaching with Calculators: Middle and Adolescence Education (1 cr.)
Learn to use the hand-held calculator as a teaching tool on a broad range of levels. Use a link-cable to share programs as you build your own collection of calculator programs for teaching. Write and share lessons using a calculator with overhead projector.

MAE 5345: Topics in the History of Math (3 cr.)
Learn how the history of mathematics can be used in the classroom to develop mathematical concepts and understanding. Examine mathematics through historically significant problems across a range of cultures. Use the Internet to access historical sites and information.

MPE 5530: Pre-School and Elementary School Physical Education Content and Disciplinary Concepts (3 cr.)
Select, retrieve and compile disciplinary concepts and content for preschool and elementary school physical education, using approved content standards for physical activity in the development of an in-depth resource unit.

MPE 5531: Principles of Rhythms, Dance, and Gymnastics (3 cr.)
Explore pedagogical content knowledge needed to select, teach, and perform rhythmic activities and dance, and a variety of gymnastic skill progressions for ages three through adolescence.

MPE 5532: Principles of Individual, Dual, and Leisure Sports (3 cr.)
Display the ability to analyze advanced motor and sport skills reflecting individual, dual, and leisure sports for increased physical activity. Fundamentals of technical and tactical skills, practice strategies, corrective feedback, methods for inclusion, and tools to assess student learning are also included.

MPE 5533: Principles of Team Sports and Coaching (3 cr.)
Demonstrate the ability to analyze advanced motor and sport skills reflecting a variety of team sports for increased physical activity. Fundamentals of technical and tactical skills, practice strategies, corrective feedback, coaching skills, methods for inclusion, and tools to assess student learning are also included.

MPE 5534: Advanced Biophysical Concepts and Conditioning for Sports (3 cr.)
Articulate and apply biophysical concepts from anatomy, kinesiology, physiology, biomechanics, and social-psychological theories to health-related fitness learning experiences and sport-related fitness and conditioning activities. Prerequisites: BIO 3007 and BIO 2008 or equivalents)

MPE 5535: Sport Law and Safety Practices (3 cr.)
Become familiar and debate current physical activity and coaching issues and laws as they relate to safety practices and risk management, torts, and negligence actions in physical education classes, school playgrounds, and extra-curricular sport activities. Gender issues are also included.

MPE 5536: Play, Games, and Sports in Historical and Cultural Contexts (3 cr.)
Acquire a historical and cross-cultural perspective of play, games, and sport beginning with the phenomenon of play and game forms of primitive man, the early Middle Eastern Civilizations, the early games and sport in Ancient Greece and Rome, the Middle Ages, the English Renaissance, and the Colonial period in the USA through contemporary society with the expansion of international sports. Techniques for historical research and technology are included.

MPE 5537: Analyzing and Assessing Teaching Practices in Physical Education (3 cr.)
Provides means to observe, analyze, and assess current pedagogical practices in preschool through secondary schools physical education classes, and acquire an understanding of individual and group motivation and behavior management. (100 hours of field observation is required).

MPE 5538: Instructional Planning for Preschool and Elementary Physical Education (3 cr.)
Conveys an in-depth understanding of the common physical education instructional strategies used to teach preschool and elementary school age children. Special attention is focused on applying disciplinary and pedagogical knowledge in developing effective learning environments and experiences.

MPE 5539: Instructional Planning and Curriculum Models for Secondary School Physical Education (3 cr.)
Delivers a comprehensive understanding of curriculum models common to secondary physical education. Attention is also given to learning how to plan progressions and sequence activities in order to teach advanced motor and sport skills, and ways to motivate older students to become lifelong participants in physical activity.

MPE 5540: Instructional Planning for Inclusion in Physical Education and Sport (3 cr.)
Reveals instructional strategies, techniques for individualized programming, and assessment procedures in physical education for students with learning disabilities, emotional/behavioral disorders, and physical disabilities. Content also addresses integration and mainstreaming, modifications to existing rules, equipment, facilities, and considerations for coaches.

MPE 5541: Student Teaching and Seminar in Physical Education (6 cr.)
Individuals develop their teaching skills in a full-time twelve-week, student teaching experience at the elementary and middle/secondary level in conjunction with weekly seminars. Also contains several New York State workshops that are required of all teacher candidates for initial certification.

MUE 5052: Composing and Arranging Vocal and Instrumental Music for School Music Programs (3 cr.)
The purpose of the course is to give those in (or preparing for) the teaching field the ability to compose and to arrange musical scores for their student ensembles. There will be compositional and arranging projects. Prerequisites: Three semesters of theory and orchestration. Field experience required.

MUE 5054: Methods for Early Childhood/Childhood Music (3 cr.)
Philosophy and praxis of the transmission (teaching and learning) of music by students preschool through grade 4. Emphasis on the work of Émile Jaques-Dalcroze, Zoltán Kodály, and Carl Orff, along with pedagogy and performance on classroom recorders in preparation for experience on the chest of recorders. Curriculum projects using five curriculum parts—beginning point, song list, yearly flow chart, daily lesson plan, and activity plan (strategy). In-class teaching with critique. Ten hours of observation of preschool and elementary musician-educators required. Prerequisite: Open to music education majors or others by permission of the Department. Must be completed as a preparation for EDU 5408: Student Teaching and Seminar: Music Education. (Fall)

MUE 5057: Methods for Middle Childhood/Adolescence Music (3 cr.)
Philosophy and praxis of the transmission (teaching and learning) of music by students grades five through twelve. Emphasis on the work of Émile Jaques-Dalcroze, Zoltán Kodály, and Carl Orff, and the use of world musics in the classroom. Curriculum development of eleven domains of music learning. Curriculum projects using five curriculum parts—beginning point, song list, yearly flow chart, daily lesson plan, and activity plan (strategy). Pedagogy and performance of the recorder chest available for the classroom. In-class teaching with critique. Ten hours of observation of middle school and high school musician-educators. Prerequisite: MUE 3054 or permission of the Department. Must be completed as a preparation for EDU 5408: Student Teaching and Seminar: Music Education. (Spring)

MUE 5058: The Teaching of Comprehensive Musicianship through Performance (3 cr.)
This course is open to M.A.T. candidates and advanced performers on all instruments and in voice. Students will explore the broadly based musicianship involved in preparing and teaching stylistically acceptable performances. Special emphasis will be placed on performance practices, mood projection, practice techniques and general stage deportment. Students will be expected to prepare and perform a variety of works. Prerequisite: Advanced performance ability. Field experience required.

SCE 5029: Issue Oriented Science (3 cr.)
What are the environmental issues that face us as we enter the 21st century? How can we understand scientific issues and make evidence-based decisions regarding public health, pollution, waste management and energy use? This is a lab-based, hands-on course where you will learn to use science to research environmental issues. Topics include chemical testing, materials science, energy, environmental impact and sustainability. Examine the latest environmental curriculum and develop resources for the classroom.

SCE 5179: Nanoscience (2 cr.)
This course provides a comprehensive introduction to the rapidly developing field of nanoscience and nanotechnology. The course presents the conceptual scientific background for and the latest achievements in nanometer scale materials and devices. Selected examples of nano levels for physics, chemistry, molecular biology, medicine and materials science are studied. Topics studied include nano-imaging, carbon nanotubes, nano DNA, nanomachines such as molecular motor proteins, nanomagnetism, nanofabrication and governmental policy regarding nanotechnology.

SCE 5181: Chemical Biology (3 cr.)
Chemical Biology is intervention in cells based on chemical principles. The concepts and methods of chemistry are used to solve problems in molecular and cellular biology. The fundamental chemical principles that govern all biological systems are studied. One theme of the course is signal transduction which is the flow of information in biological systems. The course describes some ways chemistry can intervene at each step in this process to both control and elucidate the flow of information. Another theme of the course is the use of small molecules to probe biomacromolecules.
Topics covered include chemical proteomics, chemical genomics, chemical genetics, small biological catalysis and bioorganic chemistry.

SCE 5185: Astrosience (2 cr.)
Astrosience is the study of chemistry, physics and biology from a cosmic viewpoint. It is an extension of the study of chemistry, physics and biology beyond earth's atmosphere and beyond our solar system into interstellar space. Interdisciplinary studies of astrobiology, astrochemistry, astrophysics and astronomy will cover topics such as extraterrestrial life, terraforming Mars, polycyclic aromatic hydrocarbons in interstellar space, analysis of CCD astronomical images, near earth asteroids and interplanetary space travel. Field trips to nearby sites of cosmic interest.

SCE 5192: Science and Society (3 cr.)
In this course we investigate some of the ways in which the natural sciences (i.e., biology, chemistry and physics) have permeated the fabric of modern society. Science and Society consists of a combination of lectures, videos and tutorials (in which active student participation is expected) geared to stimulate thought-provoking discussions. In our examination of the impact of science and technology on society, students will examine commonly shared beliefs and misconceptions. Topics may include: bioscience research and the public good, global climate change, energy resources and management, clean air and water, the ramifications of scientific fraud and the prevalence of pseudoscience in the modern age. Students will thus be better equipped to continue their particular studies in such fields as education, medicine, journalism, science and others. (Spring)

SSE 5521: Global Studies (3 cr.)
Teaching Global Studies is a course planned for teachers who would be teaching social studies in the high school. The course covers the major highlights of the current NYS Social Studies curriculum as it pertains to global studies. Students will be preparing lesson plans in those major areas, will examine the resources to properly teach this content, and will teach aspects of global studies to their colleagues. Each student will also prepare unit plans covering the global studies curriculum.

ENGLISH
ENG 5008: Major Film Directors (4 cr.)
This course examines several filmmakers whose work has been considered to have sufficient consistency and merit as to be made by an "author." We interrogate the concept of authorship in cinema in terms of its history, politics, explanatory power, use as marketing strategy and other strengths and limitations. Directors will vary, but the course is international in focus, with at least one non-English language filmmaker represented. Prerequisite: One other film studies course or Instructor's permission. (Fall)

ENG 5020: Jane Austen and Popular Culture (3 cr.)
This seminar examines the status of the Regency writer Jane Austen, often considered one of England's finest novelists, in our own popular culture. Readings will include a biography of Austen, four of her novels, selected scholarly articles on her current popularity, and creative responses to her work in the realms of fiction and non-fiction. We will also view several recent film adaptations of her novels. Note: this course counts as a major author course. (Fall '07)

ENG 5026: Shakespeare on Film (3 cr.)
Through films or videotapes of Shakespeare's plays, we will explore how productions illuminate, enhance, or distort the script and how the change of medium makes different effects possible or even necessary. This course will examine interpretations of the text as well as foster awareness of dramatic and film technique. Previous study of Shakespeare is very helpful. This course may be used as an elective for the Film Concentration. Note: this counts as a major author course. (Fall)

ENG 5041: Modern Love Poetry (3 cr.)
Twentieth-century and contemporary treatments of intimacy in poems from various traditions in English and in translation from other languages. Emphasis is on tenderness, erotic attraction, courtship, "falling in love", addiction, martyrdom, obsession, compulsion, fantasy, loving the self, living with loss and living together. Discussion of problems in communication, education, censorship. In-class readings required. Some strong language. Note: this counts as a genre course. (Spring)

ENG 5048: History of Cinema 1: The Beginnings to WW II (4 cr.)
Topics include pre-20th-century protohistory; the cinema of attractions; the development of narrative, features, stars and the classical Hollywood studio system; French impressionism; Weimar expressionism; Scandinavian naturalism; Soviet montage; documentary and avant-garde cinema; early Asian film; the changeover to sound; censorship; French poetic realism; developments in British, German and Latin American film. Students are not required to take part 2. (Fall)

ENG 5050: History of Cinema 2: WWII to the Present (4 cr.)
We begin with the war years, Italian neo-realism, film noir, the decline of the Hollywood studio system, and new documentary and avant-garde approaches. International art cinemas from Europe and Japan in the 50s and 60s, such as the French New Wave, are considered. Other key movements, from Brazilian Cinema Novo to New German Cinema, African and Indian cinema and other postcolonial cinemas also receive attention. We consider Hollywood's revival and its increasing commercialism, as well as China's "Fifth Generation," feminist and other independent practice. (Spring)

ENG: 5051: Topics in National and Regional Cinemas (4 cr.)
This course considers one or, for comparative study, two cinemas in historical, cultural, aesthetic and political contexts. Key filmmakers receive attention, and concepts of identity, the nation and Diaspora are interrogated. Some cinemas to be studied include Asian, German and Scandinavian, French, International Jewish, Pan-African, British and Irish, Soviet/Russian, Italian film or others. Prerequisite: One film studies course, or permission of instructor. (Spring)

ENG 5057: Hawthorne, Melville, Poe (3 cr.)
This seminar examines in depth the short stories and the novels of Hawthorne, Melville, and Poe, focusing on their shared literary techniques and their relationship to earlier American thought. Special emphasis will be placed on the ways in which they developed or diverged from Emerson's use of symbolism as a literary technique and as a means of shaping one's understanding of reality. Note: this counts as a major author course. Research paper. (Fall '06)

ENG 5064: The English Novel (3 cr.)
This seminar will examine definitions of the novel as a genre from the eighteenth century to the twentieth century. As a new art form in the eighteenth century, the novel represented a new voice and new values in literature, embedded in realism, relatively democratic, sometimes female, and often middle class. Readings will include representative novels from the 18th-, 19th-, and 20th-centuries. Alternates every other year with ENG 3076:
Satire in Literature and Film.  Note: this counts as a genre course.  Research paper.  (Spring)

ENG 5065: Visions of Hell (3 cr.)
This course examines how the conception of Hell evolved from that of an afterworld where the dead dwell, to a place of moral torment, to a useful incentive for impeccable behavior, to a means of revealing the nature of God and Heaven. Authors studied include Dante, Milton, Sartre, Joyce, and C.S. Lewis. Students need to be able to consider objectively the religious beliefs or disbeliefs assumed by the works.  (Fall) (Spring)

ENG 5071: Laughter: Definitions of Comedy (4cr.)
This seminar will explore the nature of comedy in its various forms from classical times to the present. It will examine comedy's appearance in various genres: drama, fiction, and film. At each of the weekly meetings, the course will pair a reading with a film. Seminar sessions will be organized around reports and discussion.  A research paper is required for this course.  (Spring)

ENG 5075: Film Theory (4 cr.)
This course will examine the range of contemporary theory about film through readings and viewings of selected films. The writings of earlier film theorists such as Eisenstein, Kracauer, Deren, and Bazin will provide a base for the examination of more recent theories rooted in genre studies, semiotics, Marxism, psychoanalysis, and feminism.  Prerequisite: ENG 2083: Introduction to Film Criticism. Research paper.  (Fall)

ENG 5077: American Poetry (3 cr.)
This seminar in 19th-century, 20th-century, and contemporary poetry traces the transition from "Romantic" to "Modern" sensibility from Emerson to T.S. Eliot and beyond to living poets of the Americas. Discussion of forms and technique, but emphasis is on reading well, finding distinct voice and dramatic context in each poem. Includes Whitman, Dickinson, Frost, Langston Hughes, Sylvia Plath, Pablo Neruda, Derek Walcott, Sharon Olds, Julia Alvarez, Billy Collins and others. Required recitations, analyses and writing assignments. Some strong language.  Note: this counts as a genre course.  (Fall)

ENG 5101: New York City in Literature and Film (3 cr.)
This course will examine the ways in which New York City has been portrayed in literature and film. Literature will cover several authors from the 19th- to the 21st-centuries. Films will include comedies, satires, musicals, films about immigrant and ethnic experiences, and gangster and crime films.  (Fall)

ENG 5102: Topics in Film Genres (4 cr.)
The basics of genre are considered through the prism of one genre studied in depth. Iconography, narrative, theme, ideology, audience response, generic evolution and industrial marketing of genres are explored. Hollywood films form the backbone for analysis, but alternatives receive attention. Focus varies with each offering and could include horror, the musical, gangster film, science fiction, Westerns, film noir, documentary, comedy, and melodrama.  Prerequisite: One film studies course, or permission of instructor.  (Spring)

ENG 5108: Victorian Novels of Vocation (3 cr.)
This course examines the importance of vocation - a call to meaningful work in the world, which sometimes takes the form of a particular profession - in the novels by Charlotte Bronte, Charles Dickens, George Eliot, and Thomas Hardy. It will also attend to other key themes and to evolving techniques of narration, characterization, and description; contextual reading will include brief biographical selections and some criticism. Recommended: ENG 2035 (Victorian Literature).  Note: this counts as a genre course.  (Spring)

ENG 5115: Contemporary Memoirs (3 cr.)
This course investigates the significance of the memoir - a first-person account of a portion of one's life, often written by a person not otherwise famous - in late 20th- and early-21st-century literature and culture. Examining the ways in which memoirists represent themselves through prose and the choices they make in shaping their life stories, we will approach these memoirs both as literature and in terms of their appeal to present-day mass audiences. Both American and international authors will be represented.  Note: this counts as a genre course.  (Spring)

FRENCH
FRN 5003: Advanced French Language, Literature, and Culture (3 cr.)
This course is designed for students who have completed FRN 2002, Intermediate French II, and who wish to improve their oral, reading, writing, and listening skills. In addition to an advanced grammar review, the course will expose students to French literature and literary history and culture from the Middle Ages to the 17th-century. We will also read one literary work in its entirety. In addition, we will study French and Francophone culture through newspaper articles, web-related activities, songs, and films. (FRN 2002, Intermediate French II, or its equivalent) (Fall)

FRN 5012: The 19th-Century French Novel (3 cr.)
The course introduces students to key French novels of the 19th-century paying particular attention to the social, political and literary contexts of these fictional narratives. From the romantic novel of the early part of the century to the realist novels of Honoré de Balzac and Gustave Flaubert and the later naturalist novels of Emile Zola and Guy de Maupassant, this course will examine how the novels depict 19th-century French society. In addition to the novels, we will read critical and historical material on the 19th-century.  Prerequisite: Introduction to the Analysis of French Texts, or its equivalent.  (Spring '09)

FRN 5017: World Literatures in French (3 cr.)
The course examines literature written in French outside of France by writers from the Maghreb (North Africa), the Caribbean and Subsaharan Africa. A strong emphasis will be placed on the condition of women, sexuality, religion, and the postcolonial status of Francophone countries including their relationship with France. We will also define what constitutes Francophone literature, the use of language, and the notions of Négritude and créolité.  The course material includes historical and critical texts, novels, short stories, poems, and films by writers and filmmakers such as Cheikh Hamidou Kane, Mariama Bâ, Maryse Condé, Tahar Ben Jelloun, Azouz Begag, and Ousmane Sembène, among others.  Prerequisite: FRN 3024, Introduction to the Analysis of French Texts, or its equivalent.  (Spring '07)

FRN 5021: 20th Century French Theatre (3 cr.)
In this course we read and analyze French plays by 20th-century dramatists including Jean Anouilh, Samuel Beckett, Aimé Césaire, Marguerite Duras, Jean Giraoudoux, Eugène Ionesco, and Jean-Paul Sartre. Our approach to the texts will center on the social, political and cultural contexts of the plays as well as representations of class, gender and the role of language.  Prerequisite: FRN 3024, Introduction to the Analysis of French Texts, or its equivalent.  (Fall '08)
FRN 5024: Introduction to the Analysis of French Texts (3 cr.)
This course refines skills acquired in FRN 3003, Advanced French Language, Literature and Culture. We will continue to review French grammar and read, analyze, and write about French literature from the 18th-century through the 21st-century, including literature in French written outside of France. We will also read one literary work in its entirety. We will continue our study of French and Francophone culture through newspaper articles, web-related activities, songs, and films. **Prerequisite:** FRN 5003, or its equivalent. (Spring).

FRN 5027: French Comedy (3 cr.)
This course studies the development of French comedy from the medieval period to the 20th-century. Plays to be read will include the medieval farce Maistre Pathelin and Ionesco’s absurd play La Cantatrice chauve. We will study comedies by Molière, Marivaux, Beaumarchais, Musset, and Ionesco. In addition to the study of character, style and themes, we will examine how the playwrights use comedy to reflect on their particular historical periods while commenting on the social and political situation of their times. **Prerequisite:** Introduction to the Analysis of French Texts, or its equivalent.

FRN 5029: The Exotic Other in the 18th-century French Novel (3 cr.)
In the 18th-century, certain French novels and short stories showed outsiders, exotic others, from Africa, Persia, Turkey, Siam, China, Peru, and the Americas visiting Europe, and commenting on what they observed there. Others based their stories on accounts of real foreigners with whom they came into contact through travel narratives. Julia Douthwaite states in her book Exotic Women: Literary Heroines and Cultural Strategies in Ancient Régime France (1992) that the “depiction” of the exotic other, “duplicates to a certain measure, self-representation” (2). In this course, we will examine the figure of the exotic other, both real and imaginary, men and women, in novels and short stories from Montesquieu’s Lettres persanes (1721) to Voltaire’s L’Ingénu (1767) and critically analyze their role within the social and political context of 18th-century French society. **Prerequisite:** FRN 3024, Introduction to the Analysis of French Texts, or its equivalent.

FRN 5031: French and Francophone Culture through Literature and Film (3 cr.)
In this course we examine contemporary French and Francophone culture through literature and film. The literary works and films to be analyzed will revolve around 5 themes: family and childhood, women, cities, immigration, and urban alienation. We will read works by Annie Ernaux, Gisèle Pineau, and Tahar Ben Jelloun, among others, and watch films by Bertrand Tavernier, Cédric Klapisch, Mathieu Kassovitz, Colline Serreau, and Claire Denis, among others. **Prerequisite:** FRN 3024, Introduction to the Analysis of French Texts, or its equivalent. (Spring ’09)

FRN 5035: Writing in French
This course will concentrate on improving students’ written expression in French. We will explore and practice different forms of writing in French – descriptions, narrations, essays, portraits, l’explication de texte, and corresponsence. Students will learn how to describe, narrate, persuade, express and defend opinions, hypothesize and synthesize arguments in their written assignments. To help with the writing process, students will read texts that will serve as models for different kinds of writing. **Prerequisites:** FRN 3024 or its equivalent. (Spring ’08).

FRN 5122: City of Light: Paris Through the Ages (3 cr.)
Paris has been the center of art and literature, culture and politics from the Middle Ages to the present. Through an examination of historical and literary texts, as well as painting and film, this course will follow its progress from a medieval town to an urban conglomeration that typified modernity in the 19th-century and internationalism in the twentieth. Our focus will move from the narrow cobbled streets of the medieval period to the glittering salons of the 18th-century Enlightenment; from the great boulevards of Baron de Haussman to the pleasure palaces of the fin de siècle; from the intellectual and revolutionary hothouse of the 1950s and the 1960s to the multicultural crucible that it is today. This is an interdisciplinary course that will use literature and history as a primary lens but will also draw upon the academic disciplines of art, history, architecture, music, film, and sociology. (Spring ’08).

**HISTORY**

HIS 5001: California and the American West (3 cr.)
This course focuses on the amazing history of the greatest state in America, from its founding by Spanish missionary Father-President Junipero Serra through its acquisition by the United States in the 1840s, the gold rush that provided its jump start, and into its phenomenal growth and development over the course of the 20th-century and beyond, including its global roles as the gateway for Asian immigration to America and the production center for international cultural products. (Spring ’08)

HIS 5002: The Great War, 1914 -1918: Literature and Life (3 cr.)
This course studies the First World War as revealed in literature produced by participants, a literature now seen as important in shaping the modern imagination. Emphasis will be on British records, but we will also study the literature of France, Germany and the United States. (Spring ’09)

HIS 5011: Revolutionary America (3 cr.)
This course studies the period of the late 18th-century that saw the overthrow of British imperial rule and the creation of the United States as an independent nation struggling, ultimately successfully, to construct itself as a functioning republic. (Spring ’09)

HIS 5014: African-American History (3 cr.)
This course surveys aspects of African-American history from earliest times to the present. Topics include: the African background; slavery and the trans-Atlantic slave trade; Blacks in the colonial period; the Civil War and reconstruction; Black migrations, civil and social rights struggles; and political and cultural nationalism (Harlem Renaissance, the Civil Rights and Black Power Movements). Topics are examined within the context of American history so as to highlight both intimate links as well as distinctiveness. (Fall)

HIS 5015: Orientalism and Occidentalism
This course will look at this historical and theoretical debate and exchange of Orientalism and Occidentalism through the filter of art, film, and literature, dealing specifically with the Islamic cultures of the Middle East (including Iraq) and the Mediterranean (from Greece and Turkey to Egypt and North Africa). It examines both western representations of the "Orient" and "eastern" representations of the "West" and places them in their historical context. (Summer) (Winter)

HIS 5035: The Third Reich (3 cr.)
This course examines the origins of Hitler's Germany and the consequences of his ambitions for a Thousand Year Reich. Particular emphasis will be placed on the psychopathology of fascism, including the doctrines of racial purity, which led to the
HIS 5079 History of Modern Iran
This course focuses on the social and cultural history and politics of modern Iran, covering the early modern formation of the country; the 19th-century encounter with the West and its economic and intellectual results, and the 20th-century struggles between despotism, theocracy, and constitutionalism in the shadow of petroleum and the Great Powers. It further covers the Islamic Revolution, the Iran-Iraq War, and the current situation in Iraq. The course will emphasize conflicts facing political and social elites arising from invasions, civil war, Shi'ism and modernization. (Spring '09)

HIS 5083: Women, Imperialism and Islam
This course will familiarize students with the growing body of literature that examines the roles and positions of women in postcolonial, Islamic societies and look in particular at 19th- and 20th-century Egypt. We will look at how modernization, colonization, independence and radicalism have affected women’s real, lived experiences and contributed toward the manufacture of idealized, female behavior. (Fall '08)

HIS 5091: Politics and Religion in Ireland (3 cr.)
This course examines the relationship between religion and politics as it affected, and indeed defined the conflict between native and colonial in Ireland over three centuries. Topics covered will include the Reformation, the Tudor conquest of Ireland, the Penal Laws, the emergence of "Protestant ascendancy" in the 18th-century and, finally, the evolution of entrenched oppositional religious identities that has produced such a unique and complex legacy in the 20th-century. (Fall '07)

HIS 5113: American Assassins: Political Murder in the United States (3 cr.)
This seminar examines political murder and murderers in the United States from the assassination of President Abraham Lincoln to the domestic terrorism of the Unabomber. Sociological, psychoanalytical, and psychiatric perspectives on the motivations and personality “types” of American political killers, as well as their own moral and political justifications, regrets, or denials of their actions, will be considered. A central focus of this course will be on understanding law enforcement, judicial, and legislative responses to political killing. Perspectives on the roles of government agencies and corporate power in political murder and the growth of a popular “conspiracy industry” will also be considered. Manifestations of domestic political homicide in modern American fiction, visual art, and music will be included. (Fall '07)

HIS 5118: Women, the State, and Politics in Africa (3 cr.)
This course examines the formal and informal participation of African women in politics, their interaction with the state and their role in society. Themes will include: the role of women in pre-colonial African society, women’s responses to colonial intervention and rule, African women in the independence struggle, in the post-colonial political economy and the military, and women’s contemporary political and social activism. (Spring)

HIS 5123: The Mississippi: Site, Scene, Symbol (3 cr.)
This course will examine the social, political, cultural, and natural history of the Mississippi River and its environs. The river will be considered in all its aspects, from the physical and
geographical through the social, political, and economic to the symbolic and spiritual. (Spring '09)

HIS 5126: Europe and Its Empires (3 cr.)
The current postcolonial era is replete with the failure of many political experiences in the Third world, but the phenomenon is better understood by looking at its origins, the colonial state. The course covers Europe's expansion from the 15th- to the 20th-century and focuses on colonial regimes in America, Asia, and Africa. Some of the themes discussed are: nationalism, imperialism, assimilation, association, globality, hegemony, indigeneity, emancipation, culture, civilization, religion, and race. (Spring)

HOLOCAUST AND GENOCIDE STUDIES
HOLC 5024: Literature of the Holocaust (3 cr.)
A study of selected fiction, poetry, and drama depicting the human experience of the Holocaust, 1933-1945, and its continuing significance. The central question to be examined in this course is how genocide, the ultimate atrocity, can be transformed into art.

HOLC 5035: The Third Reich (3 cr.)
This course will examine the origins of Hitler's Germany and the consequences of his ambitions for a Thousand Year Reich. Particular emphasis will be placed on the psychopathology of fascism, including the doctrines of racial purity, which led to the Holocaust, as well as Hitler's ambitions for world domination.

HOLC 5036: The Holocaust and Film (4 cr.)
One of the most effective ways in which the memory of the Holocaust has been kept alive has been through its portrayal on film. One might argue that a whole genre of film has emerged, devoted to the examination and remembrance of the Holocaust, from Alan Resnais' early documentary, *Night and Fog*, to Steven Spielberg's commercial feature, *Schindler's List*. This course will study the evolution of that genre and the changing nature of the Holocaust’s portrayal. Research paper.

HOLC 5095: Race, Religion, and Culture (3 cr.)
The purpose of this course is to examine the complex interplay between race, religion, and culture in a variety of contexts in the Western hemisphere. The course includes an examination of the impact of racism and sexism on religious practice.

IRISH STUDIES
IRSH 5031: The Medieval Synthesis (3 cr.)
Europe in the Early Middle Ages was an unstable world, with its collapsing imperial framework, migrating peoples, contrary cultures (laws, languages, religions, and values), insecure economic structures and clashing political strategies. Medieval records and a variety of cultural sources will be studied to bring to life this remarkable time. Students will collaborate on examining a vital issue of the period through a group seminar report. Each student will focus on an aspect of that issue for an individual research paper. (Fall)

IRSH 5076: Troubled Images: Art and Conflict in Ireland (3 cr.)
This seminar will survey the history of political art in Ireland from the 20th-century to the present. The student will be introduced to the visual arts of modern day Ireland through slide lectures and readings. Issues of national identity and cultural revivalism will be addressed as we look at Irish political art beginning with the Celtic Revival of the late 1840s and continuing to the Northern Irish mural movement of the 1980s and 1990s. Each student will be required to complete a research paper of about 5-20 pages and must present that research in fifteen-minute oral presentation. A prerequisite of one art history course or one Irish studies course is required for the seminar. (Spring '09)

IRSH 5081: Chivalry in the British Isles, 1770-1914 (3 cr.)
Drawing on writers like Sir Walter Scott and Alfred Tennyson, politicians like Benjamin Disraeli, educators like Thomas Arnold and Thomas Hughes, the pre-Raphaelite movement in art and the neo-Gothic revival in architecture, this course will examine the emergence of chivalry as an agent of aristocratic hegemony and the anchor of conservatism and tradition in political and cultural life in the period between the American Revolution and World War I. Research paper required. (Fall '07)

IRSH 5089: The Celtic Synthesis (3 cr.)
From the sixth through the ninth centuries, Ireland enlightened Western Europe with its spirit, learning, and artistic innovation. This seminar will explore the foundation of the Early Christian Celtic synthesis, the Hiberno-Saxon connection, and aspects of the medieval world that posed challenges to its existence. Students will explore continuity (i.e. how the roots of the early middle ages can be found in pre-Celtic and Celtic societies) and how cultural artifacts document history. Students will do individual work and collaborate on work in small groups. A seminar report and research paper are required. (Spring)

IRSH 5091: Politics and Religion in Ireland
This course will examine the relationship between religion and politics as it affected and indeed defined the conflict between native and colonial in Ireland over three centuries. Topics covered will include the Reformation, the Tudor conquest of Ireland, the Penal Laws, the emergence of “Protestant ascendancy” in the 18th-century and, finally, the evolution of entrenched oppositional religious identities which has produced such a unique and complex legacy in the 20th-century. Research paper required. (Fall '07)

ITALIAN
ITL 5003: Advanced Italian Conversation (3 cr.)
This course is intended for students with a good knowledge of Italian grammar who wish to improve their fluency in the language. Emphasis is on reading and discussing various current topics selected mostly from newspaper and magazine articles. Students prepare oral reports and complete short written assignments. Attendance and participation figure in the final grade. *Prerequisite: Advanced Italian or its equivalent. (Spring '08)*

ITL 5004: Advanced Italian Conversation and Composition (3 cr.)
The purpose of this course is to strengthen and refine the student's oral and written skills. Conversation and composition will be practiced through class discussions of modern literary texts and written assignments. Attendance and participation figure in the final grade. *Prerequisite: Advanced Italian Conversation or its equivalent. (Fall '07)*

ITL 5005: Contemporary Italian Literature (3 cr.)
For students with a high degree of proficiency in Italian. Selected works of contemporary Italian literature will be read and analyzed with special emphasis on the different aspects of Italian life and culture they reflect. Written assignments will include summaries, linguistic exercises and brief compositions. *(Summer)*

ITL 5007: The Short Story: From Boccaccio through the 20th Century (3 cr.)
The course will examine this popular literary form, which in Italy has an ancient tradition that goes back to the Novellino and Boccaccio's Decameron. Reading will begin with a selection from the Decameron and, proceeding in chronological order, will follow the short story's development through the 20th century with a wide range of short fiction from major writers. (Fall '08)

ITL 5011: 20th Century Italian Narrative I (3 cr.)
Designed for students who already have a high degree of proficiency in Italian. Selected works by the century's major authors will be read and analyzed. Discussions will focus on the problems they address and the changes they reflect in the socio-cultural milieu of contemporary Italy. Selected film classics will be shown. Oral and written assignments. Prerequisite: Advanced Italian or its equivalent. (Spring '09)

ITL 5012: 20th Century Italian Narrative II (3 cr.)
Designed for students who already have a high degree of proficiency in Italian. Selected works by the century's major authors will be read and analyzed. Discussions will focus on the problems they address and the changes they reflect in the socio-cultural milieu of contemporary Italy. Selected film classics will be shown. Oral and written assignments. Prerequisite: Advanced Italian or its equivalent. (Fall '09)

ITL 5014: 14th Century Masters: Dante, Petrarch, Boccaccio (3 cr.)
Selections from Dante's Vita Nuova and Divina Commedia, Petrarch's Canzoniere and Boccaccio's Decameron will be analyzed in connection with the philosophical and religious ideas of the period and its socio-political circumstances. Special attention will be given to the transition from medieval concepts and values to the onset of the spirit of the Renaissance. (Spring '09)

ITL 5019: Literature, Film and Society (3 cr.)
Literature and films are examined as a reflection of social reality and a source of information of cultural, social and political conditions and conflicts in 20th century Italy. Novels adapted into films will also be examined. Oral and written work assigned. Prerequisite: Advanced Italian or its equivalent. (Spring '08)

LATIN AMERICAN STUDIES
SPN 5010: The Latin American Novel and Film (3 cr.)
This course traces the movement of the contemporary novel away from realism toward self-referentiality. It also studies how literary works are transformed into film, and analyzes the relationship between literature and film. Topics include film adaptations of novels, the cinematic narrative, and the integration of cinematic techniques in the literary text. We analyze screenings of film adaptations. Works by Carpenter, Garcia Márquez, Borges, Cortazar, Quiroga, F. Hernandez, Rufo, Biyo Casares, Fuentes, Puig, and Vargas Llosa will be studied. (Spring)

LAS 5017: Latin American Civilization in the Arts (3 cr.)
Through the use of audio-visual materials, visits to museums, and readings, students explore the development of Latin American civilization through artistic production. The course is divided into three sections: (1) the major pre-Columbian civilizations and the legacy of indigenous populations. (2) The period of conquest and three centuries of colonial administration. (3) The revolutionary period and the efforts made to assert political independence while resolving economic problems. The course is constructed from an interdisciplinary perspective, which emphasizes Latin American art, history, geography, and culture. Prerequisite: Written Spanish, or permission of the Department.

LAS 5028: Latin American Black Literature (3 cr.)
This course will study the global vision—cultural, social and aesthetic—of black literature in Latin America presented by writers such as Cirilo Villaverde, Luis Palés Matos, Nicolás Guillén and Alejandro Carpenteret.

LAS 5033: Latin American Literature and Social Change (3 cr.)
This course explores the close relationship between literature and political ideas in Latin America. Topics include political romanticism in nineteenth century Argentina, the Peruvian Indianista and indigenista novel, the novel of the Mexican revolution, and debates on gender issues and ideological ideas in works by Asturias, Arguedas, Scorza, Cardenal, Carpenter, Benedetti, Roa Bastos and Garcia Marquez.

LAS 5035: Latin American Modernism
A view of the genesis, development and characteristics of this literary movement in Latin American letters with special emphasis on its most representative “modernista” writers: José Martí, Rubén Darío, José Asunción Silva, etc.

LAS 5038: Spanish Caribbean Literature (3 cr.)
Texts from Puerto Rico, the Dominican Republic and Cuba are studied with special attention to the relevance of these works to their social and political context, and to the region's history of slavery, colonization and decolonization. The course also includes literary works from some regions of Venezuela, Colombia and Panama that share similar aspects of Caribbean culture and history.

LIBRARY AND INFORMATION STUDIES
LIS/EDU 5297: Information Literacy for Teachers (1 cr.)
This course teaches graduate students the best practices to effectively access information using computerized indexes, full text databases, book resources and the Internet. Students will learn the skills to critically evaluate each information source and the search strategies to narrow the focus of their research. Upon completion of this course, students can use their knowledge of information literacy for lifelong professional and personal pursuits. (Fall) (Spring)

MATHEMATICS
MATH 5008: History of Mathematics (4 cr.)
A survey of some of the central ideas in the development of mathematics. The historical and mathematical context and content of these ideas will be studied along with the major figures responsible for their development. Prerequisite: Fundamental Concepts of Mathematics. (Every third year)

MATH 5031: Advanced Calculus (4 cr.)
Emphasis of this course will be on basic concepts of analysis and techniques of proofs. Prerequisite: Calculus III. Corequisite: Fundamental Concepts of Mathematics. (Spring)

MATH 5034: Linear Algebra (4 cr.)
This course will discuss vector spaces, linear independence and linear dependence of vectors, bases, subspaces, linear transformations, and representations of linear transformations using matrices. Other topics include determinants, non-singular linear transformations, change of basis, rank of a matrix, orthogonal linear transformations, characteristic values and vectors of linear transformations, similarity and diagonal matrices, and orthogonal reduction of symmetric matrices. A
computer symbolic algebra component is included. **Prerequisite:** Calculus II.  **Corequisite:** Calculus III.  (Fall)

**MATH 5037: Number Theory (4 cr.)**
This course will consider basic properties of the natural numbers. Topics include primes, congruencies, quadratic residues, Gaussian sums, number-theoretic functions, perfect numbers, distribution of primes, and also irrational, algebraic, and transcendental numbers. **Prerequisite:** Fundamental Concepts of Mathematics.  (Every third year)

**MATH 5040: Modern Algebra (4 cr.)**
Basic concepts and structures of modern algebraic systems. Topics covered include: sets, functions, groups and homomorphisms, rings and ideals, fields and field extensions, Galois theory of the roots of polynomials. **Prerequisite:** Fundamental Concepts of Mathematics. **Corequisite:** Advanced Calculus.  (Every third year)

**MATH 5041: Introduction to Graph Theory (4 cr.)**
This course will discuss paths, circuits and properties of trees, planarity and duality, problems relating to the Four-Color map theorem, digraphs, traversal theory and network flows. **Prerequisite:** Fundamental Concepts of Mathematics.  (Every third year)

**MATH 5048: Complex Variables (4 cr.)**
This course studies the algebraic properties of complex numbers and the notion of an analytic function. Many examples of analytic functions are discussed. The Cauchy Integral Theorem is proved. The course also covers the Cauchy Integral Formula and its consequences, Taylor and Laurent series expansions and the residue theorem and its consequences. **Prerequisite:** Fundamental Concepts of Mathematics.  (Every third year)

**MATH 5060: Topology (4 cr.)**
An introduction to point set topology. Topics covered include: open sets, closed sets compact sets in metric spaces and topological spaces. **Prerequisite:** Fundamental Concepts of Mathematics.

**MATH 5077: Numerical Analysis (4 cr.)**
This course offers a study of some basic algorithms of numerical computation with emphasis on the theoretical foundations of the algorithms and various problems related to the practical implementations of the algorithms. Topics covered include: floating point representation, implications of finite precision and errors due to roundoff, solutions of equations using fixed point method, Newton's method and secant method, numerical integration and differentiation. **Prerequisites:** Calculus III and Programming and Multimedia in Java.

**MATH 5097: Mathematical Logic (4 cr.)**
This course deals with propositional and predicate calculus, Gödel's completeness and incompleteness theorems, and undecidable problems. **Prerequisite:** Fundamental Concepts of Mathematics.  (Every third year)

**MUSIC HISTORY AND EDUCATION**

**MUH 5001: Music of the 19th Century (3 cr.)**
This course offers an intensive survey of the music literature of the 19th century. The musicological skills developed will enable the student to demonstrate an understanding of this period through analysis, listening and discussion of works from Beethoven's last style period through the works of Brahms and Mahler at the turn of the century. A major research project will introduce students to bibliographic skills in music research. **Prerequisite:** MUT 1033: Comprehensive Musicianship II or equivalent.  (Spring '08)

**MUH 5010: Haydn, Mozart and Beethoven (3 cr.)**
This seminar examines one of the crucial periods of music history, the transition from the middle of the eighteenth century to the era of Beethoven. Through the works of the era's three outstanding composers, we will understand the development of classic genres, the changing world of patronage and public concerts, and the establishment of binary- and ternary-based musical forms. Class work will require listening quizzes, two examinations, and a major analytical or historical paper. **Prerequisite:** Survey of Western Music I and II and one year of music theory, or equivalent.  (Spring '09)

**MUH 5011: Music of the 20th Century and Beyond (3 cr.)**
This course examines significant musical development from the Post-Romantic composers at the turn of the century to the most recent postmodern works in the international style. Coursework will include analysis, research and discussion of the period's important compositions, with an emphasis on the skills necessary for the Music Senior Listening Examination. Requirements include a major research paper on a twentieth century topic, listening quizzes and two examinations. **Prerequisite:** MUT 2041: Comprehensive Musicianship III or equivalent; ability to read scores.  (Fall)

**MUH 5014: African and Eastern Music (3 cr.)**
This seminar course in world music will introduce students to topics and techniques in Ethnomusicology. After an initial survey of the music cultures of the Pacific basin, the musics of Africa, India, China and Japan will be studied in greater detail. Students will develop a major project based upon one of these music cultures. A museum visit to study musical instruments will be an important component of the course.  (Spring '09)

**MUH 5051: Resources, Materials and Literature for Teaching Instrumental and Vocal Music (3 cr.)**

**MUH 5054: Methods for Early Childhood/Childhood Music (3 cr.)**
Philosophy and praxis of the transmission (teaching and learning) of music by students preschool through grade 4. Emphasis on the work of Émile Jaques-Dalcroze, Zoltán Kodály, and Carl Orff, along with pedagogy and performance on classroom recorders in preparation for experience on the chest of recorders. Curriculum projects using five curriculum parts—beginning point, song list, yearly flow chart, daily lesson plan, and activity plan (strategy). In-class teaching with critique. Ten hours of observation of preschool and elementary music-educators required. **Prerequisite:** Open to music education majors or others by permission of the Department. Must be...
completed as a preparation for EDU 5408: Student Teaching and Seminar: Music Education. (Fall)

MUE 5055: Technology for Music Educators (3 cr.) *
An introduction for music technology specifically designed for the music educators. Students learn how to create teaching materials using music technology, both in printed and interactive software formats. Students create projects relating to music pedagogy for various age and skill level. Software studied includes Finale, GarageBand, Smart Music, Digital Performer, and Band-in-a-Box, and Max/MSP. No prerequisites. Enrollment limited to ten. (Summer)

MUE 5057: Methods for Middle Childhood/Adolescent Music (3 cr.) *
Philosophy and praxis of the transmission (teaching and learning) of music by students grades five through twelve. Emphasis on the work of Émile Jaques-Dalcroze, Zoltán Kodály, and Carl Orff, and the use of world musics in the classroom. Curriculum development of eleven domains of music learning. Curriculum projects using five curriculum parts—beginning point, song list, yearly flow chart, daily lesson plan, and activity plan (strategy). Pedagogy and performance of the recorder chest available for the classroom. In-class teaching with critique. Ten hours of observation of middle school and high school music-educators. Prerequisite: MUE 3054 or permission of the Department. Must be completed as a preparation for EDU 5408: Student Teaching and Seminar: Music Education. (Spring)

MUE 5058: Seminar: The Teaching of Comprehensive Musicianship through Performances (3 cr.) *
This course is open to M.A.T. candidates and advanced performers on all instruments and in voice. Students will explore the broadly based musicianship involved in preparing and teaching stylistically acceptable performances. The course goals include developing an approach to conduct a practical study of concepts involved in the preparation and performance of music, and to formulate a personal philosophy for teaching music under the model for Comprehensive Musicianship. Prerequisite: Advanced performance ability. Open to students in the MAT program in Music Education and other by permission. (Fall) (Spring)

EDU 5408: Student Teaching and Seminar: Music Education (6 cr.) *
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the childhood and middle childhood/adolescent levels. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all education courses, PSY 2001 and 2002, and approval by the Office of Field Placement, Certification and Community Outreach. (Fall) (Spring)

PHILOSOPHY

PHL 5006: Plato (3 cr.)
Plato (427-347 B.C.) is the greatest literary talent in the history of philosophy. Both through perception and misperception of his writings, Plato’s influence on subsequent philosophy remains unsurpassed. The primary aim of this course is to introduce students to Plato’s dialogues, and to provide a foundation for a lifetime of independent study of Plato. There is perhaps no better way to begin one’s personal study of philosophy than with Plato’s writings.

PHL 5006: Hegel and Development of Modern Idealism (3 cr.)
This course studies the post-Kantian development of German idealism in Fichte and Schelling and makes a detailed analysis and critique of Hegel's Absolute Idealism as expressed and dramatized in Phenomenology of Mind. Prerequisite: permission of instructor. (Fall)

PHL 5012: Kant (3 cr.)
This course offers an extensive analysis and criticism of Kant's Critique of Pure Reason. Emphasis will be on arguments in the aesthetic and transcendental analytic, with selections from the transcendental dialectic. Students will outline text prior to class discussion and prepare a class presentation of a scholarly interpretation of Kant's doctrine. Prerequisite: permission of instructor. (Spring)

PHL 5013: Freud and Marx (3 cr.)
This class will analyze Freud and Marx's claims to offer a scientific and philosophical interpretation of human culture and behavior. Contemporary critiques and modifications of psychoanalysis and Marxism will be examined. (Spring)

PHL 5014: Descartes (3 cr.)
Rene Descartes (1596-1650) is known as the Father of Modern Philosophy. This course is designed to introduce Descartes’ major ideas in the context of a discussion of how to read and evaluate a philosophical text. (Spring)

PHL 5029: Heidegger and Sartre (3 cr.)
This course will examine the major ideas of Sartre and Heidegger. Students will discuss various themes of being, nothingness, authenticity, irrationality and faith. (Fall)

PHYSICS

PHY 5010: Advanced Mechanics (4 cr.)
This course offers an advanced formal treatment of classical mechanics following PHY 2010 Mechanics. Topics include: Calculus of variations, Hamilton’s Principle, Lagrangian formulation of mechanics, Hamilton’s formulation of mechanics, rigid body, coupled oscillations and normal modes, canonical transformations, Hamilton-Jacobi theory. Prerequisites: Calculus III or the equivalent, Differential equations or the equivalent, and Mechanics or the equivalent.

PHY 5020: Quantum Mechanics (4 cr.)
This course provides a formal treatment of non-relativistic quantum mechanics following PHY 2030 Quantum Physics. Topics include: the formulation of quantum mechanics in terms of state vectors and linear operators, three-dimensional spherically symmetric potentials, the theory of angular momentum and spin, time-independent and time dependent perturbation theory, scattering theory and identical particles. Prerequisites: Calculus III, Differential Equations or the equivalent, Mechanics or the equivalent, and Quantum Physics.

PHY 5030 Electrodynamics (4 cr.)
This course offers a rigorous treatment of classical electrodynamics following PHY 2021 Electromagnetism. Topics include: Electrostatics; magnetostatics, quasi-stationary phenomena, and Maxwell’s equation; Special mathematical methods for problems in electrostatics; Electromagnetic waves and boundary value problems; Potentials and gauge transformations; Radiation from charge and current distributions, including multipole expansion of the field, and the field of moving charges. Prerequisites: Calculus III, Differential Equations or the equivalent, Mechanics or the equivalent, and Electromagnetism.

PHY 5040: Mathematical Methods of Physics (4 cr.)
This course covers the necessary mathematics for treatment of advanced physics topics. Topics include: complex analysis,
partial differential equations, integral equations, Green’s functions, special functions, boundary problems, Fourier and other transforms, group theory and representations. Emphasis is placed on applications to physical problems. Prerequisites: Calculus III or the equivalent, and Differential equations or the equivalent.

PHY 5050: Solid State Physics (4 cr.)
This course is a rigorous introduction to solid-state physics. Topics include: crystal structures, properties of periodic lattice, electrons in metals, band structure, transport properties, semiconductors, magnetism, and superconductivity. Prerequisites: Electromagnetism, Quantum Physics, & Thermodynamics and Statistical Physics, or equivalents.

PHY 5060 Statistical Mechanics (4 cr.)
This course provides a rigorous treatment of both classical and quantum statistical mechanics following PHY 2040 Thermodynamics and Statistical Physics. Topics include: Fundamentals of statistical mechanics, theory of ensembles, quantum statistics, imperfect gases, and cooperative phenomena. Prerequisites: Electromagnetism, Quantum Physics, & Thermodynamics and Statistical Physics, or equivalents.

POLITICAL SCIENCE AND LEGAL STUDIES
POS 5012: Environmental Politics (3cr.)
This course will examine several critical debates within the area of environmental politics. Issues concerning the needs of advanced industrial societies and those of the environment, environmental ethics, environmental activism, environmental protection and environmental regulation will be surveyed. The importance of environmental movements (how they are formed) and whose interests they serve will be examined in great detail. Grass roots environmental movements will be studied, along with established environmental organizations, to determine the variety of resources open to those interested in environmental politics. Theories of environmental politics will be studied to provide a background and context for the on-going debates regarding “rights” and the “environment.” Power relations between advanced industrialized nations and developing nations will be examined in order to identify areas of commonality as well as those are contested. (Not offered in Fall of 2007)

POS 5014: Topics in Criminal Law and Procedure (3 cr.)
This seminar will focus on such topics as police searches of homes and cars, vehicular homicide, conspiracy, the insanity defense, the death penalty, and the law of murder, and criminal law aspects of the war on terrorism. (Fall)

POS 5017: Legal writing and interpretation (3 cr.)
This course focuses on all aspects of legal writing from proper issue formulation to creating cogent legal arguments and persuasive statements of facts. Case law and statutory material will be analyzed to illustrate various problem-solving techniques, culminating in the writing of a Memorandum of Law.

POS 5021: Legal Ethics (3 cr.)
This course examines the relationship between ethics and the legal system. It pays special attention to the political context within which this relationship is situated. The course is concerned with such questions as: how are ethical discussions informed by categories such as class, race and gender? Should they be? What is the relationship between law and morals? What are the limits of that relationship, if any? In addition to a comprehensive approach to controversial issues in legal ethics, the course also considers classical readings in the Philosophy of Law. (Fall)

POS 5035: American Foreign Policy (3 cr.)
The course will study the formation and execution of American foreign policy, including the institutions involved (Presidency, Congress, State Department, Foreign Service, C.I.A., etc.), and the role of domestic political considerations, particularly interest groups. There will also be a survey of U.S. foreign policy since World War II and the roles played by the various forces indicated above. (Spring)

POS 5057: Law and Society: The Courts and Unpopular Causes (3 cr.)
The course focuses on how the United States Supreme Court has answered and failed to address unpopular positions. The thrust of the course is to integrate the “unpopular issue” with literature, film, and actual Supreme Court cases. (Spring)

POS 5067: Politics and Passion: Women and the 21st Century (3 cr.)
This course will explore many of the cutting edge issues facing women towards century's end. As women face the new millennium, is it still possible to speak of women and politics, or does the evolving political agenda require an even more complex approach to coalition politics? How will issues such as reproductive rights, violence against women, emerging technological changes (pornography in cyberspace), work place issues, and sexual harassment be formulated and addressed approaching the 21st century. Ethical issues raised by advancing technologies, especially in the area of the politics of reproduction will be covered, as well as trends and shifts in affirmative action programs. The course will also address generational changes concerning women in public office and labor union activity. (Fall)

POS 5081: The Public Policy of Science and Technology (3 cr.)
This course will examine the details of the public policy process as it relates to science and technology. Important debates, and the values that inform them, will be explored with a view toward understanding politics as a value-allocation process. Issues covered will include cloning, DNA research, artificial intelligence, the development and prescribing of psycho-pharmaceutical medications, and the issues surrounding weapons procurement and development. Research Paper is required. (Spring '08)

POS 5093: The United States as a Pacific Power (3 cr.)
This course examines the conduct of United States foreign policy in East Asia in war and in peace. After a rapid survey of US expansion in the Pacific through World War II, the focus of inquiry will be on the Korean War and the Vietnam War, the two major wars the United States fought in the Pacific region in the post-World War II, followed by a study of the Asian economic crisis of 1997 and its sequel, political and economic reforms of the countries in the Asian and Pacific Rim. (Fall)

POS 5098: Africa in World Politics (3 cr.)
This course focuses on the foreign policies of major African states: their relationships with industrialized countries in Western Europe and North America; their relationships with other developing countries in the Third World; their intra-regional conflicts; and their participation in global affairs through the United Nations and its specialized agencies for the promotion of human rights, economic and social development of the third World nations. (Spring)

POS 5102: Globalization and Nation-states. (3 cr.)
How does a global market impact national communities? Does globalization undercut the power of nation states to such an extent that national sovereignty nowadays means little or nothing? What is the impact of globalization on democratic
poles, environment, labor standards, social welfare systems and the distribution of wealth? These questions will be subjected to a critical examination from the perspective of both advocates and critics of globalization. (Spring '06)

POS 5108: Search for Peace (3 cr.)
In our times wars are fought to an inconclusive end; consequently they tend to go on and on. What are the problems? Should they be allowed to go on without ending in peace? What can be done to bring about peace in a war-torn country? These are some of the questions this seminar will address. Starting with an examination of how a war did come to an end (World War I, World War II, the Vietnam War) the inquiry will take students through various theoretical perspectives (Realist, Liberal and Socialist) on war and peace and apply the insights gained from the study to the current problem areas: Palestine, Iraq, Afghanistan, Iran and Korea. (Spring '08'10)

POS 5111: Law and Literature (3 cr.)
This seminar looks at the role of law in great literature of the past. Readings will be drawn from novels, poems, essays, and plays from different eras and countries, including some classical literature of the ancient world, British literature including Shakespeare, American literature, classic detective fiction such as Sherlock Holmes, and the literature of other nations. Satisfies perspective requirement for Legal Studies and Criminal Law. Formerly offered as IDS 3207.

POS 5112: War, Law, and Presidential Prerogative (3 cr.)
How have past wars changed law and government? After looking at the Presidency and the Constitution today in the war on terror, this seminar turns to antiquity, considering the Persian Wars, the Peloponnesian War, the battles of Alexander the Great, Rome’s Punic Wars with Carthage, and Rome’s wars of world conquest. It considers the art of war in the writings of Machiavelli and the theme of war and princely prerogative in Shakespeare. It examines the early modern and modern eras in western Europe and America, including England’s Civil War, the French Revolutionary Wars and Napoleon, the American Revolution and Civil War, and the world wars and nuclear age. Satisfies perspective requirement for Legal Studies and Criminal Law concentrators and minors. (Fall '08) (Spring '09)

POS 5114: Great Cities, Great Ideas, and Great Law (3 cr.)
This course looks at three great capital cities in history – ancient Athens, ancient Rome, and London – and examines the interplay between law, politics, and culture in those cities at different times in the past. Readings in the history of law, politics, art and architecture, literature, philosophy, and music. Satisfies perspective requirement for Legal Studies and Criminal Law. (Fall 2007)

POS 5115: Topics in Business Law (3 cr.)
This seminar addresses relevant topics in law and business. Issues covered will include such topics as the role of law in creation and financing of corporations and the legal and policy consequences of the U.S. tax code. (Not offered in 2007-8).

POS 5116: Feminist Political Thought (3 cr.)
This course will examine recent developments in feminist political thought through an analysis of both primary and secondary sources in the feminist theory tradition. Issues to be covered are: the state of the category “woman,” the social construction of gender, the politics of the body and gender, essentialism, identity politics, movement activity, the intersection of race, class and gender, theories of the “self”, nature and the environment.

POS 5117: War and the Human Rights: The Geneva Conventions (3 cr.)
Modern wars, whether internal or international, tend to produce catastrophic consequences in terms of the loss of human lives on a massive scale, often of genocidal proportions. This underscores the need to regulate the conduct of war through International Humanitarian Law to protect individuals and their basic human rights. This seminar is devoted to a study of IHL, in particular, the Geneva Conventions: its evolution, implementation and enforcement through national legislations and judicial proceedings at the national and international level. We will revisit some of the notorious cases involving war crimes committed during the Vietnam War, the Balkan Wars, the Rwanda massacre and the current “War on Terror,” and review the achievements of the International Criminal Courts. (Fall '07,'09)

POS 5119: Law and the Presidency (3 cr.)
This seminar takes an historical look at the American Presidency in relation to the American Constitution and the American system of law. After an introduction on the perils and challenges of the Presidency today, it looks back at the sources of the framers’ ideas of executive power – in the writings of statecrafters and philosophers like Machiavelli and Locke, and in the experiences the framers had of prerogative power in England and the colonies. It then focuses on the creation of the Presidency in the Constitutional Convention of 1787 and moves on to consider the contributions of several of our Presidents – Washington, Jefferson, Jackson, Lincoln, TR, Wilson, FDR, Truman, Nixon, and Reagan. Emphasis on presidential personality, war powers, presidential elections. Satisfies perspective requirement for Legal Studies and Criminal Law concentrators and minors. (Planned for spring 2008)

PSYCHOLOGY
PSY 5005: Psycholinguistics (3 cr.)
This course will consider the psychological and neurobiological factors that enable humans to acquire, use, and understand language. The study of language, including: sentence comprehension and memory, language acquisition and development, and speech perception; the effects of context, perception, and reasoning; linguistic structure on the processing of language; and the underlying brain processes will be examined. Prerequisite: PSY 2044: Cognitive Psychology. (Offering is tentative based on student interest.)

PSY 5008: Psychology of Relationships (3 cr.)
Persistent patterns of dealing with significant others are examined from birth through adulthood. John Bowlby, Ronald Laing, Carl Rogers, Jean Baker Miller, and other topical writers are assigned. Topics include: roles, attachment, love, commitment, symbiosis, autonomy, mutuality, and intimacy. This course will make use of group interaction. Recommended: PSY 1004: Fundamentals of Psychology. (Fall '07 & '08) (Spring '08 & '09)

PSY 5010: Psychology of the Self (3 cr.)
As a complement to Psychology of Relationships, this seminar will deal with the growth of the Self and how it is conceived and constructed. This material will be examined from historical, developmental, therapeutic, and physiological perspectives and will bring in the subjective experience of the infant and of the person who is developing. Thus, it will contain an experiential appreciation of the self and its conceptualization. This will include information from Developmental Psychology, Social Analysis, and Neuroscience. Included in this course will be readings from Erich Fromm, Mihaly Csikszentmihalyi, William James, Ronald. D. Laing, Ulric Neisser, and Daniel Stern.

183
Secondary material will deal with the works of Mary Calkins, George Herbert Mead Erik Erikson, Carl Rogers, Antonio Damasio, Jaak Panksepp and Social Constructionism. Recommended: PSY 1004: Fundamentals of Psychology. (Fall '07 & '08)

PSY 5017: Psychopharmacology (3 cr.)
This course provides an in-depth presentation of basic scientific principles in psychopharmacology, followed by a scientifically-oriented consideration of various drugs of abuse and drugs that are used to treat mental illnesses and disorders. Topics include the history of psychopharmacology, neurochemistry of brain function, general pharmacology principles, and methodologies employed in psychopharmacological research. Additionally, drug treatments for a variety of mental diseases and disorders including: anxiety, psychosis, depression, mania, dementia, epilepsy, and obsessive-compulsive behavior; and drugs of abuse such as: amphetamines, alcohol, the opiates, and THC will be examined. Prerequisite: PSY 2004: Physiological Bases of Behavior. (Spring '08)

PSY 5019: Advanced Personality Psychology (3 cr.)
This seminar course is designed to explore the nature and relevance of individual differences. Various personality theories will be discussed in greater depth than in Psychology 2036: Personality Psychology. This course will also probe special topics in the field of personality theory and research. Such topics may include self-regulation, behavioral genetics and personality, and personality assessment. Amount of material and specific reading selections will depend on available time and level of the class. Prerequisite: PSY 2036: Personality Psychology. (Offering is tentative based on student interest.)

PSY 5020: History and Systems of Psychology (3 cr.)
Although psychology as a formal discipline is little more than a century old, psychological questions and phenomena have been the source of curiosity for millennia. This lecture/discussion course is designed to trace the intellectual roots of psychology (beginning with the early Greeks) by examining persistent ideas, etc.) and which provide the cultural structure of Folk Psychology. Topics also include: cognitive science, cultural psychology, social constructionism, and narrative as a vehicle for Folk Psychology. Recommended: PSY 1004: Fundamentals of Psychology. (Spring '08 & '09)

PSY 5021: Theories of Psychotherapy (3 cr.)
This seminar course is intended to introduce students to contemporary American psychotherapy. It attempts to define and compare various approaches to psychotherapy within the context of the history of the mental health profession in America. In so doing, it will consider elements common to all psychotherapies. It will explore the relationship between therapist and client as well as the evolving perceptions of its role in the therapy process. Particular emphasis will be given to empathy and empathic responding. In addition, the course will briefly discuss other topics pertaining to psychotherapy such as law and ethics, multicultural diversity, outcome research, and clinical practice. Prerequisites: PSY 1004: Fundamentals of Psychology. (Offering is tentative based on student interest.)

PSY 5022: Neuropsychology (3 cr.)
This course is designed to introduce the student to the field of neuropsychology. It will review the anatomy and function of brain, particularly that of the cerebral cortex. Major neuropsychological dysfunctions related to brain damage, as well as what neurological disorders can reveal about normal brain functioning, will be presented. Specific issues related to brain damage-induced memory loss, language impairments, deficits in attention, alterations in emotionality and affect, and changes in consciousness and perception of self are potential topics of study. Students will also gain an understanding of the typical assessment tools and procedures for diagnosing neuropsychological disorders. The course will also include how basic research in neuroscience informs the practice of neuropsychology. Prerequisite: PSY 2004: Physiological Bases of Behavior. (Fall '07)

PSY 5024: Biological Bases of Mental Illness (3 cr.)
This course will examine the organic bases of such major psychoses and mental disorders as schizophrenia, manic depression, dementia and psychophysiological dysfunction. The specific cognitive disorders and behavioral abnormalities associated with each syndrome will be reviewed. Background readings will include material on the psychology of mental dysfunction, the genetic determinants of these syndromes, and the relevant neuroanatomical and neurochemical substrates and processes. Prerequisite: PSY 2004: Physiological Bases of Behavior. (Offering is tentative based on student interest.)

PSY 5025: Psychology of Experience (3 cr.)
Early psychologists, including Wilhelm Wundt and William James, presumed that psychology meant a psychology of experience. It was not true for many years in America thanks to the popularity of John B. Watson and all those who were swayed by the school of Behaviorism. This seminar-discussion course considers several major sources in Early Psychology, including material from William James, Humanistic Psychology, Psychoanalysis, Csikszentmihalyi & Positive Psychology. Recommended: PSY 1004: Fundamentals of Psychology. (Fall '07 & '08)

PSY 5037: Folk Psychology (3 cr.)
This course examines the psychology of everyday assumptions. It will assess assumptions that seem immediately given (normality, health, relationships, self, gender identity, morality, etc.) and which provide the cultural structure of Folk Psychology. Topics also include: cognitive science, cultural psychology, social constructionism, and narrative as a vehicle for Folk Psychology. Recommended: PSY 1004: Fundamentals of Psychology. (Spring '08 & '09)

PSY 5042: Clinical Psychology (3 cr.)
This seminar course is intended to introduce students to the field of clinical psychology. The course begins with an examination of the historical development, philosophical issues and theoretical bases pertinent to the study of clinical psychology. Using an integrative theoretical framework, the course examines a broad sampling of current topics and controversies in the field of clinical psychology, including: the concept of abnormality, assessment, issues of diagnosis and classification, clinical judgment, the nature and evaluation of psychological intervention, and forensic psychology. Prerequisites: PSY 1004: Fundamentals of Psychology, PSY: 2036 Personality Psychology, and PSY 2011: Abnormal Psychology. (Offering is tentative based on student interest.)

PSY 5047: Seminar in Stereotypes, Prejudice, and Discrimination (3 cr.)
This upper-level seminar will provide an intellectual forum for discussing the psychology of stereotypes, prejudices, and discrimination. Utilizing materials from textbooks, scholarly research articles, and the Internet, students will explore such topics as the social psychology of prejudice, the maintenance of stereotypes and prejudice, the power and consequences of stereotypes, techniques for reducing prejudice, current research on ethnic and gender stereotypes, and coping with prejudice. Recommended: PSY 2009: Social Psychology (Spring '08 & '09)
PSY 5052: Developmental Psychology: Adulthood and Aging (3 cr.)
After adolescence, we continue to develop as an adaptive response to continuous changes in life circumstances. This course will explore the current theories about adult development and examine what current research can tell us about: adults' capabilities and changes that occur over time, influences of the environment, and how we influence our own environments and development. In addition, it will explore what is known about continuities between childhood/adolescence and adulthood. **Prerequisite:** PSY 2002: Developmental Psychology: Early through late adolescence. (Fall '07 & '08) (Spring '08 & 09)

PSY 5055: Social Development and Attachment (3 cr.)
The development of attachments and their importance to later development will be covered. The various theories of attachment will then be used to help explain how other types of social behaviors, such as: sharing, caring, empathy, and aggression develop. **Prerequisite:** PSY 2001: Developmental Psychology: Infancy through late childhood and PSY 2002: Developmental Psychology: Early through late adolescence. (Fall '07 & 08) (Spring '08 & 09)

PSY 5056: Death, Dying and Bereavement (3 cr.)
The course will offer opportunities to understand the changing demographics of death and terminal illness in America; to compare cultural and developmental differences in approaches to death and dying; to explore some highly controversial current topics in the field; to become acquainted with resources in this area; and to recognize and appreciate one's own attitudes and reactions to death and dying. This will be accomplished through lectures, videos, class discussions, and presentations. Lectures from individuals "on the front line," who work in various related fields may also be incorporated. **Prerequisite:** PSY 2001: Developmental Psychology: Infancy through late childhood and PSY 2002: Developmental Psychology: Early through late adolescence. (Fall '07 & '08) (Spring '08 & 09)

PSY 5057: Biopsychology Seminar (3 cr.)
This course will focus on a single contemporary topic in neuroscience. Students will be required to read, discuss, and critique literature focusing on common themes. Examples of themes are the biopsychology of learning and memory, the nature of recovery from brain damage, drug dependency, Alzheimer's disease, and Parkinson's disease. **Prerequisite:** PSY 2004: Physiological Bases of Behavior. (Offering is tentative based on student interest.)

PSY 5058: Qualitative Approaches to Psychology (3 cr.)
This course introduces students to the theory and practice of qualitative research methods. Qualitative and quantitative approaches to research will be discussed as different (not opposing) approaches, influenced and driven by different theoretical perspectives, assumptions, and research questions. Students will acquire knowledge about the historical context of qualitative research. In addition, students will gain specific knowledge and practice in the major qualitative research approaches including interview and ethnography. Methods of analysis for qualitative data will also be examined and utilized. Writing skills will be emphasized. **Prerequisite:** PSY 1004: Fundamentals of Psychology (Fall '07 & '08)

PSY 5059: Child Cognitive Development (4 cr.)
This course will cover theories of the change in cognitive function in children from birth through adolescence and how different theories of development explain how and why developmental change occurs. Some of the theories covered include: neo-Piagetian, information processing and connectionism, dynamic systems, and theories about how children develop theories about the world. This course is intended for students who have already had courses in child and adolescent development and thus, already know the changes in cognitive function over childhood. **Prerequisite:** PSY 2001: Developmental Psychology: Infancy through late childhood and PSY 2002: Developmental Psychology: Early through late adolescence. (Spring '09)

PSY 5063: Social Influence and Persuasion (3 cr.)
This seminar will provide an intellectual forum for discussing the psychology of social influence and persuasion - the ability of a person or group to change the behavior of others. Integrating theory, scientifically documented research, and practical applications, students will explore such topics as, mindlessness, compliance, obedience, cults, subliminal persuasion, and propaganda. **Recommended:** PSY 2009: Social Psychology. (Fall '07 & '08)

PSY 5064: The Philosophy of Psychology (3 cr.)
This upper level seminar course will explore the philosophical foundations of scientific psychology. The course will consider the problematic nature of the concept of mind from Descartes to the present. Students will explore various theories postulated to explain the relationship between the brain and the mind. In so doing, students will contemplate the ambiguities surrounding relevant concepts such as causation, reductionism, and explanation. Readings will include primary sources from both psychology and philosophy. (Offering is tentative based on student interest.)

PSY 5066: The New Unconscious (3 cr.)
This course is designed to illustrate the power of non-conscious processes by presenting compelling evidence that many of our thoughts, feelings, and behaviors stem from unconscious processes. Examining the unconscious from social and cognitive viewpoints, this course will provide an intellectual forum for discussing the research that has contributed to our understanding of the “new unconscious.” Utilizing materials from books and scholarly research articles, we will explore such topics as priming research, thin-slicing, implicit vs. explicit learning, automatic vs. controlled process, intuition vs. introspection, subliminal perception, and other unconscious processes. (Summer '08)

PSY 5067: Advanced Seminar in Cultural Psychology (3 cr.)
This seminar provides the opportunity to examine in depth, specific areas of theory and research in cultural psychology. Focus is placed on current research in the field, described by primary sources, as a basis for the critical evaluation of the validity of theory. For example, we will look more closely at some of the theoretical work of Lev Vygotsky on the role of culture in development and the influences of Richard Shweder on the theories providing the foundations for cultural psychology. A principal focus of analysis will be whether the particular psychological processes and behaviors in question can be explained more fully in culture-specific or universalistic terms, and how they are related to the salient characteristics of the cultural-historical context in which they are embedded. Through the examination, interpretation, and analysis of these data, critical thinking, verbal communication, and writing skills will be emphasized. **Prerequisite:** PSY 2042: Psychology and Culture. (Spring '08 & '09)

PSY 5333 Psychology of Emotion (3 cr.)
The history of attempts to understand emotions in Western Society and the theories developed in Psychology will be studied. The physiological mechanisms underlying emotions will be stressed including the debate on emotional expression. The primary emotions of joy, distress, anger, fear, surprise, and
disgust will be presented and compared with the secondary, social and higher cognitive emotions such as embarrassment, love, guilt, shame, pride, jealousy, etc. The relations between emotions and feelings and consciousness will be explored. Selections from the work of James, Cannon, Arnold, Ekman, LeDoux, Lewis and Damasio will be included. Recommended: PSY 2004: Physiological Bases of Behavior or similar background. (Spring '08)

**SOCIOLGY AND ANTHROPOLOGY**

**SOC 5003: Classical Social Theory (4 cr.)**
This course will study Karl Marx, Max Weber and Emile Durkheim, early sociological masters who profoundly influenced contemporary social theorists and researchers. Each developed a perspective (class, bureaucracy and division of labor) for analyzing the new industrial order that was forming around them in Europe. Major writings of each will be examined. (Spring)

**SOC 5006: Sociology of Knowledge (3 cr.)**
This course investigates ideas, meanings, values, and consciousness within the context of the social structures and conditions in which they originate. Its emphasis is on how ideas, once created, are maintained or changed. (Spring)

**SOC 5007: Globalization and Social Change (3 cr.)**
The aim is to develop a sociological perspective that will help make sense of social changes that are worldwide in nature. Themes include: different meanings of globalization; Americanization and global cultures; wealth and poverty in world-historical perspective; globalization of violence; and efforts to change the world from below that reach across national boundaries. Emphasis will be placed on the historical context in which social change unfolds. (Spring)

**SOC 5008: World Cities (3 cr.)**
Current and historical survey of world cities in the making of global culture. The course is centered on a series of urban places: Venice, Amsterdam, London, New York, Calcutta, Sao Paulo, Mexico City, Istanbul, Lagos, and Jakarta. Special attention will be given to the social, political, and economic life of cities in the context of North/South inequality. New directions in urban thought and social theory will be explored. (Fall)

**SOC 5023: Racial Oppression (3 cr.)**
This course examines the following aspects of U.S. racism: 1) the role of racism in advancing reactionary domestic and foreign policies; 2) the impact of social and economic policies on the Black, Hispanic, and Native American communities; 3) the racist features of U.S. policies for Latin America, Africa, the Middle East, and the Far East; and 4) the forms of domestic and international opposition to racism.

**SOC 5050: Mass Media and Society (3 cr.)**
An examination of the social, political, and economic contexts in which American mass media have developed and operate today. Topics include: concentration of media ownership and control; the effects of political economy, ideology, and organizational structure on news management; the media's role in movements for social change in the U.S. and Third World; personal and political consequences of media practice; alternatives to the current structure of the media. (Fall)

**SOC 5077: Social Problems (3 cr.)**
An examination of major social issues from a sociological perspective. Topics will include: inequalities of race, gender and class; the changing structure of work; crime and punishment; homelessness; poverty and social welfare; the media, ideology and public policy; and the role of government. (Summer)

**SOC 5081: Education and Society (3 cr.)**
Many view education as the major vehicle for upward mobility. Others understand that education is a means of creating and perpetuating social inequality. This course will address this debate in light of the history of education in the U.S. and in light of the relationship of education to other social institutions in our country, with special consideration given to the correlation between the educational system and adult achievement, taking into consideration class, race, and gender. (Spring)

**SOC 5083: Social Dissolution (3 cr.)**
The unraveling of societal institutions and of mental frameworks used to make sense of the social world. Topics include: the breakdown of states, regional wars, cities of violence, emergent global protest movements, modern genocide, global terrorism. The course asks how the social sciences, and sociology in particular, have responded to these issues and concludes with a search for solutions at the global level.

**SOC 5085: Science, Technology and Society (3 cr.)**
An examination of how political and economic interests have shaped the development of science and technology. Topics will include: entrepreneurial science; the demise of the independent inventor and the rise of corporate sponsorship; the role of the new information technologies in the transformation of communications, white-collar and blue-collar work and social stratification; and science and social control. (Spring)

**SOC 5088: Images of Women in American Popular Culture (3 cr.)**
An exploration of how images of women in popular culture both perpetuate stereotypes and, at the same time, create new images which maintain deceptive distinctions. This course will look at women in the workplace, in the media and in the arts, using both traditional and non-traditional approaches. (Spring)

**SPANISH**

**SPN 5010: The Latin American Novel and Film (3 cr.)**
This course traces the movement of the contemporary novel away from realism toward self-referentiality. It also studies how literary works are transformed into film, and analyzes the relationship between literature and film. Topics include film adaptations of novels, the cinematic narrative, and the integration of cinematic techniques in the literary text. We analyze screenings of film adaptations. Works by Carpentier, Garcia Marquez, Borges, Cortazar, Quiroga, F. Hernandez, Rulfo, Biny Casares, Fuentes, Puig, and Vargas Llosa will be studied. (Spring)

**SPN 5012: Spanish Literature and Film (3 cr.)**
The course considers the complex relationships between film, literature and the arts in XX century Spanish culture. We survey Spanish film from the silent era surrealist masterpieces of Luis Buñuel to the post-modern deconstruction of comedy and melodrama in the works of Pedro Almodovar. Topics include film adaptations of novels and plays, the cinematic narrative of avant-garde authors and the integration of the cinematic apparatus in the text.

**SPN 5017: Latin American Civilization in the Arts (3 cr.)**
Through the use of audio-visual materials, visits to museums and readings, students explore the development of Latin American civilization through artistic production. The course focuses on: the major pre-Columbian civilizations and the Indian
legacy; the period of conquest and the colonial administration for three centuries; the revolutionary period and the efforts made by the different countries in order to assert the political independence and solve the present economical problems. The course is structured from an interdisciplinary perspective that emphasizes Latin American art, and includes history, geography and culture.  (Fall) (Spring)

SPN 5026: The Modern Spanish Novel (3 cr.)
This course surveys some of the most important novels of the 19th and 20th centuries, from realistic and naturalistic masterpieces of Galdos and Clarin, to the postmodern authors of the recent decades. Each novel will be studied in relation to its historical and cultural background.

SPN 5028: Latin American Black Literature (3 cr.)
This course will examine the global vision - cultural, social and aesthetic - of black literature in Latin America presented by writers such as Cirilo Villaverde, Luis Palés Matos, Nicolás Guillén and Alejo Carpentier.  (Fall) (Spring)

SPN 5033: Latin American Literature and Social Change (3 cr.)
This course explores the close relationship between literature and political ideas in Latin America.  Topics include political romanticism in nineteenth century Argentina, the Peruvian Indianista and indigenista novel, the novel of the Mexican revolution, and debates on gender issues and ideological ideas in works by Asturias, Arguedas, Scorza, Cardenal, Carpentier, Benedetti, Roa Bastos and Garcia Marquez.  (Fall) (Spring)

SPN 5035: Latin American Modernism (3 cr.)
A view of the genesis, development and characteristics of this literary movement in Latin American letters with special emphasis on its most representative “modernista” writers: José Martí, Rubén Darío, José Asunción Silva, etc.  (Spring)

SPN 5038: The Spanish Caribbean Literature (3 cr.)
Texts from Puerto Rico, the Dominican Republic and Cuba are studied with special attention to the relevance of these works to their social and political context, and to the region's history of slavery, colonization and decolonization. The course also includes literary works from some regions of Venezuela, Colombia and Panama that share similar aspects of Caribbean culture and history.  (Fall) (Spring)

WOMEN’S STUDIES

WST 5040: Women and Society: An Introduction to Women's Studies (3 cr.)
This course is required for Women’s Studies minors. It is an interdisciplinary course that examines the competing explanations for women’s subordination and the institutionalization of gender expectations. Topics include: women and work, family, sports and the economy.

WORLD RELIGIONS

WREL 5003: Pagans (3 cr.)
The first part of this course will survey some religions not founded by prophets, particularly traditions of Egypt, Mesopotamia, Greece, Rome, northern Europe, West Africa and North America. The second half considers how such traditions, especially in the forms of witchcraft, voodoo, and movements in Native American religions, now influence the general culture of the United States.

WREL 5008: Christianity (3 cr.)
Beginning with Jesus and Paul, the Jews and the Romans, this course traces the changing forms of Christian faith and practice as Christians encountered European pagans, the rise of Islam, the breakdown of Christian unity into Roman, Greek, and Protestant forms, the challenges of modernity, and the new Pentecostal explosion in Africa, Asia, and the Americas.

WREL 5009: Scholars, Sages, and Samurai: the Role of Confucianism in East Asia (3 cr.)
As a philosophy, a system of social ethics, and a religion, Confucianism and its later form, Neo-Confucianism, profoundly affects the cultures of China, Korea, Japan and Vietnam to this day. This course examines the rise and development of this tradition, starting with Confucius himself, and proceeding to its influence on the social, political and religious life of China and East Asia.

WREL 5010: Women in Chinese and Japanese Religions (3 cr.)
This course examines the position of women in Confucianism, Taoism, Buddhism, and Shinto, both in terms of the ideals set forth for women by these traditions and the particular adaptations women made of those ideals. Readings include didactic works for women, autobiographies, poetry, and novels.  (Spring '08)

WREL 5013: Buddhism (3 cr.)
The first part of the course deals with the life and teachings of the historical Buddha and the early forms of Buddhism in India. The second part traces the spread of Buddhism to Tibet, China and Japan, while the last part focuses on Buddhism in America today.  (Fall 2007)

WREL 5014: New Testament Themes
This course examines various central themes of the New Testament writing through a study of historical, linguistic, theological and sociological formation and findings.  (Spring '08)

WREL 5015: Sexuality and Religion (3 cr.)
This course examines the influence of religion on sexual ethics, gender roles, and expectations of sexual pleasure. Readings include the Bible, the Kama Sutra, Roman Catholic moral theology (translated from the Latin by the instructor), Taoist marriage manuals, Japanese love poetry, feminist perspectives and the advice literature of Protestant evangelicals. Projects evaluate what the West might learn from the traditions of Asia and Africa and from its own heretics, cultists and critics.

WREL 5021: Religion and Politics of East Asia (3 cr.)
An examination of the religious dimensions of Chinese and Japanese politics in the 19th- and 20th-centuries. For China, attention will be given to the 19th-century Taiping Rebellion and Mao's 20th-century Communist Revolution. For Japan, the focus will be on the role of Shinto in Japan's rise as an imperialist power in East Asia between 1880 and 1945 and its controversial legacy in Japan today.  (Fall '08)

WREL 5025: Religion in America (3 cr.)
The story of the native nations and the Pilgrims, revolutionaries and missionaries, presidents and cult leaders who have made the United States what George Santayana called “a nation with the soul of a church.” After exploring the religious sources of such basic American values as democracy, capitalism and toleration, the course examines how the concept of national destiny has developed in crises from the French and Indian Wars through Vietnam to the Persian Gulf and contemporary culture wars.
WREL 5027: Islam (3 cr.)
Through the use of the Qur'an, traditions of Prophet Muhammad, and other sources, this course examines the Islamic belief system and its impact on the 7th-century Arabian peninsula and the modern world.

WREL 5044: Religion and Ethics in Film (3 cr.)
While establishing a framework for understanding world religions, ethical theories, and the medium of film, the first part of the course will examine how the stories and myths of the world's religious traditions have been expressed in documentary and feature-length films. The second half investigates how film influences our view of the world and our understanding of ethical behavior in the public and private spheres.

WREL 5054: Religion, Advocacy and Peace: The Middle East Crisis (3 cr.)
This seminar examines the dynamics of the Middle East conflict with a specific emphasis on the Israeli-Palestinian component. Included are analytical assessments of the impact of religion and the role of various US-based advocacies on the Peace Process. In addition, discussions will include historical, regional, economic, social and security analyses of the issues involved. Students will have the opportunity to reflect upon and develop concrete strategies for effective peacemaking.

WREL 5028: The United States and Islam (3 cr.)
Al-Islam, a traditional monotheistic religion, has had a difficult interface with the modern, pluralistic culture of the United States. This course explores how this situation came to be. Particular emphasis will be placed on: early western ideas about Islam; immigration; African American Islam; Middle East politics; the media and the impact of the September 11, 2001 terrorist attack. United States social and foreign policies toward Muslims and Islamic countries are also examined.

WREL 5032: The Religious and Political Philosophy of Malcolm X (3 cr.)
The focus of this course is the ideological journey of the man who was born as Malcolm Little and died as El-Hajj Malik El-Shabazz. The course also explores the political and religious context, which Malcolm X developed as a way of understanding political and religious life in the United States during the 40s, 50s and 60s.

WREL 5033: The Religious and Political Philosophy of Martin Luther King Jr.
The ideological journey of a man who was a central figure in the Civil Rights movement in the 1950s and 1960s is the focus of this course. In particular, this course will center on the socio-cultural context and the theological underpinning of King's particular form of non-violent direct action.

WREL 5035: Judaism (3 cr.)
A description and investigation of the major forms of Jewish tradition in the modern world, with attention to their historical development and cultural dimensions.

WREL 5037: The Holocaust and Culture (3 cr.)
This course provides a background of narrative and theory regarding the annihilation of Jews in Europe between 1933 and 1945, then examines works of literature, film and visual art connected with the Holocaust. Discussion centers on three questions: first, what elements in Western culture made the Holocaust possible? Second, what can the arts offer those attempting to live in awareness of that event? And third, to what extent are the cultural factors that contributed to the Holocaust still active today?

WREL 5042: Literature of the Holocaust (3 cr.)
A study of selected fiction, poetry, and drama depicting the human experience of the Holocaust, 1933-1945, and its continuing significance. The central question to be examined in this course is how genocide, the ultimate atrocity, can be transformed into art. (Fall)

WREL 5065: Power, Authority, Leadership & Ethics (3 cr.)
This course provides an opportunity for students to understand the impact of covert dynamics on the exercise of ethical authority in-group and organizational settings. Through the use of both an ongoing human relations group and discussion seminar format, students focus on how leadership can help or hinder the development of positive stable, communities and organizations. This course includes an analytical reflection on the college’s mission to educate “ethically and socially responsible leaders.”

WREL 5078: Changing the World—One Step at a Time (3 cr.)
After an introduction to change strategy around diverse social justice and religious 'causes,' students select a project around a cause and develop a grant proposal for funding of the project. Students also explore the theoretical and ethical dimensions of leadership, social entrepreneurship, and venture philanthropy. A research paper on the history and social background of the cause selected is included in the grant proposal. Students present their final project proposals to a funding board and implement their projects the following semester, if funded.

WREL 5090: Women in Western Religions (3 cr.)
This course examines the position of women in Jewish, Roman Catholic, and Protestant traditions, with attention to the challenges of those traditions posed by extraordinary women of the past and by modern feminists.

WREL 5095: Race, Religion and Culture (3 cr.)
The purpose of this course is to examine the complex interplay between race, religion and culture in a variety of contexts in the Western hemisphere. The course includes an examination of the impact of racism and sexism on religious practice.

ADMISSIONS
Decisions regarding the admission status of applicants are made without regard to race, color, creed, gender, national or ethnic origin, sexual orientation or handicap.

UNDERGRADUATE
Manhattanville admits men and women as candidates for undergraduate degrees if their academic records indicate competence to engage in a challenging liberal arts curriculum. The Admissions Committee is particularly interested in a student's willingness and determination to participate actively in the process of his or her education. In considering applications for undergraduate admission, Manhattanville makes every attempt to evaluate students as individuals, each with her or his own unique capabilities for learning, and to appraise each one's capacity for intellectual and emotional growth.

Application Procedure
Applicants must submit the following materials to the Office of Admission (Reid Hall) for evaluation:
1) Application for admission;
2) Official transcript of grades earned to date from secondary school or college;
3) Two (2) letters of recommendation to include one from a guidance counselor/transfer counselor and one from a current or former teacher;
4) Personal essay describing your goals and objectives for the upcoming four years;
5) The results of either SAT1: Reasoning Test or ACT (waived for transfer applicants who have earned 30 or more credits). High school students should plan to complete the exam no later than the fall term of their senior year; and
6) Transfer applicants must submit a Statement of Good Standing Form for every college/university attended. The form must be filled out by a Dean at each college/university attended.
7) An application fee of $55.00 must accompany the application.

Manhattanville participates in the Common Application Program. Students using the Common Application will be considered for admission in the same way as students utilizing the Manhattanville College application.

Interview
A personal interview is strongly encouraged and, in some cases, may be required. Applicants are urged to contact the Office of Undergraduate Admissions at (914) 323-5464 or 1-800-32-VILLE to schedule an appointment. Interviews are conducted throughout Monday through Friday and on several Saturday dates during the academic year. Tours of the campus are also available.

Art Student Applicants
Students who wish to specialize in art as candidates for the Bachelor of Art or Bachelor of Fine Arts degree must present portfolios of art work containing varied examples of their best work to the Art Department. If a student is unable to present the work in person, he or she may submit slides. The Admissions Office arranges these portfolio reviews.

Music Student Applicants
Students who wish to specialize in voice or instrumental music as candidates for the Bachelor of Music degree must pass an audition, in addition to following the normal application procedures. Students seeking to major in music through the Bachelor of Arts program need not pass an audition for College acceptance, but will be required to audition by the end of their sophomore year. Because of this, they should discuss their plans with a member of the music faculty as early as possible in their college career.

In the audition, which is conducted by the Music Department, the student performs three pieces from different musical periods and takes a test on general musicianship. Appointments for auditions, may be made through the Admissions Office. For those instances where distance makes an audition impossible, applicants may secure permission from the Music Department to submit a tape recording.

International Applicants
Manhattanville College is extremely proud of its long-standing history of having international students as active members of our community.

Students in any of the following categories must apply for admission by completing special supplemental application forms available from the Manhattanville College Office of Admissions and the Financial Planning Office:
- Non-United States citizens living abroad;
- Non-resident aliens temporarily living in the United States.

Students from abroad are eligible for admission if they have completed, with good grades, the academic (classical) secondary school program offered in their country. Students transferring from a college or university in another country must also demonstrate an acceptable academic profile. All international/foreign applicants must also supply documented proof of their ability to meet the full cost of attendance. Manhattanville College offers academic (non-need based) scholarships and financial aid to international applicants deemed to be eligible. All applicants who speak or write English as a second language are required to take the TOEFL (Test of English as a Foreign Language). The minimum score required for consideration is a 550. Test results should be sent to Manhattanville. Information concerning this test may be obtained directly by writing to the Program Director, TOEFL Institutional Programs, Box 6155, Princeton, NJ 08540, or by logging onto www.ets.org. Applicants seeking to begin studies in the fall semester (September) should submit applications and supporting credentials by March 1. All documents written in languages other than English must be accompanied by certified English translations.

The Admissions Office will not process applications until it receives all supporting documents. Once an application is received and reviewed, a decision is forwarded to the applicant on a rolling basis. Some accepted students may be required to register for non-credit, preparatory English courses. These courses, which are conducted at the English Language Institute of Manhattanville College, will involve additional expense and extend the time normally required to complete studies for a degree.

Physically Challenged Applicants
Admission requirements and academic standards for physically challenged students are the same as those for other candidates. They are expected to integrate fully into the student body and to meet the academic standards required of all students. Although some forms of assistance are available, students with disabilities are encouraged to be as independent as possible. Applicants are encouraged to have a personal interview with a member of the admissions staff and tour the campus.

Individuals With Special Needs
Manhattanville’s ADA Committee is composed of faculty and administrators who provide support to people with special needs. Special needs include, but are not limited to, those individuals with learning disabilities, hearing and sight impairment, and physically handicapping conditions. The ADA Committee meets regularly to review College policies and students’ requests for accommodations, and to ensure that reasonable accommodations are provided. Refer to the ADA brochure for a list of reasonable accommodations. Students requesting accommodations should contact Jean Baldassare, Director of Disability Services, at (914) 323-7127.

Transfer Students
Students from other institutions may be admitted either in the fall or spring semester provided they meet Manhattanville's admission requirements. Transfer students may not enter as seniors, since they must complete at least four semesters of full-time study (or the equivalent) at Manhattanville to satisfy degree requirements. They may enter, however, in the fall or spring semester. Besides the required academic credentials, transfer students should provide official transcripts of all undergraduate studies already undertaken, along with a statement from a dean or other appropriate official stating that the student is in good academic and social standing. While academic work completed at the college level is a more current indicator of a student's potential success at Manhattanville, the Admissions Committee will also consider the secondary school record and test scores. Personal interviews are strongly encouraged. After acceptance, a candidate for advanced standing will receive a letter from Manhattanville indicating the amount of previous academic work which will be credited toward a degree. The transcript showing the courses completed
at another college will form part of the student's portfolio at Manhattanville. Papers or work from the previous college may also be included. If they are not available, the student, after enrolling at Manhattanville, may prepare evidence of the required skills. Students interested in dance, theatre to studio art should refer to procedures for acceptance in the appropriate department sections above.

Acceptance Plans
Manhattanville has three acceptance plans:
1) Early Admissions — students seeking to enter the College after three years of high school;
2) Early Decision — for students who have decided that the College is their first choice and if accepted are committed to attend the College; and
3) Regular Admission — the College notifies applicants of their status on a rolling basis as of mid-January.

Early Decision Plan
The College offers an early decision opportunity to candidates who have decided that Manhattanville is their first choice. An Early Decision application must be received by December 1 of the candidate’s senior year in secondary school. Upon receipt of the required academic support documents, the candidate is notified of Manhattanville’s decision no later than December 31. A candidate applying to the College under the Early Decision Plan is required to sign a statement confirming that, upon being accepted to Manhattanville, he/she withdraws any application for admission to other colleges and will file no additional applications. Applicants accepted under this plan must submit their acceptance deposit fee within two weeks of the date of their acceptance. This deposit is not refundable.

Regular Admission Plan
Students are required to submit their application and support documentation (transcripts, letters of recommendation and SAT/ACT scores) prior to the March 1 deadline (high school) and June 1 (transfers). The Admissions Office will continue to process applications throughout the year so long as enrollment space remains available. Under the regular admission plan, candidates will receive an acceptance, denial or deferment on a rolling basis as of mid-January. Students accepted before April 15 should confirm their intention to attend by submitting their acceptance deposit fee by May 1. Students accepted after the April 15 date must submit their acceptance deposit fee within two weeks of the date of their acceptance. This deposit is non-refundable.

Advanced Standing and Credit by Examination
Students who have achieved a grade of 4 or 5 on an Advanced Placement Test of the College Entrance Examination Board may receive 3 to 6 credits toward their Manhattanville degree. If students wish to use these credits toward fulfillment of major or minor requirements, they should consult the appropriate department chair. Students who have taken college courses while in high school may receive credit if the course was given by college faculty and is reported by college transcript at a level of B or better. The College will grant six semester hours of credit (for a maximum of 28 credits) for each examination taken at the Advanced (“A”) level of the British General Certificate of Education on which the student received a grade of C or better. Also, six semester hours of credit (for a maximum of 18 credits) will be granted for each Higher Level Examination in the International Baccalaureate Program on which a student has earned a score of 5, 6, or 7. Students may be granted a maximum of 12 semester hours of credit through subject examinations of the College Level Examination Program (CLEP). Students already studying at Manhattanville must request authorization from the Advising Office to take CLEP exams for credit.

Transcript of Record
Official transcripts bear the seal and an authorized signature of the College Registrar or Assistant Registrar. Requests for transcripts must be made in writing and be accompanied by the appropriate fee. Transcripts are issued within seven days, except during periods of registration, examination or commencement when additional time should be allowed. Transcripts may not be released if there is any outstanding indebtedness to the College.

GRADUATE & PROFESSIONAL STUDIES
The School of Graduate & Professional Studies has a rolling admissions process. A personal interview is required for all programs, and applicants are also required to submit the following:
• A completed application form and application fee. The fee is waived for online application.
• Official transcripts of all colleges attended (undergraduate and/or graduate)
• Autobiographical essay
• Resume (except MA programs)

Additional requirements for specific (10-12) programs are as follows:
• Master of Arts in Writing – 10-15 page sample of writing
• MS/Certificate Programs (Except Sport Business Management) – At least three years of full-time relevant work experience, and two letters of recommendation
• B.S. Programs (accelerated) – Two - three years of full-time equivalent working experience, 2.5 grade point average, two letters of recommendation, and 21 years of age requirement.
• MS Sport Business Management – Two letters of recommendations. There is no work experience requirement.

SCHOOL OF EDUCATION
The School of Education has a rolling admissions policy. Applicants should submit the following credentials to the School of Education Admissions Office:
• a completed application
• an application fee of $40
• two recommendations (academic/professional)
• a 2-3 page typewritten essay describing their background and philosophy on teaching;
• official transcripts of all previous college work (both undergraduate and graduate) and
• an interview with a full-time member of the School of Education is suggested. For the Jump Start, Physical Education and Educational Leadership Programs, an interview is required.

Upon receipt of all the above credentials, the Admissions Committee will review the candidate's application for matriculation and will inform the candidate of its decision. Students seeking certification in Music (All Grades) must pass an Entrance Audition by the Music Department, including performance, piano, and voice skills and an examination in music theory, history, and literature. They must have coursework in Music Theory, Music History and Literature, woodwind instrument performance, brass instrument performance, stringed instrument performance, conducting, and percussion instrument performance, as more fully described in the School of Education Graduate Catalog.
Students seeking certification in Visual Art (All Grades) must present a portfolio of their work to be reviewed for acceptance by the Art Department.

Eligibility Requirements:
1) a Bachelor’s degree from an accredited institution, with a minimum average of 3.0 on scale of 4.0, and/or a (A Master’s degree in a functionally relevant area is required for the Advanced Certification programs)
2) a demonstrated aptitude for graduate study
3) strong recommendations
4) a strong desire to teach
5) a strong, liberal arts based college preparation which includes satisfactory completion of prerequisites for the graduate program

TUITION AND FEES
Course registration by a student constitutes acceptance of responsibility by the student, and the parent or guardian (in the case of a dependent student), to pay all charges on a timely basis as billed by the College. The College reserves the right to withhold issuance of degrees, diplomas, grades, transcripts, recommendations, and to bar or cancel registration, residency, or any other form of association with the College until all student charges are paid in full.

Tuition and fee charges are assessed on a semester basis; all students, and parents or guardians of dependent students are responsible for paying all charges when due for the entire semester.

A late payment fee will be assessed if payments are made after a bill's payment due date. Delinquent accounts that are placed into collection will be charged for all related costs plus interest.

The following tuition and fee rates are in effect for the 2007-2008 academic year. These rates, and any and all tuition and fee charges, are subject to change without notice at any time at the discretion of the College. Additional rates and fees not listed may apply to certain programs.

FULL-TIME UNDERGRADUATE STUDENTS
Admissions Deposit (resident students) $345
Admissions Deposit (non-resident students) $235
Application Fee $60
Comprehensive Fee (per semester) $570
Room and Board (per semester) $6,120
Tuition (per semester) $1,4270

PART-TIME UNDERGRADUATE STUDENTS
Art Laboratory Fee (per course) $95
Audit Fee (per course) $320
Electron Microscopy Fee (per course) $160
Film Fee (per course) $55
Laboratory Science Fee (per course) $55
Language Resource Center (per course) $55
Registration Fee (per semester) $40
Tuition: (per credit, fewer than 12 credits (per semester)) $655
Tuition: B.S. in Behavioral Studies (per credit) $530
Tuition: B.S. in Communications Management (per credit) $530
Tuition: B.S. in Organizational Management (per credit) $530

GRADUATE STUDENTS
Art Laboratory Fee (per course) $95
Audit Fee (per course) $320
Film Fee (per course) $55
Laboratory Science Fee (per course) $55
Language Laboratory Fee (per course) $55
Registration Fee (per semester) $60
Tuition: Master of Arts (per credit) $630
Tuition: Master of Arts in Teaching (per credit) $770
Tuition: Master of Professional Studies (per credit) $770
Tuition: Master of Science (per credit) $655
Certificate in Non-Profit Leadership (per credit) $655

TEACHER EDUCATION
Education Laboratory Fee (per course) $85
Education Practicum Fee (per course) $245
Student Teaching:
Graduate Students (per semester) $670
Graduate application fee $5

MUSIC LESSONS
Half-hour lessons in voice or piano (per course) $360
Hour lessons in voice or instrument (per course) $720
Instrument Rental (per semester) $60

RESIDENCE HALLS FEES
Board
19 Meals Per Week (per semester) $2,485
15 Meals Per Week (per semester) $2,320
10 Meals Per Week (per semester) $2,405
13 Block Meal Plan (per semester) $2,405
Room (per semester) $3,635
Key Replacement Fee $115
Lock Change Fee $115
Room Damage and Key Deposit $170
Single Occupancy Double Fee (per semester) $3,250
Intersession Room Rate (per week) $145
Summer Room Rates
Manhattanville Students (registered for 3 or more credits per session)
Session I or II $720
Session I and II $1,440
Per Week $160
All Others Per Day $85
Per Week $490

MISCELLANEOUS FEES
Higher Education Learning Program (per semester) $2,650
Late Registration Fee — Undergraduate
First week of registration $350
Second week and thereafter $665
Late Registration Fee — Graduate
Late registration before add/drop $205
Late registration after add/drop $350
Late Payment Fee $500
ID Card Replacement $20
Transcript Fee (per copy) $5

REFUND POLICY
The following refund schedules apply to all students who officially withdraw from full-semester classes. Full-time
undergraduate students must receive authorization from the Academic Advising Office in order to officially withdraw. Graduate and part-time undergraduate students must submit to the Registrar’s Office a withdrawal application signed by their academic advisor in order to officially withdraw. Refunds are computed as of the official withdrawal date. Refunds for courses that do not run for a full semester will be computed in proportion to the length of the then current regular semester. Eligible full-time undergraduate students will receive refunds of appropriate portions of tuition, fees and, if applicable, room and board charges. These refunds will be reduced by appropriate portions of financial aid, scholarships and loans previously applied. Eligible graduate and part-time undergraduate students will receive refunds of only appropriate portions of tuition charges, net of applicable portions of financial aid, loans and scholarships. Fees are not refundable. Withdrawal date is when approved by either Academic Advising or Registrar’s Office, as appropriate:

Refund
On or before first day of classes ..................................... 100%
First two weeks of classes............................................. 80%
Third week of classes.................................................. 60%
Fourth week of classes................................................. 40%
Fifth week of classes.................................................... 20%
No refund after fifth week of classes

Financial Aid Repayment Policy
Students receiving financial aid from the College who withdraw from classes will have their aid reevaluated, possibly necessitating their repayment of a portion of the financial aid received. The necessity to repay financial aid depends upon the type of aid received, applicable government regulations, and the period of time in attendance. Attendance for a partial semester will generally count as one of the eight semesters of financial aid eligibility normally allowed a student.

RESIDENCE HALLS FEES
Room and board charges for the Fall and Spring semesters apply for the two periods beginning when the residence halls open at the beginning of each semester through the end of each final exam period. Students wishing to remain in the residence halls beyond the Fall and Spring semesters, most notably during the Intersession period and during the summer, must obtain permission from and register with the Office of Residence Life and pay additional fees. All students residing in the residence halls during the Fall and Spring semesters must participate in the College’s board program. All first-time freshmen students residing in the residence halls must participate in the 19-meal plan during their first year of residence.

ADMISSIONS DEPOSIT
To reserve a place at the College, all new students must submit an admissions deposit, which is credited to their account for their first semester. This deposit is not refundable.

LIBRARY FINES
Students are responsible for the prompt return of items borrowed from the library. Items may be renewed in person or at the library’s web site (http://www.mville.edu/library). Students are charged a daily fee for items that were not renewed and replacement and processing fees for lost items. Students are also charged for items that they ordered from other libraries that they did not retrieve.

FINANCIAL ASSISTANCE
Funding is provided by federal and state governments, the college, and private organizations. Financial aid is designed to supplement your family’s ability to pay for college costs including tuition, fees, room and board, books, supplies, transportation, and other related educational expenses.

Our mission is to assist you in finding the resources most appropriate to your circumstances that will enable you to afford a Manhattanville education. We seek to accomplish this through the expertise of our staff, significant outreach efforts, and timely publications and notices. If you are unable to find the answers to your questions through this catalog, or on our web site, or you wish clarification, please do not hesitate to contact a member of our Financial Aid staff by email, telephone, or a personal visit.

APPLYING FOR FINANCIAL AID
Manhattanville College requires that all students complete the Free Application for Federal Student Aid (FAFSA) in order to be considered for funds from all available sources. The FAFSA is available online at http://www.fafsa.ed.gov; and in the paper format from most high school guidance offices and college financial aid offices. Manhattanville College will also make these forms available. Please contact our office at (914) 323-5357, and a copy will be mailed to you. Manhattanville College’s federal college code number is 002760.

All recipients of state and/or federal financial aid must:
1) Be U.S. Citizens or permanent resident aliens;
2) Be formally accepted as degree candidates;
3) Maintain satisfactory academic progress;
4) Not owe a refund of any Title IV funds;
5) And must not be in default on repayment of a student loan.

For students considering attendance in the Fall semester, a FAFSA should be filed by March 1st preceding their start date, in order to be considered for funding from all sources. Some funding is awarded on a first-come, first-serve basis.

During the application process, kindly provide the following when requested by the college:
1) A Verification Worksheet. Please make sure that you have completed all the sections (A through E).
2) A signed, complete copy of your parents’ federal income tax return, including all schedules, attachments and copies of W-2 statements.
3) A signed, complete copy of the student’s federal income tax return, including all schedules, attachments and copies of W-2 statements; or, for non-filers selected for verification, completion of the Income Statement on page 2 of the Verification Form. List all earned/unearned income received and attach copies of all W-2 statements.
4) Itemization Worksheet
5) Stafford Loan Master Promissory Note
6) Loan Entrance Interview
7) Copy of Student’s Drivers License
8) Other documents, as requested

Graduate and Bachelor of Science Degree candidates must complete a Manhattanville Financial Aid form in addition to the FAFSA, annually. The form is available directly from the Financial Aid Office in Reid Hall, by mail upon request, and on our website.
INTERNATIONAL STUDENTS

All international students need to complete the College Board International Student Financial Aid Application. This application is available on the Manhattanville website: www.manhattanville.edu or a copy may be obtained from our Financial Aid Office. The form is available in December and must be filed with our Financial Aid Office by March 1 for priority consideration. For questions regarding this process please contact the Financial Aid Office at: 914-323-5357.

All international students must submit the following documentation with their application:

1) Verification of parental income for the most recent tax year (tax returns if applicable)
2) Verification of student income for the most recent tax year (tax returns if applicable)
3) Wage statements for parents & students
4) Documentation of current savings, investments and family business (if applicable)
5) All documents must be submitted in English.

SATISFACTORY ACADEMIC PROGRESS

All students receiving any of the forms of financial aid listed below are required to maintain satisfactory academic progress in order to continue to receive financial aid in subsequent semesters:

1) Federal Supplemental Education Opportunity Grants
2) Federal Perkins Loans
3) Federal Work Study
4) Federal Pell Grants
5) Federal Smart Grants
6) Federal ACG Grants
7) Tuition Assistance Grants
8) Aid for Part-time Study
9) One or more of the Federal Family Education Loan Programs including Stafford Student Loans and Parent PLUS loans.

A school’s satisfactory academic progress policy must include both a qualitative measure (such as cumulative grade point average) and a quantitative measure (such as maximum time frame for completion). The law specifies that by the end of the second academic year, the student must have at least a “C” average and have an academic standing that is consistent with the requirement for graduation. The following chart comprises the requirements for academic pursuit and progress here at Manhattanville College:

<table>
<thead>
<tr>
<th>FULL-TIME SEMESTERS*</th>
<th>CUMULATIVE G.P.A. (ON A 4.0 SCALE)</th>
<th>CUMULATIVE CREDIT</th>
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<td>12</td>
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Financial aid programs which are subject to the standards of satisfactory academic progress include (but are not limited to) Federal Pell Grants, Federal SEOG Grant, Federal Work-Study, Federal Perkins Loan, Federal Smart Grants, Federal ACG Grants and Federal Family Education Loan programs (Stafford and PLUS).

Satisfactory academic progress for undergraduates is measured in two areas: maintaining an adequate grade point average and successfully completing a required number of credits per semester.

Undergraduate students must maintain the required cumulative grade point average (G.P.A.) necessary to continue as degree candidates at Manhattanville College. Therefore, they must maintain an academic standing consistent with the standards as outlined.

Students who are on “financial aid probation” due to their G.P.A. may receive aid. Students who are on financial aid probation will be reviewed at the end of each semester. Probation may last up to 2 semesters. However, students who fall to “financial aid suspension” status, will be considered ineligible to receive any form of financial aid. Once they have met the appropriate G.P.A. and degree credit requirements based on their status, their federal financial aid will be reinstated.

The Office of Financial Aid will review the academic progress of all students who are in receipt of federal aid. Students not meeting the minimum credit/G.P.A. requirements will be notified that they are ineligible to continue to receive financial assistance or that they have been placed on SAP probation. This notification will be mailed to students at the end of each semester, with copies forwarded to academic advising.

A student whose eligibility has been suspended may not receive any financial aid until he or she makes up the full credit deficit with courses at Manhattanville College at his or her own expense. When the student meets the minimum credit/G.P.A. requirement, financial aid eligibility will be reinstated.

If a student is placed on suspension and there are extenuating circumstances that caused the violation, the student may submit a SAP appeal. Extenuating circumstances are defined as extraordinary conditions outside of the student’s control. All appeals must include third party documentation of these circumstances. SAP appeal forms are available from the Financial Aid Office in Reid Hall on the second floor.

In addition, undergraduate students must earn their degree, regardless of their program of study, within one hundred and eighty (180) credits. Students who have not earned a degree within this time frame are not eligible to receive any further federal aid.

Students who have any questions regarding the SAP policy and financial aid eligibility should contact the Financial Aid Office at (914) 323-5357.

The loss of aid in any semester is always contingent upon the student’s performance in the previous semester attended. Thus, failure to meet the standards during a fall term disallows payment for the spring semester; failure in the spring for the following summer or fall, etc.

FINANCIAL AID AWARDBLING POLICY

Manhattanville awards need based institutional funds based upon the philosophy that the primary financial responsibility for
higher education lies with the student and the student’s parents, followed by state and federal governments. Finally, colleges, universities, private organizations, and foundations attempt to fill any remaining need. The College is committed to helping families assess various options to meet the financial obligations of a Manhattanville education whenever possible.

Most of Manhattanville’s institutional funding is awarded on the basis of academic performance and demonstrated financial need in addition to scholarships based solely on merit and awarded in recognition of exceptional academic performance. However, a financial aid application is required for initial consideration and renewal of all institutional funds.

Every student who provides a complete financial aid application is offered self-help assistance in the form of a Federal Student Loan and, possibly, Federal Work-Study. In determining aid packages for freshmen, Manhattanville awards institutional aid on the basis of academic performance and demonstrated financial need. To determine a student’s need for the purpose of awarding its own funding, the College uses Federal Methodology available through the Free Application for Federal Student Aid (FAFSA).

Manhattanville attempts to meet a student’s financial need with institutional and government resources. Because sufficient resources are not always available to meet 100% of every student’s need, there is considerable competition for funds. Priority is given to students who demonstrate exceptional need and perform at outstanding academic levels.

Freshman applicants are awarded financial aid based on the information they provide on the FAFSA form. All award values are conditional, subject to full and complete verification of the financial aid application, if applicable. If the information originally provided must be changed, adjustments will be made to the applicant’s file, which could result in a decrease of the aid listed on the Financial Aid Award Letter.

Per federal regulations the receipt of private scholarships may affect a financial aid package. It is incumbent upon the student to notify the Financial Aid and Student Accounts Office of all private scholarships received so that it may be determined if these funds have an effect on other resources awarded.

Manhattanville’s policy regarding private scholarships is as follows:

If required by federal regulations to adjust an aid package, the College will eliminate or reduce in this order:

1) Federal Work-Study
2) Perkins Loan
3) Federal Stafford Loan

Manhattanville gift aid will not be reduced unless the total of all gift aid exceeds the cost of attendance.

To receive or continue to receive financial aid funded by the state, the federal government, or the college (including loans, grants, jobs, scholarships), you must be making satisfactory academic progress, which requires that you achieve and maintain a cumulative grade point average of at least 2.00 after four semesters of college attendance. In addition, you must complete a minimum number of the total credits attempted. For complete details, please refer to the previous section on Satisfactory Academic Progress.

**SCHOLARSHIPS AND GRANTS**

Manhattanville’s generous aid packages often include annual scholarships and grants from the college.

**MANHATTANVILLE SCHOLARSHIPS**

Incoming freshmen and transfer students are automatically reviewed for eligibility to receive one of the following scholarships:

- Chairman Scholarship - $15,000 per year
- Board of Trustees Scholarships - $9,000 to $10,000 per year
- President’s Scholarship - $7,500 per year
- Phi Theta Kappa Scholarship - $8,000 per year
- Humanities/Performing Arts Scholarship - $6,000 per year
- Science/Math Scholarship - $6,000 per year

**RIGHTS AND RESPONSIBILITIES OF SCHOLARSHIP RECIPIENTS**

Annual renewal of all scholarships is based on:

1) Maintaining a minimum grade point average of 3.0
2) Attending each semester on a full-time basis (14-16 credits).
3) Attending one cultural event per semester of President Berman’s Leadership Committee.
4) Submission of an essay regarding the event to the Office of the President each semester.

**MANHATTANVILLE GRANTS**

Consideration for this need-based award is determined through the FAFSA process. The applicant must display financial need, be enrolled as a full-time matriculated student, and be a U. S. Citizen or Permanent Resident Alien. **For Returning Students**: The returning student must continue to make satisfactory academic progress toward a degree and must continue to display a similar amount of financial need from year-to-year in order for a Manhattanville Grant to be renewed.

**FEDERAL PELL GRANTS (PELL)**

A Federal Pell Grant does not have to be repaid. Pell Grants are awarded only to undergraduate students who have not yet earned a bachelor’s degree. For many students, Pell Grants provide a foundation of financial aid to which other aid may be added.

To determine if you’re eligible, the US Department of Education uses a standard formula, established by Congress, to evaluate the information you report when you apply. The formula produces an Expected Family Contribution (EFC) number. Your Student Aid Report (SAR) contains this number and will tell you if you’re eligible.

Awards for each year will depend on program funding. You can receive only one Pell Grant per award year. How much you get will depend on your Expected Family Contribution (EFC), cost of attendance, whether you’re a full-time or part-time student and whether you attend school for a full academic year or less.
FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

Funded by the federal government and the College. Awarded on the basis of exceptional need and availability of funds. Eligibility for FSEOG is determined during the FAFSA review process.

FEDERAL ACADEMIC COMPETIVENESS PROGRAM (ACG)

Available to matriculated students enrolled in a full-time (12 credits) four year degree program. Must be U.S. citizens, Pell Grant recipients, have completed a rigorous secondary school program of study and not previously enrolled in a program of undergraduate education.

FEDERAL NATIONAL SMART GRANT (SMART)

Eligible students must be third or fourth year matriculated students enrolled in full-time (12 credits) four year degree program. U.S. citizens and Pell Grant recipients. In addition, they will need to have a 3.00 GPA in science, computer science technology, math or certain designated foreign languages.

TUITION ASSISTANCE PROGRAM (TAP)

Only students who are New York State Residents can receive TAP. As the largest state grant program in the US, the Tuition Assistance Program (TAP) provides more than 330,000 New York State students with awards ranging from $100 to $5,000. Because TAP is a grant, it does not have to be paid back. You can get TAP for up to four years of undergraduate study, or up to five years for certain approved programs. Students in two-year programs are eligible for up to three years of TAP for full-time study.

What Determines the Amount of TAP that I receive?

• The amount of tuition charged.
• Your combined family New York State net taxable income (NTI); your financial status (dependent or independent of parents); the type of school you are planning to attend and the year in which you first receive a TAP award.
• Other siblings enrolled in college.

NEW YORK STATE RESIDENTS

Information from your completed FAFSA will be provided to NYS Higher Education Services Corporation (HESC). HESC will send an Express TAP Application (ETA) to any NYS resident that indicated at least one NYS institution on the FAFSA. Students should complete the application and return it to HESC immediately.

SATISFACTORY ACADEMIC PROGRESS FOR TAP RECIPIENTS ENROLLED IN GRADUATE PROGRAMS

In addition to the above, New York State financial aid programs require that Program Pursuit be monitored. This means that during the first year that a student receives state aid (s) he must carry to completion (all grades except “W”) six (6) credit hours per semester; during the second year nine (9) credit hours per semester; and during subsequent years twelve (12) credit hours per semester.

Satisfactory Academic Progress that differs from the Federal standard established for our other programs as outlined previously. The following chart reflects the legislative changes implemented by New York State as part of the 2006-2007 budget process; all institutions must use it for first-time undergraduates beginning with the 2006-2007 academic year. If a student does not meet the NYS TAP standards the student may apply for a one-time waiver.

TAP WAIVERS

TAP waivers are granted only once to students and only for extraordinary reasons which are beyond the control of the student. TAP waivers can only be considered for students who have maintained good academic standing for all but one semester and who fall short of either the published Pursuit or Progress standard for that one semester. (See the New York State standards for satisfactory academic progress above.) A separate waiver may be available for the 2.00 G.P.A. requirement in the fifth or subsequent semesters of TAP payment.

Students who wish to be considered for a waiver must complete a Waiver Appeal Form, which can be obtained from the Office of the Academic Dean in Founder’s Hall, Room G8 on the first floor. The Waiver Appeal Form must include a written statement outlining the reasons why the student feels he/she is eligible for the waiver. After careful consideration, the Waiver Appeals Committee renders a decision and informs the student in writing. The decision is also shared with the Registrar’s office who notifies the State of New York. Graduate students seeking a TAP waiver should request the Waiver Appeals Form.

Before being certified for this payment:

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<th>4th</th>
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<tbody>
<tr>
<td>A student must have accrued at least this many credits:</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>21</td>
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<tr>
<td>With at least this grade point average:</td>
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Before being certified for this payment:

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<th>10th</th>
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<tbody>
<tr>
<td>A student must have accrued at least this many credits:</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>90</td>
</tr>
<tr>
<td>With at least this grade point average:</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
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* 9th and 10th payments of TAP are available only to students in five-year programs approved by NYS Commissioner of Education.

The amount of tuition charged.

With at least this grade point average:

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<th>1st</th>
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<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Student Must have Accrued at Least This Many Credits:</td>
<td>0</td>
<td>6</td>
<td>12</td>
<td>21</td>
<td>30</td>
<td>45</td>
<td>60</td>
</tr>
<tr>
<td>With at Least This Grade Point Average:</td>
<td>0</td>
<td>2.0</td>
<td>2.5</td>
<td>2.75</td>
<td>3.0</td>
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from the Academic Dean of their program. The persons authorized to grant waivers are responsible for adhering to the requirements and regulations of the TAP waiver guidelines. They may consult with the student, his/her teachers and advisors, or other parties. However the final decision rests with the committee.

AID FOR PART-TIME STUDY (APTS)
Available to: part-time undergraduate students who are permanent residents of New York State. In addition to financial need criteria, students must not have exhausted their TAP eligibility (i.e., received eight semesters of TAP).

If Interested: Forms are available from and must be submitted to the Office of Financial Aid by specified filing deadlines.

ADDITIONAL SOURCES OF AID FOR NEW YORK STATE RESIDENTS
Beyond the TAP and APTS programs, additional aid in the form of grants and scholarships are awarded yearly through the New York State Higher Education Services Corporation, Albany, NY 12255.
These include:
1) Vietnam and Gulf War Veteran Tuition Awards,
2) NYS Regents Award for Children of Deceased Correction Officers,
3) NYS Memorial Scholarships for Families of Deceased Police Officers and Firefighters,
4) Children of Deceased or Disabled Veteran Awards,
5) Military Service Recognition Scholarship,
6) New York Lottery Leaders of Tomorrow Scholarship
7) World Trade Center Memorial Scholarship.

For additional scholarship information, please log onto: http://www.hesc.com/.

Individuals with disabilities may contact the Office of Vocational and Educational Services for Individuals with Disabilities (VESID), NYS Education Department, Albany, NY 12234. They provide funds to be used for tuition, fees, etc., as well as for note takers and interpreters in the instance of a blind or deaf student. Eligibility is determined by VESID.

Aid programs for the visually impaired are available through the Commission for the Blind and Visually Impaired, Department of Social Services, Albany, NY 12243.

To obtain State Aid to Native Americans, contact the Native American Education Unit, NYS Education Department, Albany, NY 12234.

FEDERAL WORK-STUDY
Federal Work-Study Program (FWSP)
The Office of Career Services is responsible for the administration of the Student Employment Program. The Federal Work-Study (FWS) program and Campus Employment (CE) are the two programs at the College, which make up Student Employment. All jobs on campus in both of these programs are listed with the Office of Career Services and students may use the Job Board to review available opportunities.

FWS is a financial award and is given as part of the financial aid package. It is not an outright gift, but an amount that can be earned by working in jobs on or off-campus. Money earned is to be used at the student’s discretion. It may be used to pay for books, living expenses, or other college costs. Students are encouraged to utilize this financial aid funding wisely. If a student does not find suitable employment and can not earn the amount of the financial aid award, the student will not receive the money allotted.

FWS can be earned on campus and from off-campus jobs if the positions are in service to the community and are in the public interest. There are strict rules governing these off-campus opportunities, and a special section of the Job Board lists available jobs.

Students who do not have a FWS award may apply for jobs on campus under the Campus Employment Program.

Students seeking employment in both of these programs should come to the Office of Career Services to consult the boards and binders. Students will be required to complete registration papers and an Employment Agreement for each position obtained. Jobs are available for the fall and spring semesters in FWS and CE.

The Office of Career Services is open during posted times and by appointment. Van transportation is available to transport students to community service jobs and internships.

STUDENT LOANS
Federal Stafford Loans
This loan provides funding to assist students pay for their educational expenses. The loan is made to the student, and the student is directly responsible for repayment of this debt. Eligibility is contingent upon completion and submission of appropriate application documents. The Stafford Loan carries a fixed interest rate, of 6.8%. Repayment of principal begins six months after you cease to be a student enrolled on at least a half-time basis.

There are two types of Stafford Loans. If you demonstrate sufficient financial need, you will qualify for the Subsidized Stafford Loan. The federal government pays the interest on this loan while you remain at least a half-time student. If you do not qualify for the full Subsidized Stafford Loan, you may borrow an Unsubsidized Stafford Loan, however, you must pay the interest on this loan while you are in school or opt to capitalize the interest and pay it, along with the principal, upon leaving school.

Stafford Loan funds are borrowed from a lending institution (bank), known as a lender. Repayment is made directly to the lender at the end of the six month grace period. Manhattanville College has assembled a list of preferred lenders, that each provide excellent customer service and diverse borrower benefit packages.

The amount of your student loan depends on the number of credits you have successfully completed. If you are a new student or have completed fewer than 28 credits, you are eligible for an annual maximum of up to $3,500. If you have completed or transferred in with between 28 and 59 credits, you are eligible for an annual maximum of up to $4,500. Once you have completed or transferred in with at least 60 credits, you are eligible for an annual maximum of up to $5,500.
Stafford Loan eligibility is determined by the Financial Aid Office. To apply for and receive such a loan, you must complete an Entrance Interview and a Stafford Loan Master Promissory Note online at www.hESC.com. If you are an incoming student whose file is complete, you will need to complete these forms online before the Stafford Loan can be processed. If you are a returning student a Master Promissory Note should already be on file.

In either case, you will need to complete an e-MPN for loan processing. After your promissory note has been received, your loan will be electronically certified by the college and the Student Accounts Office will receive the loan and credit it to your account, half in each semester. The FAFSA is the annual application for a Federal Stafford Loan.

Federal Perkins Loans
Funded by the federal government and administered by the College. Awarded based on financial need and availability of funds. Eligibility is re-evaluated each year. Repayment begins nine months after the student ceases at least half-time enrollment. The interest rate on this loan is 5%. If eligible, a promissory note must be signed with the Student Accounts Office before Perkins Loan funds can be credited to a student’s account.

Federal Parent Loans (PLUS)
If you are a dependent student, your parent may borrow up to the cost of your education, less any financial aid received. Approval is contingent upon a successful credit check. Loan proceeds (minus a 3% origination fee) are disbursed directly to your account, half in each semester. A PLUS loan Pre-Screen form will be enclosed with your financial aid letter. Once the PLUS Loan Pre-Approval is completed, please go on our website:
http://www.myville.edu/admissions/financial_aid/alt_finance.html to complete your electronic PLUS Master Promissory Note (e-MPN) with the lender of your choice.

Once you have reviewed the borrower benefits and upon approval, your information will be sent to the college electronically for certification and disbursement. To use PLUS loan proceeds for the fall bill, the completed application must be received by the Financial Aid Office no later than June 1st. The PLUS loan carries a fixed interest rate of 8.5%. Please go to our website:
http://www.myville.edu/admissions/financial_aid/alt_finance.html for assistance in selecting a lender. If you need further assistance, please do not hesitate to contact our office directly.
**BOARD OF TRUSTEES**

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Retired Chairman & CEO
Prudential Asset Management Company

**Mark C. Davis (Vice Chair)**
Managing Director
Gleacher Partners LLC

**Nancy Roberts King ‘66 (Vice Chair)**

**Linda N. Cassano ’70 (Secretary)**
Chief Compliance Officer
Commonwealth Australia

**Cesar L. Alvarez**
President & CEO
Greenberg Traurig, LLP

**Richard A. Berman**
President
Manhattanville College

**Eileen Brennan ‘71**

**Peter Bridgman**
Sr. Vice President & Controller
PepsiCo, Inc.

**D.H. Callahan (Don) ‘78**
Managing Director
Credit Suisse

**Martin Clague**
Former President & CEO
Covansys

**Ann Conroy, RSCJ ’47, ‘66**
Administrator
Convent of the Sacred Heart (Greenwich)

**Molly Crowley ‘61**
Director
Crowley Maritime Corporation

**Adolfo Danguillecourt**
Director of the High School
Carrollton School of the Sacred Heart

**Rev. James A. Forbes, Jr.**
Retired Senior Minister
The Riverside Church

**Robert Hall**
Retired CEO, Financial Services Group
The Thomson Corporation

**Duncan P. Hennes**
Partner
Promontory Financial Group, LLC

**P. Nicholas Kourides**
Managing Counsel - International
American Express

**Christopher Lewis, Esq. ‘97**
Special Counsel
Duane Morris LLP

**Michael Michl**
Executive Vice President
MasterCard International

**Ernst (Nick) Ohnell**
Principal
Ohnell Capital

**Barbara J. Rogers, R.S.C.J. ‘74**
Headmistress
Newton Country Day School

**Sally J. Rogers ‘72**
Senior Vice President
The United Hospital Fund

**Sylvia Quarles Simmons ’57**
Retired President
American Student Assistance Corporation

**Anthony L. Watson**
President and CEO
Health Insurance Plan of Greater New York

**ADMINISTRATION**

**Richard Berman**
President
Honorary Doctorate, New York Medical College
(1995)

**Sue Reynolds**
Assistant to the President
B.A., Concordia College
(1994)

**Mary Corrarino**
Senior Vice President for Student Affairs and
General Counsel
B.A., Manhattanville College
J.D., Fordham University
(1996)

**Karen King Sheridan**
Dean of Students
Director of Duchesne Center for Religion and
Social Justice
B.A., Manhattanville College
MAW, Manhattanville College
(1992)

**L.A. Adams**
Director of International Student Services
B.F.A., Virginia Commonwealth University
M.I.I.M., School for International Training
(1996)
Pamela Duncan  
Director of Counseling Center and Health Center  
B.A., Hunter College  
M.A., Adelphi University  
Ph.D., Adelphi University  
(2001)

Delia Flores  
Director of Commuter Student Services  
B.A., San Francisco State University  
M.A., University of San Francisco  
(2002)

Mary Kornman  
Associate Dean and Director of Special Programs  
B.A., Manhattanville College  
J.D., Brooklyn Law School  
(2002)

Keith Levinthal  
Director of Athletics  
B.A., Hobart College  
(1999)

Ross Novak  
Director of Residence Life  
B.S., Ohio University  
M.E., Ohio University  
(1999)

Michele Masick  
Director of Student Activities  
B.A., Manhattanville College  
(2001)

Noreen O’Hara  
Director Institutional Research  
B.S., Manhattan College  
M.P.A., Columbia University  
(2005)

Scott Stoddart  
Interim Provost and Dean of Faculty  
B.A., University of Maine  
M.A., University of Illinois  
Ph.D., University of Illinois  
(2005)

Imma DeStefanis  
Interim Academic Dean  
B.A., Pace University  
M.A., University of California, Berkeley  
Ph.D., Boston College  
(2003)

Rhonna Goodman  
Director of the Library  
B.A., Boston University  
M.L.S., Pratt Institute  
M.S., Manhattanville College  
(1997)

Judith H. Lewis  
Director of the English Language Institute  
B.A., Wheaton College  
M.P.S., Manhattanville College  
(1997)

Joseph Redington  
Registrar  
B.A., University of Scranton  
M.A., University of Maryland  
(1997)

Lea Rutmanowitz  
Associate Provost  
A.B., Barnard College  
M.A., M.Phil., Ph.D., Columbia University  
(1989)

Shelley Wepner  
Dean, School of Education  
B.S., University of Pittsburgh  
M.S.Ed., Ed.D., University of Pennsylvania  
(2004)

Open Position  
Vice President for Institutional Advancement

Mary Lee Bradley  
Major Gifts Officer  
B.A., Ohio University  
(2002)

John Galgano  
Director of Alumni Relations and Asst. General Counsel  
B.A., Manhattanville College  
J.D., Pace University Law School  
(2003)

Sandra Horsman  
Major Gifts Officer  
B.A., College of New Rochelle  
M.A., Manhattanville College  
(2000)

Audrey Shuman Nathanson  
Development Officer  
B.A., Wesleyan University  
M.B.A., Columbia University School of Business  
(2002)

Ruth Dowd, R.S.C.J.  
Dean of the School of Graduate and Professional Studies  
B.A., Manhattanville College  
M.A., Ph.D., Fordham University  
(1956)

Andrea Covell  
Assistant Dean  
B.A., Marymount College  
M.Ed., Columbia University Teachers College  
Ph.D., University of Southern California  
(2000)
Don Richards
Associate Dean
B.A., Fordham University
M.A., Notre Dame
Ph.D., University of Notre Dame
M.B.A., Long Island University
(1991)

Joanne Banfield
Director of Human Resources
B.A., Iona College
(1998)

Norma Bass, CPA
Controller
B.S., Queens College
M.B.A., Bernard Baruch
(1997)

Larry Arps
Vice President and Chief Information Officer
B.A., Carleton College
M.S., M.B.A., Columbia University
(1997)

Jim Konchan
Director of Administrative Systems
B.A., City University of New York, Queens College
(1991)

George Psihountas
Director of Network Operations/Academic Systems
B.A., Manhattanville College
M.S., Polytechnic University
(1992)

Gale Justin
Director of Instructional Technology
B.A., Vassar College
M.Phil., Ph.D., City University of New York
(2001)

Thomas Joyner
Director of Web Services
B.A., New York University
M.A., New York University
(2000)

J. Gregory Palmer
Vice President of Operations
B.S., Northeastern University
M.B.A., The University of Hartford
(1995)

Joseph Hinchey
Director of Campus Safety
(2001)

Ada Gallo
Director of Business Affairs & Conference Services
B.A., Manhattanville College
(1985)

Dan Hannon
Director of Maintenance
B.A., State University of New York, Cortland
(1990)

Jose Flores
Vice President for Enrollment Management and Student Development
B.A., Manhattanville College
M.L.S., Manhattanville College
(1993)

Maria Barlaam
Director of Financial Aid
B.A., Nazareth College
M.S., University of Bridgeport
(1999)

Natalia Fernandez
Director of Admissions
B.A., Manhattanville College
(2000)

Erica Padilla
Assistant Director of Admissions
B.A., Manhattanville College
(2000)

Alyce Poli
Director, Graduate Education Admissions
B.S., Siena College
M.S., Pace University
(2003)

Daniel Preniszni
Director of Marketing and Communications
B.A., Marlboro College
(2006)

FACULTY
Faculty Emeriti

Mathew Broner
Studio Art Department
B.F.A., M.F.A., Cranbrook Academy of Art
(1967)

Eleanor Carr, R.S.C.J.
Art History Department
B.A., M.A., Manhattanville College
M.A., Ph.D., New York University
(1964)

Mary T. Clark, R.S.C.J.
Philosophy Department
B.A., Manhattanville College
M.A., Ph.D., Fordham University
(1951)
Howard Hyman  
*Political Science and Legal Studies Department*  
B.A., City College of New York  
M.A., Ph.D., New School for Social Research  
(1968)

Myrna Klotzkin  
*Chemistry Department*  
B.A., State University of New York, Albany  
Ph.D., Rensselaer Polytechnic Institute  
(1964)

Stefania Koren  
*Library and Information Studies*  
LLB, MLSc., Hebrew University  
(1968)

Greta Levart  
*Dance and Theater Department*  
B.A., George Washington University  
(1975)

Jean MacDonald  
*Religion Department*  
B.A., M.A., Manhattanville College  
M.A., Ph.D., Catholic University  
(1963)

Ruth Murdoch  
*French Department*  
B.A., M.A., Vassar College  
Ph.D., Columbia University  
(1955)

Mary Newton  
*Biology Department*  
B.A., College of New Rochelle  
M.S., Ph.D., Fordham University  
(1959)

Eileen O’Gorman, R.S.C.J.  
*English Department*  
B.A., Manhattanville College  
M.A., Ph.D., Fordham University  
M.Ed., Harvard University  
(1947)

John Pavlos  
*Chemistry Department*  
B.S., M.S., Ph.D., Western Reserve University  
(1967)

John Ross  
*Studio Art Department*  
B.F.A., Cooper Union  
(1964)

Edward Ryan  
*Ryan-Bicardi Professor of Economics*  
Director, Economic Freedom Institute  
B.S., Wharton School, University of Pennsylvania  
M.A., Duke University  
(1958)

Jacqueline Sareil  
*French Department*  
L.es L. Paris  
(1968)

Alberta Albrecht Siemialkoski  
*Biology Department*  
B.A., Seton Hall College  
M.S., Fordham University  
Ph.D., Rutgers University  
(1982)

Kathryn Sullivan, R.S.C.J.  
*Religion Department*  
B.A., Manhattanville College  
M.A., Ph.D., University of Pennsylvania  
(1938)

Gerard Thormann  
*History Department*  
B.es L., Aix-Marseille  
B.A., M.A., Ph.D., Columbia University  
(1959)

Maria Wolsky  
*Biology Department*  
M.D., Royal Hungarian University of Budapest  
(1956)

**Full-time and Part-time Faculty**

*Part-time faculty*  
The date in parentheses is the year of  
first appointment to the College

David C. Adams  
*Associate Professor of Management*  
B.S.M.E., Rochester Institute of Technology  
M.S., College of Environmental Science and Forestry,  
Syracuse University  
Ph.D., Syracuse University  
(1999)

Laurice Adams*  
*Adjunct Lecturer in Dance & Theatre*  
B.A., University of West Georgia  
M.A., New York University  
(2005)

Barbara H. Allen-Lyall*  
*Adjunct Lecture in Education*  
B.A., Pace University  
M.S., University of Bridgeport  
(1996)
Ellis Barowsky  
*Associate Professor of Education  
B.A., Harpur College, SUNY, Binghamton  
M.A., Hunter College  
Ph.D. The Graduate Center, CUNY  
(2006)

Norman J. Bashias  
*Associate Professor of Mathematics and Computer Science  
B.A., New York University  
Ph.D., City University of New York  
(1998)

Angela Bastone*  
Adjunct Lecturer in Education  
B.S., The College of Mount St. Vincent  
M.P.S., Manhattanville College  
(2002)

Ruth Elsa Bauer*  
Adjunct Lecturer in Studio Art  
B.F.A., M.A.T., Manhattanville College  
(2006)

Roger L. Baumann*  
Adjunct Lecturer in Studio Art  
B.A., SUNY, Plattsburgh  
M.A.T., Columbia University Teachers College  
(2004)

Ann Bavar  
Professor of Studio Art  
B.F.A., Manhattanville College  
M.A.L.S., Manhattanville College  
(1980)

Peter Beardsley*  
Adjunct Lecturer in Education  
B.A., Franklin and Marshall College  
M.S., College of New Rochelle  
(2003)

Matthew Beatty*  
Adjunct Lecturer in Education  
B.A., SUNY, Cortland  
M.S., Hofstra University  
(2006)

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Professor of English/Director of Creative and Professional Writing  
B.A., Brown University  
M.F.A., University of California at Los Angeles  
M.F.A., Warren Wilson College  
(2001)

Carolee Berg  
Assistant Professor of Sociology and Anthropology  
B.A., M.S., University of Bridgeport  
Ph.D., University of Illinois  
(1998)
Jim Bergesen*  
**Adjunct Lecturer in Studio Art**  
B.S., Western Michigan University  
M.F.A., M.A., Purchase College, SUNY  
(2004)

Richard Alan Bernsley*  
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B.S., M.A., New York University  
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**Associate Professor of Biology**  
B.S., Fordham College  
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(1987)

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**Adjunct Professor in Leadership and Strategic Management**  
B.A., Skidmore College  
M.A., M. Phil., New York University  
(1999)

Louis Boccanfuso*  
**Adjunct Lecturer in Education**  
A.A. Hunter College  
B.A., Fordham University  
M.A., Fordham University  
M.A., Manhattan College  
(2002)

Andrew Bodenrader*  
**Adjunct Lecturer in English**  
B.A., Emerson College  
M.A., New York University  
(2000)

Ellen Boehm*  
**Clinical Field Supervisor in Education**  
B.S., Mercy College  
M.A.T., Manhattanville College  
(1996)

William E. Bogardus*  
**Adjunct Lecturer in Education**  
B.S., State University of New York College at Cortland  
M.S., Southern Connecticut State University  
(2003)

Lucy Boland*  
**Librarian**  
B.A., Western Connecticut State University  
M.L.S., St. John’s University  
(1995)

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B.A., Hofstra University  
M.S., Brooklyn College  
(1998)

Lawson Bowling  
**Professor of History**  
B.A., Emory University  
M.S., University of Pennsylvania  
M.A., M.Phil., Ph.D., Columbia University  
(1984)

Francis P. Brancaleone  
**Associate Professor of Music**  
Diploma, Palestrina Institute of Ecclesiastical Music  
B.Mus., Eastman School of Music  
M.Mus., Manhattan School of Music  
M.A., Queens College  
M.Phil., Ph.D., City University of New York  
(1974)

Laura Brown*  
**Adjunct Lecturer in English**  
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(2002)

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B.A., Rutgers University  
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(1997)

James B. Bryan  
**Professor of Economics**  
A.B., University of Notre Dame  
Ph.D., University of Virginia  
(1984)

Sue Burcroff*  
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B.S., Ladycliff College  
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Ph.D., Fordham University  
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Harriet W. Cabell*  
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B.S., College of William and Mary  
M.A., Ed.D., University of Alabama, Tuscaloosa  
(1994)

Ronald Cappon*  
**Musician (Voice)**  
B.M., DePaul University  
M.M., Manhattan School of Music  
(1999)
John Carney  
**Assistant Professor of Political Science and Legal Studies**  
B.A., City University of New York (Brooklyn)  
M.A., Ph.D., The Graduate Faculty of the New School for Social Research  
(2003)

Alison Carson  
**Assistant Professor of Psychology**  
B.A., Franklin and Marshall  
M.A., Ph.D., Boston College  
(2003)

Thomas Cassilly*  
**Adjunct Lecturer in Political Science**  
A.B., Princeton University  
M.A., Ph.D., Columbia University  
(1991)

Claire Castel*  
**Adjunct Lecturer in French**  
B.F.A., University of Connecticut  
M.A., Penn State University  
(2007)

George Castellanos  
**Associate Professor of Spanish and Latin American Studies**  
B.A., Iona College  
M.A., Middlebury College  
M.Ph., Ph.D., City University of New York  
(1991)

Robin L. Cautin  
**Associate Professor of Psychology**  
B.A., University of Delaware  
M.A., Ph.D, Case Western Reserve University  
(2001)

Matt Chapman*  
**Adjunct Lecturer in Dance & Theatre**  
B.A., University of Kansas  
(2005)

Mark Cherry  
**Visiting Artist-in-Residence in Music**  
B.A., Catholic University of America  
(1999)

Camilla Jantke Chiappari*  
**Adjunct Lecturer in German**  
B.A., Humberside Business School (England)  
and Fachhochschule Münster (Germany)  
(2004)

Laura Chmielewski  
**Writing Consultant for the Academic Writing and Composition Program**  
B.A., St. Joseph’s University  
M.A., Fordham University  
M.Phil., City University of New York  
(2005)

Nadeige Choplet*  
**Adjunct Lecturer in Studio Art**  
B.F.A., Ecole Nationale Superior Dupree, Paris, France  
M.F.A., Lehman College, City University of New York  
M.F.A., Ecole des Beaux-Arts, Paris, France  
(1999)

Lyn Christie*  
**Musician (Bass)**  
B.M.C.H.B., Otago University (New Zealand)  
M.D., New York State University  
Diploma, Juilliard School of Music  
(1988)

Megan Cifarelli*  
**Adjunct Lecturer in Art History**  
B.A., University of Notre Dame  
M.A., M.Phil., Ph.D., Columbia University  
(1998)

Antonia Cipollone*  
**Adjunct Lecturer in Political Science and Legal Studies**  
B.B.A., Adelphi University  
J.D., Pace University School of Law  
(1996)

Mary T. Clark, R.S.C.J.*  
**Professor of Philosophy.**  
B.A., Manhattanville College  
M.A., Ph.D., Fordham University  
(1951)

Rhonda Clements  
**Professor of Education**  
B.S., University of Maine  
M.A., University of Maine  
Ed.D., Teachers College, Columbia University  
(2005)

William Coates*  
**Adjunct Professor in Organizational Management and Human Resource Development**  
B.S., University of Maryland  
M.S., University of Bridgeport  
M.S.A., Western Connecticut State University  
(1999)

Carmelo Peter Comberiati  
**Professor of Music/Director of Music**  
B.S., New York University  
M.A., Binghamton University  
Ph.D., The University of Michigan  
(1983)

Jeanne Connors*  
**Clinical Field Supervisor in Education**  
B.S. SUNY, Oneonta  
M.S., College of New Rochelle  
(2005)
Catherine Coppola*
Adjunct Lecturer in Music and Musician (Piano)
B.S., New York University
M.M., Manhattan School of Music
Ph.D., City University of New York
(1999)

Susan Corcoran, Esq.*
Adjunct Assistant Professor in Organizational Management and Human Resource Development
B.S., Cornell University
J.D., Pace University
(1997)

Kathleen Corrigan*
Clinical Field Supervisor in Education
B.A., University of PA
M.A., Teachers College, Columbia University
(2006)

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Adjunct Instructor in Organizational Management and Human Resource Development
B.A., College of William and Mary
M.B.A., Pace University
(1994)

John Crowley*
Adjunct Lecturer in Communication Studies
B.A., University of New Hampshire
M.A., San Diego State University
(2007)

Michael Crystal*
Adjunct Professor in Leadership and Strategic Management
B.A., University of Hartford
M.B.A., University of Connecticut
(1998)

Darlene D’Alliessi Gandolfi
Assistant Professor of Chemistry
B.A., Manhattanville College
M.S., Ph.D., Yale University
(2004)

Robert Daley*
Adjunct Lecturer in Dance & Theatre
B.A., The Catholic University of America
(2004)

Alessandro Daniele*
Adjunct Lecturer in Italian
M.A., Lingue e Letterature Straniere Moderne, Universita' degli Studi di Firenze
(2002)

Keith Darcy*
Adjunct Lecturer of Leadership and Strategic Management
B.S., Fordham University
M.B.A., Iona College
(1994)

Sudarshana De Das
Adjunct Lecturer in Education
B.A., Saint Xavier's College
M.A., University of Calcutta
M.A.T., Manhattanville College
M.A., Manhattanville College
(2004)

Anthony Dede*
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B.S., M.S., City University of New York
Ph.D., Fordham University
(2002)

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M.A., Manhattanville College
(1999)

Christine L. Dehne
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HISTORY & EDUCATIONAL COMMITMENT

Manhattanville’s tradition is based on an educational heritage that fosters the free exchange of ideas between students and teachers within the context of challenging academic programs. Through this exchange the College encourages the development of human values and a view of society as a community requiring each person’s support. A liberal arts education at Manhattanville seeks to cultivate the growth of conscience as well as intellect — the ability both to reach personal moral decisions by the use of reason and understanding and the courage to defend these convictions. The alumni who have become leaders in business and the professions testify to the usefulness of the College’s definition of a liberal arts education.

The College began as the Academy of the Sacred Heart, a school for girls founded on Houston Street in New York City in 1841. It was one of a world-wide network of schools maintained by the religious congregation founded in France in 1800 with the name of Society of the Sacred Heart. Like its sister schools, the Academy accepted pupils ranging in age from the elementary grades through high school. After the 12th grade, two more years were added, the so-called “superior classes,” which prepared students for independent work, and allowed a wider choice of subjects. The last two years of undergraduate work were added in 1917, and the institution was chartered by the State of New York as a college for women — with the new name, Manhattanville College of the Sacred Heart. Still committed to the values that shaped its founders’ belief in the liberal arts, the College became coeducational in 1971 and independent of the Society of the Sacred Heart after 1971.

Changes in the nature of the institution did not take place without corresponding changes in locale. The success of the school in the 1840’s was such that a larger area was needed, and Houston Street was abandoned for the “salubrious air” of Astoria. This place, too, quickly proved too small, and the Lorillard estate north of the present 125th Street on the upper West Side was bought. In 1847 this was a rural area; gentlemen’s estates and small farms were its characteristic features, and the district was known as Manhattanville. Hence the name of the modern College. As the College and the city grew, better conditions for the largely residential student body became necessary. After one hundred and five years another move brought the College to Purchase New York, just 25 miles north of New York City to the property formerly owned by the Whitelaw Reid family, in 1952.

The long tradition of the school, which preceded the College charter, determined the character the College would have: a firm belief in the liberalizing effect of the liberal arts, a lively sense of tradition, a wide-ranging interest in the most humane manifestations of the human spirit, a continuing effort to enhance the local community and to accept responsibility for this segment of human history. These forces are alive today on the College campus. It is the challenge of students and faculty to keep them active, to translate them into terms which can be effective in a world re-made and re-interpreted by science and technology, and, perhaps, threatened by the very success of human ingenuity.

Under the leadership of its 10th president, Richard A. Berman, a new mission statement was created. Manhattanville College's mission is to "educate students to become ethically and socially responsible leaders for the global community." Manhattanville continues to dedicate itself to the values of the College founders: academic excellence and a deep respect for intellectual values; development of the whole person, mind, body and spirit, in an atmosphere of responsible freedom; the building of a caring, compassionate, nurturing community, founded on mutual respect and accountability for individual actions; and a special commitment to social awareness and a moral obligation to educate our students about the role they can play in improving their community and world around them.

The Portfolio System, at the undergraduate level, emphasizes student responsibility. Young men and women must submit a coherent plan for their education: they must master the appropriate academic skills; they are urged to enter a period of graduate study and to prepare themselves for a useful contribution to their time and world. It is recognized that this means a strenuous four years. Manhattanville hopes to recruit students with the energy and the courage to undertake such a program.

By its successful pursuit of its mission the College believes that good human values will be fostered, respect for one’s self and for others will be encouraged and its graduates will be enabled by both their training and vision to assist and to improve their world.
EQUAL EMPLOYMENT OPPORTUNITY
AND
AFFIRMATIVE ACTION POLICY

Manhattanville College does not discriminate on the basis of race, color, national origin, age, sex and disability in its programs or activities. This policy applies to access to all activities and programs under the College sponsorship as well as to application and selection for admission, employment, and all other personal procedures within the College.

Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, and Part 86 of 45 C.F.R., Manhattanville College does not discriminate on the basis of sex in the conduct of its education programs or activities (including employment therein and admission thereto). Inquiries concerning the application of Title IX and Part 86 of 45 C.F.R. may be referred to the Director, Office of Civil Rights (Region II), 26 Federal Plaza, New York, N.Y. 10007.

Every effort has been made to ensure the accuracy of the information in this catalog; however, courses and programs are subject to change. Students are advised to consult the latest Course Schedule when registering. The Catalog is not a contract and nothing in this Catalog can be construed as the basis for a contractual claim.
INDEX

A
Academic Advising .......................................................... 24
Academic Computing Services ........................................ 26
Academic Probation and Dismissal .......................... 16
Academic Resource Center ........................................ 24
Accelerated Study ................................................... 12, 142
Acceptance Plans ..................................................... 191
Early Decision Plan ..................................................... 191
Administration .......................................................... 199
Admission Plans .......................................................... 191
Admission, Graduate
Certificate in Non-Profit Leadership .................... 148
Graduate & Professional Studies ....................... 191
M.A.T./M.P.S. .......................................................... 149
Master of Arts in Liberal Studies ......................... 147
Master of Arts in Writing ......................................... 147
Master of Science in International Management .... 148
Master of Science in Leadership and Strategic Management .... 147
Master of Science in Management Communications .... 148
Master of Science in Organizational Management and Human Resource Development .... 148
Admissions ............................................................... 189
Art Student Applicants ............................................. 190
International Applicants ........................................ 190
Music Student Applicants ...................................... 190
School of Education ............................................ 74
Transfer Students ................................................... 191
Undergraduate ....................................................... 189
Advanced Standing and Credit by Examination .... 191
Affirmative Action Policy ......................................... 221
American Literature ................................................. 79
American Studies ....................................................... 33
Anthropology ............................................................ 131
Application Procedure ........................................... 190
Art ............................................................................ 35
B.F.A./Education ..................................................... 40
Digital Media/Graphic Design ................................ 40
Three-Dimensional Design ..................................... 40
Two-Dimensional Design ......................................... 40
Art (Studio) .............................................................. 39
Art History .............................................................. 35
Art Studio ............................................................... 27
Asian Studies ........................................................... 44
Athletics ................................................................. 30
Facilities ................................................................. 30
Intramurals and Wellness .......................................... 30
Audit ........................................................................ 19

B
Bachelor of Arts .......................................................... 12
Bachelor of Fine Arts ................................................. 12
Bachelor of Science
B.S./M.A.T. ............................................................. 142
Behavioral Studies ................................................. 142
Communications Management ......................... 142
Organizational Management ................................ 142
Benziger Student Center ......................................... 27
Biochemistry ............................................................ 46
Biology ................................................................. 47
Environmental Studies ............................................ 85
Neuroscience Concentration ................................ 48
Board of Trustees .................................................... 199

British Literature ...................................................... 79

C
Career Services ......................................................... 27
Certificate
Finance ...................................................................... 68
International Management ................................ 94
Management ....................................................... 71
Non-Profit Leadership .......................................... 148
Chemistry ............................................................... 53
Classics ................................................................. 55
College Science and Technology Entry Program (C.S.T.E.P.) .... 24
Communications Studies ........................................ 56
Community Service ............................................... 19
Commuter Life ...................................................... 29
Computer Science .................................................. 101
Connie Hogarth Center for Social Action ................. 29
cooperative programs ............................................. 21
Counseling .............................................................. 28
Course Listings
Graduate ............................................................... 151
Undergraduate ...................................................... 130
Course Types
Audit ......................................................................... 19
Independent Study ................................................. 19
Internship ............................................................. 19
Lecture ....................................................................... 19
Seminar ............................................................... 19
Summer School ..................................................... 19
Tutorial ................................................................. 19
Creative and Professional Writing ....................... 79
Criminal Law .......................................................... 118

D
Dance & Theater ....................................................... 60
Dean of Students ..................................................... 28
Dean’s List ............................................................ 20
Departmental Honors ............................................ 19
Distribution Requirements .................................. 15
Domestic Study ...................................................... 22
Double Major ........................................................ 12
Dual Degree Programs ......................................... 142
Duchesne Center for Religion and Social Justice ....... 29

E
Economics ............................................................... 65
Educational Commitment of Manhattanville .......... 220
Educational Support ................................................. 24
English ................................................................. 78
American Literature ................................................. 79
British Literature ...................................................... 79
Creative and Professional Writing ....................... 79
English Education .................................................. 80
Film Studies .......................................................... 80
International Literature in English ....................... 80
English Language Institute (ELI) ......................... 23
College Prep Program ............................................ 23
Credit-Bearing Courses ........................................ 24
Intensive Programs ............................................... 23
Part-Time Courses ............................................... 23
Summer Programs ............................................... 23
Environmental Studies .......................................... 85
Equal Employment Opportunity ......................... 221
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities and Resources</td>
<td>26</td>
</tr>
<tr>
<td>Faculty</td>
<td>201</td>
</tr>
<tr>
<td>Federal Supplement Educational Opportunity Grant (FSEOG)</td>
<td>196</td>
</tr>
<tr>
<td>Fees</td>
<td>192</td>
</tr>
<tr>
<td>Field Work</td>
<td>19</td>
</tr>
<tr>
<td>Film Studies</td>
<td>80</td>
</tr>
<tr>
<td>Finance Major</td>
<td>68</td>
</tr>
<tr>
<td>Financial Assistance</td>
<td>193</td>
</tr>
<tr>
<td>Federal Programs</td>
<td>193</td>
</tr>
<tr>
<td>State Programs</td>
<td>196</td>
</tr>
<tr>
<td>Foreign Language Laboratory Resources</td>
<td>27</td>
</tr>
<tr>
<td>Fourth Credit Option</td>
<td>19</td>
</tr>
<tr>
<td>French</td>
<td>85</td>
</tr>
<tr>
<td>G</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>87</td>
</tr>
<tr>
<td>Grading and Evaluations</td>
<td>15</td>
</tr>
<tr>
<td>Graduate &amp; Professional Studies</td>
<td>147</td>
</tr>
<tr>
<td>Graduate Programs</td>
<td>13</td>
</tr>
<tr>
<td>Graduation Credit Requirements</td>
<td>15</td>
</tr>
<tr>
<td>Grants</td>
<td>195</td>
</tr>
<tr>
<td>Grievance Procedures</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>151</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>17</td>
</tr>
<tr>
<td>H</td>
<td></td>
</tr>
<tr>
<td>Health Services</td>
<td>28</td>
</tr>
<tr>
<td>History</td>
<td>88</td>
</tr>
<tr>
<td>Social Studies</td>
<td>89</td>
</tr>
<tr>
<td>History of Manhattanville College</td>
<td>220</td>
</tr>
<tr>
<td>Holocaust and Genocide Studies</td>
<td>93</td>
</tr>
<tr>
<td>Honors Options</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>19</td>
</tr>
<tr>
<td>Dean’s List</td>
<td>20</td>
</tr>
<tr>
<td>Degree</td>
<td>20</td>
</tr>
<tr>
<td>Departmental</td>
<td>19</td>
</tr>
<tr>
<td>Portfolio Honors</td>
<td>20</td>
</tr>
<tr>
<td>Human Resource Development, M.S.</td>
<td>148</td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Incomplete</td>
<td>15</td>
</tr>
<tr>
<td>Independent Study</td>
<td>19</td>
</tr>
<tr>
<td>Information Literacy Requirement</td>
<td>98</td>
</tr>
<tr>
<td>International Applicants</td>
<td>190</td>
</tr>
<tr>
<td>International Literature in English</td>
<td>80</td>
</tr>
<tr>
<td>International Management, Certificate in</td>
<td>70</td>
</tr>
<tr>
<td>International Student Services, Office of</td>
<td>29</td>
</tr>
<tr>
<td>International Studies</td>
<td>93</td>
</tr>
<tr>
<td>Internship</td>
<td>19</td>
</tr>
<tr>
<td>Inventory of Programs</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>11</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>10</td>
</tr>
<tr>
<td>Irish Studies</td>
<td>95</td>
</tr>
<tr>
<td>Italian</td>
<td>96</td>
</tr>
<tr>
<td>L</td>
<td></td>
</tr>
<tr>
<td>Latin American Studies</td>
<td>97</td>
</tr>
<tr>
<td>Law</td>
<td>20</td>
</tr>
<tr>
<td>Lecture</td>
<td>19</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>117</td>
</tr>
<tr>
<td>Library And Information Studies</td>
<td>98</td>
</tr>
<tr>
<td>Library Information Services</td>
<td>27</td>
</tr>
<tr>
<td>Audio/Visual Services</td>
<td>26</td>
</tr>
<tr>
<td>Collections</td>
<td>26</td>
</tr>
<tr>
<td>Expanded Hours</td>
<td>26</td>
</tr>
<tr>
<td>Facilities</td>
<td>25</td>
</tr>
<tr>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Registration Requirements</td>
<td>18</td>
</tr>
<tr>
<td>Research Project</td>
<td>19</td>
</tr>
<tr>
<td>Residence Facilities</td>
<td>27</td>
</tr>
<tr>
<td>Residence Life</td>
<td>29</td>
</tr>
<tr>
<td>Residency Requirements</td>
<td>18</td>
</tr>
<tr>
<td>Romance Languages</td>
<td>130</td>
</tr>
<tr>
<td>S</td>
<td></td>
</tr>
<tr>
<td>Scholarships</td>
<td>195</td>
</tr>
<tr>
<td>School of Education</td>
<td>13</td>
</tr>
<tr>
<td>School of Graduate and Professional Studies</td>
<td>13</td>
</tr>
<tr>
<td>Science Laboratories</td>
<td>28</td>
</tr>
<tr>
<td>Seminar</td>
<td>19</td>
</tr>
<tr>
<td>Social Justice Program</td>
<td>131</td>
</tr>
<tr>
<td>Sociology</td>
<td>131</td>
</tr>
<tr>
<td>Spanish</td>
<td>135</td>
</tr>
<tr>
<td>Student Activities and Organizations</td>
<td>29</td>
</tr>
<tr>
<td>Student Employment</td>
<td>27</td>
</tr>
<tr>
<td>Student Life</td>
<td>28</td>
</tr>
<tr>
<td>Student Loans</td>
<td>197</td>
</tr>
<tr>
<td>Student Media Facilities</td>
<td>28</td>
</tr>
<tr>
<td>Student Retention</td>
<td>18</td>
</tr>
</tbody>
</table>
DIRECTIONS

Manhattanville College is easily accessible from all New York City area airports: Westchester County Airport (three miles away), Kennedy International Airport, LaGuardia Airport and Newark International Airport.

By Car
From New York City: Major Deegan Expressway/New York State Thruway (I-87) north to exit 8. Right to Cross Westchester Expressway (I-287), east to Hutchinson River Parkway. North on Hutchinson River Parkway to exit 27 (in New York, not Connecticut) at Route 120 (Purchase Street). Left on Purchase Street to Campus.

From Upstate New York and Northern New Jersey: Tappan Zee Bridge East to Cross Westchester Expressway (I-287), east to Hutchinson River Parkway. Follow NYC directions above.

By Train or Bus
Metro North Railroad from NYC Grand Central Terminal. Brewster North Line to While Plains, take a taxi, or Anderson Hill Road Bus (Bee Line No. 12)