ADDENDUM to CATALOG 2009-2010
(Fall 2009)

This Addendum reflects emendations and additions to the 2009-2010 Manhattanville Catalog effective Fall 2009. The changes included herein supersede corresponding information found in sections of the catalog cited below.

Following are changes to Grading and Evaluations [p.7]:
In addition, the instructor has the option of awarding grades of A- (3.75), B+ (3.25), and B- (2.75), and C+ (2.25), 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.

Following are changes for the Art History prerequisites:
All 3000-level art history courses have the following prerequisite:
Two art history courses at the 1000- or 2000-level.

ARH: 3080 Seminar for Majors has the following prerequisites:
ARH: 1011 and ARH: 1012 with a minimum grade of C- and one 3000-level art history course.

Following are changes for Studio Art:
Art 4008/5066: 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, and 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: Students need only to have developed film before this class. (Fall)

Following are courses for Castle Scholars Program:
CSCH 1010: The Power of the Photograph
This seminar takes as its inspiration Vicki Goldberg’s 1991 book, The Power of Photography: How Photographs Changed our Lives (Abbeville). We will look at the role photographs have played in shaping attitudes, laws and culture since its public announcement in 1839. Topics will include: The Invention of Photography, The Photographer as Witness, The Eye of Discovery, Political Persuasion through Photography, Photography and the Rise of Celebrity Culture, Photography and the Art World, The Camera and Social Reform, The Rise of News Photography, The Photo Magazines (LIFE and
LOOK), The Rise of TV and Photography in the 21st Century. Emphasis will be placed on developing the student’s ability to write and speak about photography. (Spring)

CSCH 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 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 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 that are contested. (Fall) (Spring)

CSCH 3006: Lit/Film of South Asian Diaspora
The course will introduce students to the literatures and films of authors and filmmakers of South Asian descent -- Indians, Pakistanis, Bangladeshis, Sri Lankans -- living in the United Kingdom and North America. The course will focus on the effects of decolonization on immigration patterns of South Asians in the diaspora, and more recently, the effects of globalization on the creation of transnational identities. The discussion of primary works and films will explore issues of gender, sexuality, religion, and class in the acculturation of South Asians to their adopted homes in the West. Finally, the course will examine the often problematic relationship of South Asians in the diaspora with their country of origin as well as with other cultures in their countries of adoption. (Fall) (Spring)

CSCH 3007: Atlantic Revolution 1760-1820
This seminar will examine the sequence of revolutions that exploded across the North Atlantic in the period between 1770 and 1810. It will concentrate on the "great" revolutions, i.e. the American and the French, but it will include the experiences of smaller entities in the constellation such as Holland, Ireland, and Haiti. We will examine the origins of this upheaval in its cultural and intellectual context (the eighteenth century Enlightenment) its economic context (the rise of European empires and the commercial revolutions) and finally the rise of popular politics and a popular press. The comparative aspects of success and failure will also be addressed. This course also may count toward the requirements for the major or minor in History. (Fall)

CSCH 3008: The Heroic: Classical & Modern
The theme of this course is consideration of representations of “the heroic” in the Western tradition, both classical and modern. Below are proposed texts with annotations as to use, conceptualization, and thematics. After two theoretical considerations of the question, we would follow a chronological approach, employing both historical and imaginative artistic expression. Lives exemplifying military, political, and artistic heroism are included. Besides the reading, discussion, and viewing of movies, students would research and write on a heroic life of their choice. (Spring)

CSCH 3009: Education across Culture/Time
In this course students will read, analyze, discuss, and write extensively about education across cultures and time in fiction and non-fiction. The course will focus on the impact of formal and informal education on the intellectual, social, and cultural life of the individual and the society. (Spring)

CSCH 3010: Britain: Past & Present (Spring)

CSCH 3080: Castle Scholars Senior Retreat (Spring)
CSCH 3081: FYP Teaching Assistant (*Fall and Spring*)

CSCH 3210: Great Cities, Ideas and Law
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*)

**Following are courses for the Communication Studies Program:**
COMM 3044: Feminist Media Theory
This seminar explores feminist theory and its application to mass media. Lectures, discussions, and readings in first, second, and third wave feminism will help students to develop an understanding of historical, psychoanalytic, interpretive, and social scientific approaches to the study of media and communication. Research paper and presentation required. (*Fall*)

COMM 3080: Gender and Communication
Gender and communication focuses on interactive relationships between gender and communication in contemporary society. During the course we explore the multiple ways communication in our society creates and perpetuates gender roles; we consider how individuals enact socially created gender differences in public and private settings and how this affects success, satisfaction and self-esteem; and we connect gender theory and research to our professional and personal experience. Throughout the course we discuss not only what is in terms of gender roles, but also what might be, and how we might act to improve our individual collective lives. (*Fall*)

**Following is a course for Dance & Theatre**
DTH 3XXX: Performance Seminar: Politics & Performance
Can art change lives? This course will explore the work of theatre artists, choreographers, and collectives who believe that the role of the performance is not only to challenge accepted political and social structures but to motivate audiences to public action. We will read theory and study traditionally scripted plays (Brecht, Hansbury, Fo), as well as collectively evolved performance pieces (such as San Francisco Mime Troupe, Augusto Boal's Theater of the Oppressed, Joseph Chaikin and the Open Theater, Teatro Campesino, Tectonic Theater's Laramie Project) and the work of choreographers such as Kurt Jooss and Bill T. Jones. A studio component will allow students to explore whether theory holds up to the test of performance. Preq: Creative Process. 3 credits. (*Spring*)

(NOTE: Two Performance Seminars are required of all majors, one for minors. This course is one of a series of specialty enrichment seminars which include: Non-Western Performance, NY Performance Now, Playback Theatre, Voice of Chekhov and others.)

**Following are courses for the First-Year Program:**
First-Year Seminar I (Fall) and II (Spring)
The First-Year Seminar sequence is designed to provide an intellectually stimulating experience that allows first-year students to discover the intellectual liberation afforded by the liberal arts and develop foundational critical reasoning skills. Each First-Year Seminar section is organized around a special topic or theme and incorporates instruction the learning objectives of the General Education Critical and Analytical Reasoning Competency credit requirement. First-Year Seminars do not count toward any major or minor program of study. *Students enrolled in each section of First-Year Seminar I and II must also enroll in the coordinating section of First-Year Writing I and II.*
FYP 1001: First-Year Seminar
Section Descriptions:

Section 1. African Encounter
Professor Mohamed Mbodj
This seminar examines pivotal moments from antiquity to modern times when Africa and Africans encountered non-Africans, both within the continent and outside it. In these cases, Africa and Africans were the essential others to be assessed then conquered by the West. The course addresses fundamental questions about African and non-African cultural contact and its aftermath through investigations of primary source materials and film.

Section 2. Austen's "Pride and Prejudice": Text and Variations
Professor Juliette Wells
Jane Austen's Pride and Prejudice (1813), one of the preeminent novels in the English literary tradition, is also one of the most frequently adapted in our own day. This seminar course will examine the text of Austen's novel in depth and will consider the ways that it has been re-envisioned in film, fiction, nonfiction, and online media.

Section 3. Do Science and Technology Make the World a Better Place?
Professor John Murray
The course will examine the developments in science and technology that have had extraordinary social and personal consequences, both historically and in the modern world. What roles have science and technology played in furthering human aspirations and in improving the human condition? Are the utopian technological worlds of the future found in science fiction realistic? Is social control over research and discovery in modern science desirable? This seminar will explore these and related questions, using materials from social science and contemporary literature.

Section 4. Education: Place and Purpose
Professor Joan Weinreich
The overarching theme of this seminar is education: its place and purposes in a changing society. In the fall semester we will focus on significant historical and philosophical influences on education in the United States. We will read selected philosophers and pioneers of education theory, including Rousseau, Jefferson, Dewey and Kozol. Our readings and discussions about education will lead us to consider many political, social, and economic issues in society in general.

Section 5. Getting a Second Life
Professor Norman Bashias
This seminar will discuss and examine computer technology and its influences on today's society. We will consider hardware and software, and particularly, massively-multiple user domains. We will examine development in one such domain and we will explore social interactions in that domain. We will also experiment with pre-semester virtual meetings.

Section 6. Evil and Self-Knowledge
Professor Siobhan Nash-Marshall
Evil is horrendous. It shocks us. It causes pain and anguish. It obsesses us. How can people commit murder? How can people torture other people? How can people round up people, hold them in concentration camps, and coldly exterminate them? How can our friends betray us? These are terrible questions. We all raise them. None of us has adequate answers to them. And yet we all know that we ourselves are capable of evil. So how is it that none of us has real answers to the problem of evil, even though we are all capable of it? Texts will include Augustine, Confessions; Wilde, The Picture of Dorian Grey, and Weston, A Rulebook for Arguments.
Section 7. How We Create Ourselves: Image, Appearance and Identity  
Professor Anthony Scimone  
Living in a democratic society, we would like to believe that we are free to define ourselves however we wish. This course will begin with a critical examination of that assumption and ask students to question the various forces that contribute to a developing sense of self. What valid conclusions can we draw about how life experiences and relationships affect who we are? What roles do media and culture play in helping us create both interior and exterior dimensions of identity? When we project versions of self using Facebook or MySpace, to what degree do these projections reflect deliberate and conscious choices about identity? We will read a range of modern and classic literature including drama, poetry, and short fiction to explore how characters struggle with identity and the effects of family, cultural inheritance, religious belief, the expectations of peers, and the pervasive influence of a consumer society.

Section 8. Hurricane Katrina  
Professor Colin Morris  
This first-year seminar explores the Hurricane Katrina disaster of August 29th, 2005. It examines the natural and non-natural causes of the catastrophe, its immediate and ongoing consequences, responses to the disaster’s unprecedented scale, individual stories of suffering and endurance, and the ongoing problem of relief and rebuilding. Students will explore perspectives on Katrina and the city of New Orleans from various sources: autobiographies of survival, photo-journals, documentary film, music, poetry, national and international newspapers, popular magazines and historical scholarship. Readings include David Spielman’s Katrinaville Chronicles, Ari Kelman’s A River and Its City, and Chris Rose’s 1 Dead in Attic. Films include Spike Lee’s When the Levees Broke: A Requiem in Four Acts.

Section 9. Incredible Stories: The Fantastic in Literature  
Professor Nada Halloway  
This seminar seeks to explore the fantastic in literature. The first part of the course will examine the portrayal of gender in mythology. The second part will look at the ways in which gender, ethnicity, and culture enter into storytelling with particular emphasis on identity and nationality. Readings will include selections from Greek mythology, the Grimm Brothers’ Fairy Tales, and Toni Morrison’s Beloved.

Section 10. Relating Music to the History of Ideas  
Professor Frank Brancaleone  
This seminar will engage the students in listening to musical works from various style periods and where applicable pair them with texts and/or discussion of religious, social and political events and their implications. The principal concern of the course is European classical music and its representations in the United States. The main work of the course will be learning how to listen to the works in a meaningful context, including cultural background, insightful musical considerations, and for aesthetic appreciation.

Section 11. Relating Music to the History of Ideas  
Professor Carmelo Comberiati  
This seminar will engage the students in listening to musical works from various style periods and where applicable pair them with texts and/or discussion of religious, social and political events and their implications. The principal concern of the course is European classical music and its representations in the United States. The main work of the course will be learning how to listen to the works in a meaningful context, including cultural background, insightful musical considerations, and for aesthetic appreciation.

Section 12. Science and Science Fiction  
Professor Rodney Yoder  
This seminar will compare ideas from science fiction with current scientific thinking and ongoing
research. We will study the scientific concepts of matter, time, space, and life, and see how they apply (in fiction and in reality) to topics such as space travel and colonization, exotic matter and higher dimensions, mind and consciousness, time travel, and extraterrestrial life.

Section 13. **Serious Play: Improvisation in Life and Art**  
*Professor Ara Fitzgerald*

What does play have to do with education and the arts? Recent research in brain science supports what artists and "creative types" have known for so long- creative process, invention and discovery in all fields can be seen as having roots in deep or serious play. In this seminar we will examine play theory and investigate its role in creative process and academic pursuits. We will pay particular attention to the interplay of structure and freedom in the development of works by a sampling of renowned artists in dance, theatre, music, painting and poetry.

Section 14. **Sport, Play and the Good Life**  
*Professor Lawson Bowling*

*Homo Ludens,* or "Man the Player," written in 1938 by Dutch historian Johan Huizinga, discusses the significance of play in human experience as a means of human expression, conflict, and emotion. "Work hard, play hard" is a modern cliche that is debatable as well as widespread. This seminar introduces students to thinking seriously about sport and play. Topics include; classical civilization, sport and war; cockfighting in Bali: multidimensional meanings; North America’s original game—“the moral equivalent of war”; The Joe Louis story—“a credit to his race”; the “Woman Question” in sports; sports, education, and values.

Section 15. **To Be Human...**  
*Professor James Bryan*

In this course we will explore elements of human nature: what defines us as Human. With a foundation in both evolutionary theory and an understanding of the interplay of nature with culture and environment, we will consider selected human universals. In our explorations we will attempt to understand a wide range of things, from the pursuit of social status, to mating, to judgments of right and wrong, to competition, to what makes us happy, to the ways in which we make choices, to the narratives we put together in constructing our identities. Our focus will be on human thinking, learning, understanding, and decision-making. From models of the hyper-rational economic man to theories of intuition, gut-feelings and emotions, we will observe human behavior -- humans making decisions, sometimes very deliberately and other times quite unconsciously and automatically.

Section 16. **Violence in Latin America**  
*Professor Greg Swedberg*

This seminar examines the nature and purpose of state-directed violence and how it is remembered and represented in Modern Latin America. Students will also explore the tactics that victims deployed to resist violence in several settings such as Chile, Guatemala, Mexico and Argentina. Through the reading of monographs and novels and interpreting film, students will explore Latin American violence through the lens of class, ethnicity and gender. Special emphasis will be placed on the rise and fall of military dictatorships, class inequality, ethnic tensions, and urban violence. Assignments will require students to review critically assigned texts and films.

Section 17. **Red Star: Russia and the Socialist Experiment**  
*Professor Jeff Rosedale*

This class will take an interdisciplinary approach to understanding the Russian experience in the 20th Century. Beginning with concepts of identity, belonging and Social Justice, the course will trace the development of Soviet Russian thought and statehood with a special focus on the 1917 revolution and its aftermath. Academic perspectives on Russian history, literature, art, politics, and society will inform our
analysis. The course will culminate by examining the role of post-Communist Russia in contemporary situations.

Section 18. Compassion and Community: Practicing the New Social Skills in the 21st Century
Professor Maureen Kindilien
This class will examine personal insight and development through the lens of our social environment. This course will introduce the concepts of self-discovery, community building, the construction of social contracts, and the development of social empathy. Readings, films and discussions will correlate these themes with historical and current social conditions and trends.

Section 19. The Art of Living: Ethical Issues and Moral Values
Professor Wilfred Tyrrell
This seminar will focus on ethical theories and their application to current issues. Both semesters will entertain the idea of ethics and the moral life as an art of living to full human potential and flourishing as community. The first semester will look at ethical theories from various religious and philosophical sources throughout human history. Sacred religious texts of the world's religions, along with such thinkers as Plato, Aristotle, Mill, Kant, Nietzsche and Camus will be read. Literary figures such as Dostoevsky, Hawthorne and Hugo will be examined. The second semester will focus on applied ethics. Students will read from the New York Times and other written media sources and address some of the ethical and moral issues that we face in our day to day lives.

Section 20. How Sport Explains the World
Professor Lawson Bowling
A common element throughout the culture of almost all civilizations, sport has had a dramatic and undeniable influence on the landscape of numerous societies. Utilizing sport as our research “vehicle” the class will examine the interplay of sport on the development of various civilizations, demographics and cultures around the world. Beginning with ancient societies and progressing through modern times, this seminar will explore the impact of sport on such cultural issues as race, religion, gender roles, economics, science and government.

Section 21. Between Worlds: Alienation and Identification
Professor Beth Papke Fonfrias
Some of us are caught between two worlds: the world of home, the place where we were born, and the place we have chosen to live, or the place we find ourselves in. Using a cross-disciplinary approach through personal narrative, philosophical and political essay, literature and film, this seminar will explore the world of the outsider.

Section 22. The Literature of Childhood
Professor Kristopher Jansma
This seminar examines themes of growing up and forming of adult identities in classic children’s novels. Students will examine the many layers of cultural touchstones such as the fairy tales of The Brothers Grimm and Hans Christian Andersen, Peter Pan, Alice and Wonderland, The Secret Garden, and The Wizard of Oz. Analysis will include the role of morals and hidden messages, the influence of the troubled adulthoods of the authors, the function of satire, and the impact of Victorian society. In addition we will discuss modern adaptations of these novels.

Section 23. Tourists, Playboys, and Missionaries: Travelers to the Middle East
Professor Cynthia Metcalf
Beginning in the 19th century, European and American travelers flocked to the Middle East and North
Africa on personal missions to find health in the arid climate, plush jobs in palaces as governesses and tutors, opiate-laden sex with prostitutes, subjects for their painting, music, and novels, and potential converts to Christianity. This seminar investigates the writings of these travelers, as well as photographs, postcards, and film, to find out how they viewed the Middle East, its people, and their own identities in the colonial context of their journeys. It will introduce students who have little or no prior knowledge to the Middle Eastern world and culture.

Section 24. Darwin’s Revolution, The Year in Science and Our Evolving Planet  
Professor Nancy Todd  
This freshman seminar will explore how the Darwinian Revolution changed scientific paradigms from the 19th century up to the present. We will focus on major scientific achievements in the life sciences and what they mean for the future of the human species. We will celebrate the Year in Science and discuss how natural selection has shaped our Earth over the last 4.5 billion years and how it will continue to shape our evolving planet in the future. Readings will include Darwin’s *On The Origin of Species* and *Selected Letters*, Kuhn’s *The Structure of Scientific Revolutions*, and Mendelsohn’s *Transformation and Tradition in the Sciences*.

Section 25. The Literature of War  
Professor Joseph Fasano  
From its beginnings, the written word has given witness to humanity's evolving hardships, including its violent trials with itself. This course will consider various texts that deal with the theme of war in the 20th century. We will hear from a vast chorus of voices—witness, victim, soldier, rhetorician, protestor, and others—and our emphasis will be on the individual's literary response to societal unrest. We will explore how different genres (fiction, non-fiction, and poetry) are equipped to witness, effect, or protest circumstances of violence and upheaval. Students will strengthen their critical reading and thinking skills through an engagement with this material. Authors include Paul Fussell, Ernest Hemingway, Tim O’Brien, Federico Garcia Lorca, and Pablo Neruda.

Section 26. The Poetry of Desire  
Professor Karen Steinmetz  
From the earliest known lyric poems to today’s slam poetry, poets address the nature of desire. In the sixth century B.C.E., Sappho writes, “Sweet mother, I cannot work the loom—/slender Aphrodite has overwhelmed me/ with longing for a boy.” In Sappho’s poems, what is best loved is usually another person, and no poet describes longing more achingly. However, human desire defines beauty or what is good in many ways. The absence of what we love pains us, yet desire for what is good or beautiful keeps us going. Contemporary poet Stanley Kunitz writes, “What makes the engine go? / Desire, desire, desire.” This seminar will focus on poetry as the creative impulse to define what we desire, linking the expression of desire across centuries and cultures. Texts will include Czeslaw Milosz's *A Book of Luminous Things* and Camille Paglia’s *Break, Burn, Blow*.

Section 27. Brain Injuries and Sports  
Professor Anthony Santucci  
This seminar will provide a critical analysis of the risks of brain injuries athletes face when participating in sports. After an introductory review of brain anatomy and function, this course will consider how sports-related brain injuries, especially concussions, occur and how such injuries are diagnosed and treated. Additional attention will be paid to considering the short- and long-term residual effects of head injuries. Specific emphasis will be devoted to evaluating the neuropsychological consequences produced by sports-related brain injuries, including changes in cognitive, motor, and emotional function. Students interested in psychology, medicine, and the biological aspects of behavior might find this seminar especially appealing.
Following is a point of information regarding the Museum Studies Minor [p.30]:
Museum Studies is a stand alone, interdisciplinary minor, not a concentration or minor within the Art History Department, as is currently stated in the catalog.

Following is a new course for the Philosophy Department:
PHL 1012: Ancient Philosophy
This course is an introduction to philosophy through the study of the historical beginnings of western philosophy in ancient Greece and Rome. The course will focus on Plato and Aristotle but will also study philosophers before Socrates, and the Stoics and Epicureans. (Fall)

Following is a new course for the School of Education:
SSE 2025: Child & Adolescent Development
Learn about the development milestones of childhood and adolescence. Explore ways in which cognitive, emotional/social, motor, and linguistic aspects of student development influence learning. Students may not enroll in both this course and either PSY 2001 and/or PSY 2002. This course is open only to students majoring in Teacher Education or who are currently – or have been – enrolled in EDU 2000.

The following are additional or replacement entries to the Administration [p.227]

Jose Gonzales
Vice President for Institutional Advancement
B.A., M.S., Fordham University
(2009)

Lea Rutmanowitz
Associate Provost and Associate Professor of Music

The following are additional or replacement entries to the Full-time and Part-time Faculty list of [pp. 233- 255]

New Faculty for 2009-10
Samantha Berkule-Silberman
Assistant Professor of Psychology
B.S. Cornell University
M.A., Ph.D., Yeshiva University
(2009)

David Borker
Visiting Assistant Professor of Economics, Finance and Management
B.A. Cornell University
M.B.A. Ohio State University College of Business
Ph.D. Yale University
(2009)

Elizabeth Cherry
Assistant Professor of Sociology and Anthropology
B.A. University of North Carolina
M.A., Ph.D., University of Georgia
(2009)
Ross Collin  
*Assistant Professor of Education*  
B.A. University of Iowa  
M.S., Ph. D., The University of Wisconsin-Madison  
(2009)  

Sherie McClam  
*Assistant Professor of Education*  
B.S. James Madison University  
M.A., Ph.D., University of Colorado at Boulder  
(2009)  

Kyoto Mona  
*Assistant Professor of Economics, Finance and Management*  
B.S. University of South Alabama  
M.Phil., Ph.D., The Graduate Center, City University of New York  
(2009)  

Heather Perretta  
*Assistant Professor of Economics, Finance and Management*  
B.A. Wells College  
M.S., Ph.D., Cornell University  
(2009)  

Yiping Wan  
*Professor of Education*  
College Diploma of English, Suzhou University, China  
Master of Education, Ph.D., University of Texas, Austin  
(2009)  

Beth Williford  
*Assistant Professor of Sociology and Anthropology*  
B.A. Wesleyan College, Macon, GA  
M.S., Ph.D., Purdue University  
(2009)  

Nicholas Zoffel  
*Assistant Professor of Communication Studies*  
B.A., M.A., San Jose State University  
Ph.D. Bowling Green State University  
(2009)
This seal represents the four core values of Manhattanville’s rich tradition. The book symbolizes academic excellence and a respect for intellectual inquiry. The sun signifies enlightenment, development of the whole person – mind, body, and spirit – in an atmosphere of responsible freedom. The star is a sign of Manhattanville’s quest to build a nurturing, caring community, founded on mutual respect and personal accountability. The mountain represents our challenge to our students to make the world a better place through responsible social action. Finally, the crossroad connecting the four values is an emblem of the paths that meet at Manhattanville to bring together students and faculty from all parts of the world.

March 2009

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.
EQUAL EMPLOYMENT OPPORTUNITY
AND
AFFIRMATIVE ACTION POLICY

Manhattanville College does not discriminate on the basis of race, color, national origin, age, gender, 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 gender 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. Manhattanville College reserves the right to alter its degree requirements, regulations, procedures, and course offerings. The Catalog is not a contract, and nothing in this catalog can be construed as the basis for a contractual claim.
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.
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Calendar Symbols:
- **H** - Holiday for faculty, students and staff, no classes scheduled.
- **MS A and MS B** – Course meetings for students in weekend MS programs. “A” and “B” designate the meeting patterns for each set of courses offered in the term.
- **R** – Classes are scheduled on these religious holidays and students who observe them are to be excused from class. No special assignment (i.e. exams and papers) should be made. Faculty members who plan to observe these days should notify the class and the Registrar’s Office in advance.

Final grades due within 72 hours of the final exam for the course, or within 72 hours of the last class meeting of the course.

Class meeting Days: Monday= 14  Tuesday= 15  Wednesday= 14  Thursday= 14  Friday= 1
## MANHATTANVILLE COLLEGE CALENDAR
### SPRING 2010

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<td>18 M.L.King Day</td>
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<td>2 Good Friday R</td>
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<td>15</td>
<td>16 Course Withdrawal Deadline</td>
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<td>13 Final Exams</td>
<td>14 Final Exams</td>
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<tr>
<td>16 MS B – MS Spring Ends Senior/ Graduate Student Grades Due @ Noon</td>
<td>17</td>
<td>18 All other Grades Due @ 4pm</td>
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<td>20 Master’s Commencement</td>
<td>21 Baccalaureate</td>
<td>22 Bachelor’s Commencement</td>
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</table>

**Calendar Symbols:**
- **H** - Holiday for faculty, students and staff, no classes scheduled.
- **MS A and MS B** – Course meetings for students in weekend MS programs. “A” and “B” designate the meeting patterns for each set of courses offered in the term.
- **Spring Break** – Holiday for faculty and students only, no classes scheduled.
- **R** – Classes are scheduled on these religious holidays and students who observe them are to be excused from class. No special assignment (i.e. exams and papers) should be made. Faculty members who plan to observe these days should notify the class and the Registrar’s Office in advance.
- **Final grades due within 72 hours of the final exam for the course, or within 72 hours of the last class meeting of the course, except grades for seniors and graduate students, which should be turned no later than Noon on May 16.**

**Class Meeting Days:**
- **Monday= 14**
- **Tuesday= 14**
- **Wednesday= 14**
- **Thursday= 14**
- **Friday= 14**
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- **MANHATTANVILLE COLLEGE: B.A. PACE UNIVERSITY, DYSON COLLEGE OF ARTS AND SCIENCES: M.S. IN PUBLISHING**

- **MANHATTANVILLE COLLEGE: B.A. BOSTON UNIVERSITY GOLDMAN SCHOOL OF DENTAL MEDICINE: D.M.D.**

- **MANHATTANVILLE COLLEGE: B.A. NEW YORK MEDICAL COLLEGE: D.P.T. PHYSICAL THERAPY**

- **MANHATTANVILLE COLLEGE: B.A. NEW YORK MEDICAL COLLEGE: M.S. SPEECH-LANGUAGE PATHOLOGY**

**SCHOOL OF GRADUATE & PROFESSIONAL STUDIES PROGRAMS**

- **MASTER OF ARTS IN LIBERAL STUDIES**

- **MASTER OF ARTS IN WRITING**

- **MASTER OF SCIENCE IN FINANCE**

- **MASTER OF SCIENCE IN INTEGRATED MARKETING COMMUNICATIONS**

- **MASTER OF SCIENCE IN INTERNATIONAL MANAGEMENT**

- **MASTER OF SCIENCE IN LEADERSHIP AND STRATEGIC MANAGEMENT**

- **CERTIFICATE IN NON-PROFIT LEADERSHIP**

- **MASTER OF SCIENCE IN ORGANIZATIONAL MANAGEMENT AND HUMAN RESOURCE DEVELOPMENT**

- **MASTER OF SCIENCE IN SPORT BUSINESS MANAGEMENT**

**SCHOOL OF EDUCATION GRADUATE PROGRAMS**

- **MASTER OF ARTS IN TEACHING/MASTER OF PROFESSIONAL STUDIES DIPLOMA/CERTIFICATION**

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- **ART (STUDIO)**

- **ASIAN STUDIES**

- **BIOLOGY**

- **CHEMISTRY**

- **COMMUNICATION STUDIES**

- **EDUCATION**

- **ENGLISH**

- **FRENCH**

- **HISTORY**

- **HOLOCAUST AND GENOCIDE STUDIES**

- **IRISH STUDIES**

- **ITALIAN**

- **LATIN AMERICAN STUDIES**

- **MATHEMATICS**

- **MUSIC HISTORY AND EDUCATION**

- **PHILOSOPHY**

- **PHYSICS**

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The editorial closing date for this catalog is February 25, 2009.
INVENTORY OF UNDERGRADUATE PROGRAMS

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BACHELOR OF ARTS DEGREES AND CONCENTRATIONS

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<td>Two-Dimensional Design</td>
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BACHELOR OF ARTS PROGRAMS IN TEACHER EDUCATION

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Middle Childhood and Adolescence (Grades 5-12):

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<td>1905.01</td>
<td>Adolesc Ed:Chem &amp; Mid Child Ed:Chem</td>
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<td>Adolesc Ed:Physics &amp; Mid Child Ed:Physics</td>
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<td>1501.01</td>
<td>Adolesc Ed:English &amp; Mid Child Ed:English</td>
</tr>
<tr>
<td>1701.01</td>
<td>Adolesc Ed:Math &amp; Mid Child Ed:Math</td>
</tr>
<tr>
<td>2201.01</td>
<td>Adolesc Ed: Soc Stu &amp; Mid Child Ed:Soc Stu</td>
</tr>
<tr>
<td>1102.01</td>
<td>Adolesc Ed:French &amp; Mid Child Ed:French</td>
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<tr>
<td>1104.01</td>
<td>Adolesc Ed:Italian &amp; Mid Child Ed:Italian</td>
</tr>
<tr>
<td>1109.01</td>
<td>Adolesc Ed:Latin &amp; Mid Child Ed:Latin</td>
</tr>
<tr>
<td>1105.01</td>
<td>Adolesc Ed:Spanish &amp; Mid Child Ed:Span</td>
</tr>
<tr>
<td>1007.00</td>
<td>Theatre Education (All Grades)</td>
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BACHELOR OF FINE ARTS IN ART EDUCATION

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
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BACHELOR OF MUSIC EDUCATION

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<td>0832.00</td>
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BACHELOR OF ARTS AND MASTER OF ARTS IN TEACHING (DUAL DEGREE HONORS PROGRAM)

Childhood and Early Childhood

<table>
<thead>
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<th>Program</th>
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<tr>
<td>0802.00</td>
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<tr>
<td>0823.00</td>
<td>Early Childhood, Birth-Gr 2</td>
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<td>0802.00</td>
<td>Childhd</td>
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Middle Childhood and Adolescence (Grades 5-12)

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<tr>
<td>0401.01</td>
<td>Biology 7-12; Biol 5-9 (Specialist Option)</td>
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<tr>
<td>1905.01</td>
<td>Chem 7-12; Chem 5-9 (Specialist Option)</td>
</tr>
<tr>
<td>1501.01</td>
<td>English 7-12; English 5-9 (Specialist Option)</td>
</tr>
<tr>
<td>1701.01</td>
<td>Math 7-12; Math 5-9 (Specialist Option)</td>
</tr>
<tr>
<td>2201.01</td>
<td>Soc Stu 7-12; Soc Stu 5-9 (Specialist Option)</td>
</tr>
<tr>
<td>1102.01</td>
<td>Tehg of a Second Lang 5-9 &amp; 7-12; French</td>
</tr>
<tr>
<td>1104.01</td>
<td>Tehg of a Second Lang 5-9 &amp; 7-12; Italian</td>
</tr>
<tr>
<td>1109.01</td>
<td>Tehg of a Second Lang 5-9 &amp; 7-12; Latin</td>
</tr>
<tr>
<td>1105.01</td>
<td>Tehg of a Second Lang 5-9 &amp; 7-12; Spanish</td>
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</table>
BACHELOR OF ARTS AND MASTER OF PROFESSIONAL STUDIES (DUAL DEGREE PROGRAM)
1508.00 Tchg of English to Speakers of Oth Langs (TESOL),
0808.00 Childhood Ed 1-6 & Spec Ed (Chldhd)

BACHELOR OF FINE ARTS AND MASTER OF ARTS IN TEACHING (DUAL DEGREE PROGRAM)
1002.00 Visual Arts Education

BACHELOR OF MUSIC AND MASTER OF ARTS IN TEACHING (DUAL DEGREE PROGRAM)
0832.00 Music Education

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 Early Childhood, Birth – Gr 2 and Childhood, Gr 1-6

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

UNDERGRADUATE CERTIFICATE PROGRAMS
5003 Finance
5004 Management

INVENTORY OF GRADUATE PROGRAMS

MASTER OF ARTS DEGREE
4901.00 Liberal Studies
1507.00 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 Early Childhood, Birth – Gr 2 and Childhood, Gr 1-6

Special Programs
0831.00 Visual Arts Education
0831.00 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) (Gr. 7-12)
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) (Gr. 7-12)

MASTER OF EDUCATION DEGREE
0830.00 Educational Studies

MASTER OF SCIENCE IN EDUCATION DEGREE
Literacy Program
0830.00 Literacy, Language and Diversity (Birth-Gr. 6 OR Gr. 5-12)

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 Program
0830.00 Literacy Specialist (Birth-Gr. 6 OR Gr. 5-12)

TESOL Program
1508.00 Teaching English to Speakers of Other Languages (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 & Sp Ed)
1701.01 Math (Adolesc Ed/Mid Chldhd Ed & Sp Ed)
2201.01 Social Studies (Adolesc Ed/Mid Chldhd Ed & Sp Ed)
0830.01 Literacy & Spec Ed (Early Chldhd /Chldhd)

ADVANCED CERTIFICATE (POST MASTERS)
Adolescence and Middle Childhood Certificate
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 Certificate 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 Certificate Programs
0830.01 Literacy Education (Birth – Gr. 6 OR Gr 5-12)

TESOL Certificate Programs
1508.00 Teaching English to Speakers of Other Lang.

EDUCATIONAL LEADERSHIP DEGREE PROGRAMS
0828.00 Teacher Leaders (non-certification)
0827.00 Educational leadership (SBL)

PROFESSIONAL DIPLOMA
Leadership Program
0828.00 Educational Leadership SBL/SDL
0828.00 Educational Leadership SBL
0827.00 Educational Leadership SDL
0827.00 Educational Leadership SDL/Athletic Director

MASTER OF SCIENCE DEGREE
0504 Finance
0506 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.)

3
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.

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, with a minimum of the last 30 at Manhattanville, they may do so over a longer period of time.

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. An advisor in the Academic Advising Office assists part-time students.

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. To earn the B.S. degree in an accelerated format at Manhattanville College, the student must complete 120 credits. Students who have completed an Associate’s degree or who have accumulated from sixty to ninety undergraduate credits with a G.P.A. of 2.5 and have a minimum of two years work experience are eligible for the program. Students who have transferred into Manhattanville with more than 60 credits will be required to:

a) complete at least the final 30 semester credit hours and at least half of the major and minor “in residence” with at least a 2.0 G.P.A. in courses in which they are enrolled at the College.

b) demonstrate that they have satisfied the Manhattanville College general education requirements — either in courses for which they have enrolled at Manhattanville College — or at another accredited college/university.

c) complete all State-mandated Bachelor’s degree/certification requirements.

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 Finance, 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, Master of Science in Education, Master of Education, and Professional Diploma. 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.

COLLEGE WRITING COMPETENCY

Writing competency is satisfied with two requirements at Manhattanville. First, a student must earn a grade of C or above in the First-Year Writing Seminar. Second, a student must complete an additional three credits in a classes recognized as meeting the objectives for Written Communication Competency.
Learning Outcomes for “Written Communication”

For competency each student will be able to:

- Demonstrate the ability to write clearly and with grammatical accuracy in English
- Produce written work that has been improved by supervised revision for style and content through multiple drafts and/or sequential assignments
- Engage critically with primary and secondary sources, and quote, paraphrase and cite this material ethically and correctly.
- Employ the vocabulary, concepts and compositional techniques appropriate to the academic discipline.

Written Communication courses 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 expect to complete approximately fifteen pages of revised and polished work. Among other writing assignments, the classes require a paper that integrates secondary sources. Students will hone their research skills and learn to incorporate more effectively 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.).

Additional ENC courses offerings
ENC 2000: Critical Research and Composition

Critical Research and Composition 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 of the bibliographic essay. This course is offered in conjunction with LIS 2000: Library Research for Composition.

INFORMATION AND RESEARCH SKILLS

Students must fulfill the one-credit Library and Information Sciences course, by taking an LIS designated course. A grade of C or higher is needed for the graduation requirement. Students may take up to two Information Literacy courses for credit toward their degree. Students should try to complete their Information Literacy requirement by the first semester of their junior year. An LIS course should be taken concurrently with a course that requires a research paper.

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. Additionally, some majors (Music majors concentrating in Music Education, Music Management, and Music Theater), do not require a minor, as the coursework in the program already constitutes two areas of specialization. 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 must be added in one of the two disciplines.

GENERAL EDUCATION CURRICULUM

The following general education credit requirements (I-III) must be completed for graduation by all undergraduates at Manhattanville College. An official list of courses approved by the Faculty Academic Policy Committee as satisfying general education requirements will be made available to students in the registration period for each semester by the Registrar.

I: Competency Requirements
A. Quantitative Reasoning (6 credits)
B. Critical Analysis and Reasoning (6 credits)
C. Scientific Reasoning (6 credits)
D. Oral Communication (3 credits)
E. Written Communication (6 credits)
F. Foreign Language (minimum of 6 introductory-level credits in one language or demonstration of equivalent competency)
G. Technological Competency (3 credits)
H. Information Literacy (1 credit)

II: Global Awareness Requirement (in portfolio)
Students must demonstrate how they developed a broader and deeper awareness of other cultures by discussing at least two courses (for a minimum of 6 credits) that reflect this goal in the portfolio’s required Global Awareness Essay.

III: Distribution Area Requirements
All Manhattanville undergraduates must complete the indicated credit requirement in all four of the following curricular distribution areas:

- Humanities (6 credits)
- Social Science (6 credits)
- Mathematical (3 credits) & Scientific (3 credits)
- Fine Arts (6 credits)

Distribution area requirements can be fulfilled only by courses also approved for a General Education Competency. The distribution area value of a course will be determined by the Faculty Academic Policy Committee on the basis of its content.

MAXIMUM STUDENT COURSE ENROLLMENT

The maximum number of credits for which a student may enroll is 19 (except in music, where 20.5 is the maximum). Exceptions are granted only with the approval of the Academic Dean.

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 College 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 90 credits may be accepted as transfer credit; the last 30 credits, one half of the courses for the major, and one half of the courses for the minor must be completed at Manhattanville. In calculating transfer credit, grades are not transferred, only credits.

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.

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 connote 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.

Note: All coursework to be counted toward the major and minor must be taken for a letter grade, and must receive a grade of C- or better, unless an individual department stipulates. The single exception to this is the internship taken on a pass/fail basis. In order that such internships count toward the fulfillment of major or second area requirements, a student must receive approval from the department chair.

ACADEMIC INTEGRITY
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.

Note: All students are held accountable to these rules, even if a professor does not explicitly specify rules regarding academic integrity in his/her syllabus or course policies.

FORMS OF ACADEMIC DISHONESTY
Academic dishonesty can take many forms; although always serious, there are major or minor offenses.

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. Forging: 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.

**Procedures Regarding Violations of Code of Academic Integrity**

*Note:* The following procedures refer to violations of categories 1-7 under “Major Offenses.” Violations of categories 8-11 are adjudicated by the Academic Dean, in conjunction with the Dean of Students and the appropriate administrative unit. The Academic Dean determines sanctions for violations of these parts of the Code from the list of sanctions presented below.

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 following procedures refer to violations of categories 1-7 under “Major Offenses.” Violations of categories 8-11 are adjudicated by the Academic Dean, in conjunction with the Dean of Students and the appropriate administrative unit. The Academic Dean determines sanctions for violations of these parts of the Code from the list of sanctions presented below.
- 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 policies 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
Provision 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.
- 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.

**ACADEMIC PROBATION AND DISMISSAL**

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.

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 Provost, the Academic Dean, and the Vice President for Student Development, 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 Provost or 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 Provost or 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 Advising 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, please 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.

**RESIDENCE REQUIREMENTS FOR THE BACHELOR’S DEGREE**

Manhattanville College requires all undergraduate students who have transferred in 60 credits or fewer to matriculate for and to complete at least 60 semester credit hours, at least one half of the major, and four semesters academically “in residence” in order to earn the Bachelor’s degree.

“In residence” includes all courses for which students receive grades which impact their Manhattanville College G.P.A., including overseas — or other off-campus — programs which are an integral part of a signed, cooperative agreement. Students will be required to obtain the signed approval of the advisor and the chief academic officer before embarking on any such off-campus programs which are intended to be considered “residence” credit.

In order to earn the Bachelor’s degree, students who have transferred into Manhattanville with more than 60 credits will be required to:

- complete at least the final 30 semester credit hours and at least half of the major and minor “in residence” with at least a 2.0 G.P.A. in courses in which they are enrolled at the College.

- demonstrate that they have satisfied the Manhattanville College general education requirements — either in courses for which they have enrolled at Manhattanville College — or at another accredited college/university.

- complete all State-mandated Bachelor’s degree/certification requirements.

Under no circumstances will more than 90 credits be accepted for transfer.

**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 from 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.

**TYPES OF COURSES**

**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 an 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 Center for Career Development 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 courses requiring active participation of the student (such as language instruction, lab science, studio art, performance, writing and video production) can be audited. Courses are recorded on the transcript, but receive no grade or credit. Auditors may not register for classes until after the completion of the add/drop period at the beginning of the term, and may only register for courses if space is available. Auditors are required to pay an audit fee listed in the schedule of fees.

- **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, crossdisciplinary 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 these programs. Departments that do not have a separate honors program may offer the award of “departmental honors”, which is conferred upon qualified students at graduation and is based on a certain level of achievement in major courses and in the senior thesis.

**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 the pre-law advisor and/or the Director of Legal Studies.

**PRE-HEALTH PROFESSIONS**
The Pre-Health Professions Advisory Committee (PHPAC) is available to assist students in preparing for admission to a graduate health professions program. This includes medical, dental, nursing, pharmacy, veterinary, optometry, physical therapy, and other health-related fields. Students considering a career in one of these fields should contact a member of the PHPAC as soon as possible upon admission to Manhattanville, to plan their schedules. Students are strongly advised to begin taking courses in preparation for admission to a particular graduate health professions program in the first semester of their studies at Manhattanville.

Standardized examinations are an essential component of the admission process to many programs. The MCAT, DAT, or other entrance exam is usually taken at the end of the student's Junior year, with application to the graduate health professions program made in the fall of the Senior year (for admission in the fall immediately after graduation). A student can major in any subject; Manhattanville does not offer a “Pre-Health” or “Pre-Med” major. However, all pre-health courses must be completed in a timely manner so that the student is prepared to take the appropriate entrance exam by the end of his/her Junior year. If a student is interested in the pre-health program and chooses to major in Biology, Chemistry, or Biochemistry, he/she must also complete a minor in another subject and any of the required pre-health courses not covered in the major or minor. Students who wish to major in subjects other than Biology, Chemistry, or Biochemistry, may declare one of two health-related minors. The Pre-Medical/Pre-Dental Studies minor is for students interested in medical, dental, or veterinary school. The Health Sciences minor is for students interested in other health-related programs.

Pre-Health courses/minors:

**Pre-Medical/Pre-Dental Studies**
- 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

**Health Sciences**
- 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

The sequence in which these courses are taken should be discussed with a member of the PHPAC as early as possible in the academic career to ensure 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. that is significantly higher than 3.25. Students should also be aware that some professional schools require a very strong performance on a standardized entrance exam (MCAT or DAT, for example).

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, the PHPAC cannot evaluate the student. Therefore, for students taking the MCAT (or appropriate counterpart) in the late summer, the 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 an interview are 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. Students who fall into Categories 1 or 2 will be interviewed by the Committee. The interview is intended primarily to help prepare students for the graduate school admissions process. It may also serve to give the Committee a more complete impression of the student, thereby improving the Committee's ability to write a letter on behalf of the student.

PHPAC members: Annemarie Bettica (Biology), Darlene Gandolfi (Chemistry, Chair), Nada Halloway (English), Anthony Santucci (Psychology), Edward Schwartz (Mathematics), and Rodney Yoder (Physics)

POST-BACCALAUREATE PRE-HEALTH PROFESSIONS PROGRAM
For college graduates who are interested in entering medical, dental, veterinary or any other graduate/professional programs in the Health Sciences. Manhattanville’s Post-Baccalaureate program provides students with an opportunity to complete course work normally required as pre-requisites for entry into graduate and professional programs in the Health Sciences. The program is designed both for students who have earned a Bachelor’s degree with a major and/or minor outside of the sciences and are now seeking to complete the necessary pre-requisite core courses required of most graduate programs in the Health Sciences as well as those students who have earned a Bachelor’s degree with a major or minor in the sciences and are currently seeking academic enhancement by repeating course work already taken and/or enrolling in upper-level science courses. In addition, some students undertake Post-Baccalaureate course work as a means of preparation and review for entrance exams like the MCAT, DAT, etc. Students work with an advisor to identify appropriate course selections based on their needs and goals and design an individualized program of study. Required courses are offered in the Summer Session as well as during the academic year. Students apply for admission through the Director of Continuing Education.

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 may submit their application by the published deadline and have had their portfolio 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.

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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 Academic Program International (API) Madrid program is offered in cooperation with the Universidad Complutense de Madrid. All program courses are taught in English and 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. API also offers courses in English and Spanish in Barcelona, Bilbao, Cadiz, Granada, Salamanca and Seville.

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.

As of 2007, Manhattanville College and Keio University in Tokyo have a tuition exchange program. Keio is well-known for its Japanese Language Program and its Center for Japanese Studies. Keio offers over 90 courses in English taught within the International Studies and Japanese Center.

**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.

**The Caribbean and Latin America**
Manhattanville College and the University of the Sacred Heart in Santurce, Puerto Rico has a long standing exchange program. All courses are taught in Spanish and cover a variety of disciplines.

There are numerous study abroad opportunities throughout the Caribbean and Latin America. Students may study languages, common academic disciplines and partake in “field studies programs”. The Study Abroad Office has a plethora of information and contacts.
FIELD STUDIES PROGRAMS
A new movement within the study abroad opportunity for college students is the “field studies programs’ which take students out of the traditional classroom emphasizing interdisciplinary field study throughout the world in such areas as: environmental studies, public health, social justice, human rights, the natural sciences and cultural studies.

The “International Honors Program: various opportunities for college students to “examine the most significant social, political and environmental issues confronting countries and cultures around the world…themes such as public health, the environment, globalization, urban planning, governance, social justice, and human rights are studied within the framework of the program.”

SIT Study Abroad: “offers a wide variety of programs throughout the world, with each program’s curriculum designed around a theme. This theme, examined in an interdisciplinary manner, provides a central focus for the classroom studies and independent study project”—within the arts, cultural studies, global concerns, development and environmental studies, gender issues, peace and conflict studies, and social justice.

The International Partners for Service-Learning and Leadership (IPSL): “programs integrate academic studies with volunteer service and full cultural immersion to give the student a deeper, more meaningful study abroad experience.” IPHL aims to help the student “become more civically engaged, interculturally literate, internationally aware, and responsive to the needs of others.”

The School of Field Studies: Environmental Field Study Abroad (SFS): “students work together with host communities around the world to learn real environmental problem-solving skills. Hands-on field experience, practical and transferable research skills, and cross-cultural awareness are only a few of the benefits of [SFS]’s programs.” Students will have the opportunity to “develop leadership skills, build self-confidence, and discover the vital role [they] can play in the larger global community.

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)
  - Intl! 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.

California
One possibility is the exchange program with Mills College in Oakland, California, adjacent to San Francisco, which is open to qualified female juniors.

Washington, D.C.
Another is The Capital Experience, an internship/seminar program in Washington, D.C. offered through the Institute for Experiential Learning. It gives qualified students the opportunity to gain practical experience as interns in Washington offices related to international affairs, law, government, economics, or sociology. In addition to the 6-credit internship, students take an Experiential Learning Seminar in their area of concentration and complete an independent study project. The seminars are academically rigorous, with required readings, thoughtful discussions, papers and examinations. Students live in apartments in the city of Washington.

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 Center for Career Development assists students as they identify and apply for internship opportunities.
After completing 60 credits, students 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 for academic credit. 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 Center for Career Development 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 full-time study of English.

**Faculty and Professional Interests**
**Judith H. Lewis (Director)** – Reading, vocabulary, communication skills  
**Marguerite Salomon** – Writing, conversation, Business English  
**Adjunct Faculty**  
**Helen Tsoukanov** – Grammar, TOEFL, cross-cultural communication  
**Pauline Drybrough** – Reading, American Culture  
**Raymonde Burke** – Conversation, English for Specific Purposes  
**Claire Castel** – Grammar, Cultural Psychology, TOEFL  
**Helen Mangini** – Writing, American Culture  
**Gabrielle McCree** – Grammar, conversation  
**Camilla Jantke-Chiappari** – Grammar

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 activities or 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 then 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 2009:**  
IDS 1080: Introduction to Fiction (2 credits)  
IDS 1081: Cross-Cultural Communication (2 credits)

**Spring 2010:**  
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. This merger of instructional and advising functions is the key to Manhattanville's special commitment to mentoring students in their first year of college.

The Academic Advising Office, located on the ground floor (G-8) of Founder’s Hall, manages the operation of the Portfolio System, and provides a wide array of advising functions.

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 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.

MANHATTANVILLE ADVANCEMENT PROGRAM (MAP)
The Manhattanville Advancement Program (MAP) is a scholarship program that provides educational opportunity and support to economically disadvantaged students. The MAP scholarship is a four-year commitment.

Students receive a broad range of services including academic, personal, and career counseling. Beyond the traditional academic focus of most scholarship programs, MAP encourages the development of the student as a whole—intellectually, ethically and socially. Students are encouraged towards these aims by fostering community service, student leadership development, and goal-oriented self-management.

Program Requirements
Students must comply with the following requirements in order to maintain their MAP status:

• Complete all courses and achieve a minimum 2.5 GPA during the residential Pre-Freshman Summer Program. Continuing at Manhattanville College is contingent upon completion of the residential summer program.
• Attend and pass Freshman Enrichment Workshops during the Academic Year
• Meet with their MAP counselor on a regular basis
• Maintain full-time status (12 credits per semester)
• Complete 15 community service/social justice hours per semester
• Maintain a minimum GPA of 2.5
• Attend two MAP sponsored events per semester
• Participate in individual or group tutoring through the ARC during first year
• Freshmen participate in the MAP Mentoring Program
• Adhere to the MAP Policies

For more information about the MAP program please contact: Sharlise Smith, Director, Founder’s, G-38, 914-323-5206
**DISABILITY SERVICES**

**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, Founders, G-32B, 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.

**GRIEVANCE PROCEDURE**
Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability under any program or activity receiving federal financial assistance. Any student who believes that reasonable accommodations have been denied should first contact the Director of Disability Services who will attempt to resolve the situation expeditiously. If a resolution cannot be reached, a written petition should be submitted to the Director, who will convene the ADA Committee to review the petition within 10 days. The Committee’s decision may be appealed to the Vice President of Student Development. Reasonable accommodations may, at the discretion of the Vice President, be provided in the meantime.

**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 text books; 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 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 eight 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. House in the computer lab facilities are 137 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 online 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 G5 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 i-MAC networked systems for music instruction and composition. In addition, there is a Smart Music computing lab that enables students to enhance their accomplishment 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 Intel quad processor G5 MAC systems in the Studio Art MAC Lab with scanners, color lasers, large format printing, and digital video editing capabilities. There are also another 12 state-of-the-art G5 MAC systems located in the new student center available for student and faculty use. 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 “Communications Studio” in the Tenney Building 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. With the opening of the new student center in 2008, 7 additional video editing stations including MAC G5 systems, dual video monitors, digital video recording decks, high quality speaker units and a 65” wall mounted LCD monitor was added for student use.

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 automatic kilns, eleven electric wheels, and a pug mill. The print shop has two printing presses and a Vandercook 219 letter press. There is a digital media/graphic design facility equipped with Macintosh computers and large format printers. The photo facility includes 35mm and 4 x 5 capacities and a large format color processor.

The Manhattanville College Gallery of Art, located in the new Student Center, and Brownson Gallery in Brownson Hall, provide exhibition space... Past shows at Brownson Gallery have included Christo, printmakers from Egypt, emerging artists from India, British printmakers, and William Gropper. An integral part of the art student’s experience at Manhattanville revolves around these exhibits. In conjunction with exhibitions at the Manhattanville College Gallery of Art, many guest artists give lectures and workshops for the students Brownson Gallery provides exhibition space for art classes, student shows, and visiting artists 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.

**CENTER FOR CAREER DEVELOPMENT**

The College offers comprehensive career development services to students across the four years to enable them to integrate academic studies with career aspirations. In addition to administering the College’s Internship Program, the Center for Career Development 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. The Center for Career Development works with an advisory board of students who assist with events and provide a link to the student body.

**STUDENT EMPLOYMENT**
All available jobs on campus are listed with the Center for Career Development. 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 alumnae 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 RESOURCES**
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; an electronic classroom, the Library Center for Computing Resources – CCR; and the MECC Facility in the English Language Institute.

**PERFORMING ARTS FACILITIES**
The Creative Arts Center contains a dedicated music rehearsal room for large ensembles, with a recording console, a 200 seat Theater, and a percussion practice studio. The Center also houses a modern dance studio with mirrored walls and dressing facilities with showers. The Theater in the CAC has professional lighting and sound facilities and a digital projection system. The Theater is used for lectures, performances, and concerts by campus performing groups, including the Manhattanville Wind and Jazz Ensembles, Dance & Theatre performers, faculty artists, and Musical Theatre performance groups, as well as visiting artists.

Brownson Hall includes facilities for staging productions of the Music and the Dance & Theatre Departments, as well. 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.

The Music Building, adjacent to Brownson Hall, includes: two “smart” classrooms; a music theory studio classroom; Pius X Hall, an acoustically superior 160-seat 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. The Hall is the venue for solo and chamber recitals by the Music Department and serves as a rehearsal space. The annual Holiday Concert by the College Chorus is presented in the O’Byrne Chapel, which also houses a high quality pipe organ.

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 areas around the campus. The West Room also is the venue for the Manhattanville College-Community Orchestra, Cabaret shows and the College Chorus Spring Concert. Participation in performing arts events on campus is open to all students.

**RESIDENCE FACILITIES**
Most students are housed in one of our on-campus housing facilities. In the residence halls, 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 laboratory facilities adjacent to classrooms in Brownson Hall. The Chemistry Department laboratory equipment includes a Buck Scientific Gas Chromatograph, a Perkin Elmer 1600 Series Fourier Transform Infrared Spectrophotometer, a Varian Cary 100 Bio UV-VIS Spectrophotometer, two Barnstead / Turner SP-830 Spectrophotometers, and a Varian An aspect EM60 Nuclear Magnetic Resonance Spectrophotometer. The Department has a computer 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 has recently been outfitted with modern, computer-based experimental stations which are used for student laboratory courses. Various sensors connected to a computer interface allow real-time digital data acquisition, processing, and graphical analysis, in addition to conventional experimentation. Simulation of advanced experiments and astronomical observation can also be performed on the computers. Advanced students have access to instrumentation for experiments in atomic, nuclear, and particle physics, optics, and nonlinear dynamics.

FOREIGN LANGUAGE LABORATORY

RESOURCES

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.

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 — comprise Student Government, which serves as a principal means of communication among the administration, faculty and student body. Student Government members serve on various College 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 DEVELOPMENT

The Offices of the Vice President for Student Development oversees and coordinates the services of a number of offices whose focus is specifically on Manhattanville students: Athletics, Center for Career Development, Commuter Students, , Counseling Center, Dean of Students, Duchesne Center for Religion and Social Justice, ), Health Services, International Student Services, Multicultural Student Affairs, Residence Life, and Student Activities. The Vice President also oversees the Manhattanville Academic Support Services (M.A.S.S.) which are comprised of: Academic Resource Center (ARC); CSTEP/STEP; HELP Center; Disability Services; and Manhattanville Advancement Program (MAP).

DEAN OF STUDENTS

Located in Founders Hall the Dean meets with students and staff to discuss pertinent student life issues and is responsible for the general wellbeing of students. The Dean serves as the Judicial Coordinator of the College and helps administer the Code of Conduct. The Dean of Students can be reached at (914) 323-3134.

COUNSELING

The Counseling Center is located on the ground floor of Founders Hall. 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 and the transition to college can often be a stressful time, many students consult with a counselor to help make their experience at Manhattanville as valuable as possible.

The Counseling Center is staffed by 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 for personal or psychological reasons, 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, as well as a highly qualified nursing staff. In addition, the staff provides gynecological services, men’s health services, and other support services. The Health center is open on weekdays, evenings, and on Saturday afternoon. Health services are not available on Sundays, holidays or during vacation periods. Some members of security are Emergency Medical Technicians (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 as well as all 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. The Commuter Lounge in Brownson Hall and the Library provide spaces to study individually or in groups, as well as places 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 also 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 Alanna Nolan, Director of Student Activities for more information at (914)-323-5490.

RESIDENCE LIFE
The College employs eight full-time professional staff members, including five 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 of Residence Life is open 9 am to 5 pm, Monday through Friday; however, a Residence Director is on call 24 hours a day, seven days a 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, and 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.

The Duchesne Center also houses 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, retail, 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 overall health and well-being of the entire Manhattanville community. With this in mind, the Dean of Students coordinates the College’s intramural program which consists of sport activities throughout each semester in both ongoing and tournament events.

In addition, the Student Center houses the 24/7 Fitness Center complete with aerobic machines, weights and fitness classes.

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
- Classical Civilizations (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
- Museum Studies (minor only)
- Music (B.A. or B.Mus.)
- Philosophy
- Physics
- Political Science
- Psychology
- Romance Languages (major only)
- Self-Designed
- Social Justice (minor 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. Students are reminded that many courses under other denominations, especially under History, and World Religions, do count as AFS courses.

**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
- **Gillian Greenhill Hannum** – Art history, Harlem Renaissance

**Adjunct Faculty**

- **Deborah Saleeby-Mulligan** – African Art
- **Candace Hundley-Kamate** – Afro-Caribbean Dance
- **Daniel Nanjira** – African Politics, International Affairs, Diplomacy, African Regionalism
- **Tabari Bomani** – Caribbean culture and history
- **Seham Zidan** – Quranic Arabic
- **Cynthia Metcalf** – North Africa, Women in Islam

**Major Requirements**

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 any of these options must take at least the following courses:

- AFS 2019/2020: Introduction to African Studies I and II
- Three additional courses — one covering ancient Africa, one covering modern Africa and one covering Africans in the Diaspora. A maximum of six transfer credits is allowable.

**Minor Requirements**

Students who choose African Studies as a minor must take five courses as follows:

- AFS 2019/2021: Introduction to African Studies I and II
- Three electives, one of which must be at the 3000 level
- A maximum of six transfer credits is allowable.
Departmental Honors
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
AFS 1015: Introductory Quranic Arabic (3 cr.)
Arabic language instruction at the introductory level. (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. Prerequisites: AFS 1015 and AFS 1016. This course explores the experiences of Arabic in the original texts while teaching advanced oral and written skills. (Fall)

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 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)

HIS 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)

HIS 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 3006: Arabic Literature (3cr) Prerequisites: AFS 1015, AFS 1016 & 1017
This course explores Arabic literature in the original texts. (Spring)

HIS 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). (Spring)

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. (Spring)

WREL 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)

WREL 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. (Fall)

HIS 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 economies 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. (Fall)

HIS 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 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)

HIS 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)

HIS 3125: Europeans and Americans through African Eyes (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. (Fall)

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)

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 major themes in American Studies through the study of American landscapes and places.

A degree in American Studies provides an excellent preparation for entry into many careers, as well as for graduate study in the humanities, social sciences or professional programs. Manhattanville American Studies graduates are pursuing careers in teaching, historic preservation, museum work, publishing, marketing, non-profit work and broadcasting and have completed graduate programs in American Studies, History, Management, Political Science, and Law.

Faculty and Professional Interests
Colin Morris (Director) – American thought, cultural geography, political and religious history
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
Gregory Swedberg – Mexico
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
Amy Van Natter – 19th century America, technology, popular culture

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 3000-level course)
• 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
Graduation honors are awarded to students who have earned a G.P.A. of 3.6 or higher in their major 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 ’09)

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 and film.. Individuals whose lives and works are examined include Henry David Thoreau,, Alfred Kazin, Wendell Berry, Flannery O’Connor, Richard Wright, Dorothy Day and Don DeLillo. Films include Fight Club and Don’t Call Me A Saint. (Spring ’10)

AMS 2021: American Places I: Cities On A Hill (3 cr.)
This interdisciplinary course examines the origins and significance of ideal American places and iconic landscapes.. Our texts include novels, films, stories, historical works, journalism, and social commentary. No prerequisites. (Fall ’09)

AMS 2022: American Places II: Frontier Nation (3 cr.)
This course continues the interdisciplinary study of North American cultural geography introduced in American Places I. It explores literature, film, histories, and critical writing on the concept of the American frontier. No prerequisites. (Spring ’10)

AMS 2040: The American Hero in Text and Image (3 cr.)
This course will examine the concept of the heroic or 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 ’10)

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. (Fall ’09)

Related Courses
The following list indicates courses in various departments that can be counted for full credit in American Studies. Other courses can also be counted toward the American Studies major or minor on approval by the program director.

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
ART HISTORY

Art historians study works of art and architecture in their historical context, as both aesthetic statements and documents of culture. Art History is an interdisciplinary field of study, dealing with the cultural, religious, political, literary, technological and economic circumstances within which works are produced.

Our program offers both majors and minors the opportunity to:

- broaden their horizons through in-depth study of world cultures.
- develop sophisticated writing and research skills through writing-intensive seminars.
- become confident and articulate public speakers.
- work closely with experts in their respective fields in a small department that epitomizes the individualized instruction for which Manhattanville is famous.
- explore the many resources of the New York City art world for study, research, field trips, and work opportunities.
- investigate career options through internships at New York City, Westchester and Connecticut museums, historical institutions, galleries, libraries, auction houses and corporations.
- travel for academic credit to such destinations as Ireland, Florence, Venice and Rome.
- enjoy field trips sponsored by the department’s Arthur M. Berger Fund to New York and nearby cities like Boston and Philadelphia to see special exhibits and museum collections.
- participate in hosting an annual lecture sponsored by the department’s Arthur M. Berger Fund, featuring an eminent scholar in art history or an art-related field.
- forge the type of long term relationships, with each other and faculty that are best fostered at a small college like Manhattanville.

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 by a unanimous vote of all full-time faculty members after review of the student’s Art History Honors Portfolio. 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 Honors Portfolio for review.

Students who choose to be considered for Honors in Art History must: 1) sit for an Interview with all three full-time faculty members; and 2) submit an Honors Portfolio.

The Honors Interview:
All three full-time faculty members will be present at the Interview. The student will be asked to present an overview of his/her work in the department, to discuss
his/her growth as a student, and to make the case for the awarding of Honors on the basis of the Honors Portfolio.

The Honors Portfolio:
- Proof of a 3.5 or better grade point average in major classes (with no less than a B+ in Seminar for Majors and in an approved Internship);
- Proof of successful completion of at least two semesters of study in one of the following four languages: French, Italian, German or Latin. 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, and growth as an art history student. Papers will be evaluated for:
  - Demonstrated ability to conduct independent, meaningful research;
  - Clarity and originality of thesis and conclusions;
  - Elegance of writing;
  - Clarity, consistency, and logic of methodological approach;
  - Sophisticated integration of visual material into arguments.

**Deadline.** Students must submit their Honors Portfolio no later than April 15 of the Spring semester of their senior year, and must complete their Interview no later than April 30.

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

**Distinction in Art History, Major Field of Study**
Students who choose to be considered for Distinction in Art History for the Major Field of Study must submit a written request to the Chair of the Department no later than April 15 of the Spring semester of their senior year. The request must include proof of a 3.5 or better grade point average in major classes, with no less than a B+ in Seminar for Majors and successful completion of an approved Internship. Students will be notified if Distinction will be awarded no later than the first week of May.

**Art History 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.

**Museum Studies Minor**
In the 21st century, museums are the places where physical objects, technology, abstract ideas and people intersect. The world of museums includes traditional art and natural history museums, as well as historic sites, historical societies, heritage and cultural centers, science and technology centers, nature preserves, environmental facilities and museum experiences designed specifically for children. The study of museums is as rich and diverse as the range of museums themselves.

The Museum Studies program offers an interdisciplinary minor in theoretical and practical aspects of museum functions. Through coursework and internships, students will develop skills that include curatorial research, collections management, exhibition design, preservation and conservation, administration, development, finance, education, and public programs. A Museum Studies minor is a practical second area for students in a variety of majors who are interested in pursuing careers in the nonprofit sector, museums and cultural institutions.

Students must take a total of six courses, including four required courses, one elective and one semester of internship:
- MSTUD 1001 Introduction to Museum Studies (3 cr.)
- MSTUD 2001, Introduction to Non-profit Management and Finance (3 cr.)
- MSTUD 2002 Introduction to Museum Education (3 cr.)
- MSTUD 3001 Museum Studies Seminar (4 cr.)
- One Semester Museum Internship (3 cr.)
- One elective: A 2000 or 3000 level course in discipline of student’s choice, must feature at least one site/museum visit, and approval of Museum Studies Director. (3 cr.)

**Course Descriptions**

**MSTUD 2001: Introduction to Museum Education (3 cr.) (Sp 09)**
This class explores museums as learning environments, and the role of Museum Educators as facilitators of family and individual learning through guided activities, tours, lectures, classes and workshops.

**MSTUD 3001: Museum Studies Seminar (4 cr.) (Sp 09)**
Prerequisite: Introduction to Museum Studies
This theoretical and practical course allows students to explore more deeply the issues encountered in Introduction to Museum Studies.

**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. *(Fall) (Spring)*

**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 '10)

ARH 1021: Art and Life in Colonial America (3 cr.)
This course will investigate painting, architecture and sculpture in America from the earliest European settlements through the Revolutionary War. Works of art will be placed within the context of historical events and social developments. (Fall '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. (Spring '10)

ARH 1066: The History of Venetian Art and Patronage (2 cr. P/F)
This course is offered in conjunction with the Art History Department's Study Trip to Venice during 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 occurs in the fall term to allow travel arrangements to be made. ARH 1066L is recommended for students with no art history background. (Spring '10)

ARH 2005: Art in Italy, 1200-1475 (3 cr.)
This lecture 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 it is hoped, adept at critically reading primary texts. There will be a midterm, final, and one essay (2-3 pages). (Spring '10)

ARH 2006: The High Renaissance in Italy, 1475-1600 (3 cr.)
This lecture 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 where appropriate, issues of gender. Students will become familiar with writers of the period, and it is hoped, adept at critically reading primary texts. There will be a midterm, final, and one essay (2-3 pages). (Spring '10)

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 '10)

ARH 2024: Survey of Irish Art (3 cr.)
This course will provide an overview of Irish art from the Neolithic era to the present day. Particular emphasis will be placed on the “golden age” of Irish art in the early middle ages and on developments during the Georgian era in the 18th century. Architecture, sculpture, metalwork, manuscripts and paintings will be examined within the context of the various influences on the Irish culture and the development of a national identity. Two slide exams and a short research paper will constitute the means of evaluation. (Fall '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 '09)

ARH 2042: Art of Civilization's Cradle: Ancient Iran and Iraq (3 cr.)
This course explores the artistic production of the region known as “The Cradle of Civilization,” corresponding roughly to modern Iraq and Iran, from the Neolithic period, through the ebb and flow of major empires such as the Akkadian, Babylonian, Assyrian, and Achaemenid Persian; and the fusion with Greco-Roman traditions in the Parthian and Sassanian Empires. This course will draw upon, and will feature visits to, the collections of the Departments of Ancient Near Eastern Art at the Metropolitan Museum of Art. (Fall '09)

ARH 2044: Art of Buddhism (3 cr.)
An introduction to the great artistic tradition inspired by Buddhism, including its origins in India and its spread throughout Southeast Asia, Tibet and East Asia. Both the continuity of the tradition across time and space and its extraordinary variety will be considered. Museum trips. (Fall '09)

ARH 2046: 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 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 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. There are trip charges in addition to tuition. Sign up occurs in the fall term to allow travel arrangements to be made. Prerequisite: one art history course or permission of the instructors. (Spring ‘10)

ARH 3030: Ancient Painting Seminar (4 cr.)
Do ancient paintings offer a window into life in the ancient world? Following a survey of painting in the Ancient Near East, Egypt, and Greece, this course 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. Students complete a research paper and present an oral report; mandatory attendance at required field trips. Prerequisite: One art history course or permission of the instructor. (Fall ‘09)

ARH 3033: Abstract Expressionism (4 cr.)
A seminar-style investigation of the roots and developments of this Post-World War II, American art movement. Modern masters such as Jackson Pollock, Lee Krasner, Franz Kline, Willem de Kooning and Mark Rothko will be discussed. Students will write a research paper and give an oral presentation. Required field trips. One art history course or permission of the instructor. (Spring ‘10)

ARH 3037: Pre-Raphaelite Art (4 cr.)
A seminar investigating the members of the Pre-Raphaelite circle, a group of mid-19th c. painters and decorators, including D. G. Rossetti, J.E. Millais, W. H. Hunt, E. Burne-Jones and W. Morris. Students complete a research paper and present an oral report. Required field trips. Prerequisite: One art history course or permission of the instructor. (Fall ‘09)

ARH 3042: The Nude: The female body in art (4 cr.)
This seminar will examine the changing image of the female nude in the history of art from the Renaissance to the present. We will employ a feminist methodology in considering the development of the portrayal of the female body throughout this time period. Topics to be investigated include the male gaze, the possibility of a female gaze, and the way in which art creates social constructions of gender. Students will be required to complete a research paper of at least fifteen pages and present their research in a twenty minute oral presentation. Required field trips. Prerequisite: One art history course or permission of the instructor. (Spring ‘10)

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. After analyzing the relationships between Venice and Byzantium, and Venice and the East, we move on to 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 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. Students complete a research paper and present an oral report; mandatory attendance at all required field trips and writing workshops. Prerequisite: One art history course or permission of the instructor. (Spring ‘10)

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, postmodernism and current tendencies in 21st century art. Students complete a research paper and present an oral report; mandatory attendance at all required field trips and writing workshops. Prerequisite: One art history class or permission of the instructor. (Fall ‘09)

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 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. 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 or minor 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, in The Manhattanville College Gallery of Art and in Brownson Gallery. Senior art majors have dedicated studio space in the new Student Center building to work on their senior projects. Senior projects are exhibited in group shows in April of the senior year.

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.

Faculty and Professional Interests
Ann Bavar – Sculpture, 3-D Design
Christine Dehne – Video, Digital Media, Installation performance
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
Yayoi Asoma – Drawing, Painting, 2D, Color
David Baer – Computer Graphics, Digital Photography
Kate Bauer – Digital Media
Ruth Bauer – Wire Sculpture
Roger Baumann – Ceramics
Jim Bergesen – Drawing, Painting
Nadeige Choplet – Ceramics
Sheila Fane – Drawing, 3D Design
Deborah Furlotti – Calligraphy
Mirella Hajjar – Photography
Deborah Lutz – Drawing, 2D Design
Kevin Klein – Painting, Drawing
Randy Matusow – Photography
Charles McGill – Drawing
Dolores Santoliquido – Drawing, Illustration
Sadrud-din Shah – Photography

Procedures for Acceptance as an Art Major

Portfolio for Incoming Students
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 media, works from observation, and works from outside of class (when possible). Approximately 15 images may be submitted in slide or digital format with an accompanying description sheet.

Portfolio for enrolled students
Enrolled students wishing to declare art as their major must submit a portfolio to the Chair of the Art Department. It is suggested the portfolio include works in multiple media, works from observation, and works from outside of class (when possible). Approximately 15 images should 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 (for a total of at least 66 credits) including:

- 18 Studio Courses
- One Photography Class
- One Sculpture Class
- One Printmaking class
- One Ceramics Class
- One Photography Class

Of the 18 studio courses, four 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 seven of the 18 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:
- Seven studio art foundation courses:
  - The Creative Process
  - Two Dimensional Design (Pre-requisite for Graphic Design and Digital Media Courses)
  - Three Dimensional Design
  - Drawing Fundamentals (two courses)
  - Color
  - Computer Graphics I
- Three Art History courses, including (one modern AH)
- One senior project seminar
- The remaining five 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 three courses out of the following five areas:
- Painting
- Sculpture
- Printmaking
- Ceramics
- Photography
- 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.

Digital Image Requirements
All art majors are required to submit 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’ 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 20 quality images. B.A. majors are required to submit 20 quality images.

New York State Provisional Certification for Teaching Art, K–12 requires a B.F.A.
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 Project Seminar 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 Project Seminar 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 have a dedicated studio in the new Student Center in which to complete their artwork. 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 cumulative average in studio art courses
- a grade of A for the senior project
- demonstration of 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 may 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 two asterisks 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 examines the fundamental structures of drawing techniques. 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 2003: The Creative Process (3cr.) **
In this class students will learn several approaches to the creative process and how they can be applied to their own work habits. Idea generation, development, and approach will be explored using a variety of media, including drawing, painting, digital photography, sculpture, writing and printmaking. A visual notebook will be an integral part of the class. Projects will be augmented with two field trips and a visiting artist workshop. This course is for intended freshmen and sophomore art majors. (Fall) (Spring)

ART 2023: Color (3 cr.) **
Color theory and practice. The student is led through a series of projects focusing on color perception, interaction, and structural relationships, such as the color wheel, 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

** NOTE: Not counted as liberal arts.
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, 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)

**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. This course requires some previous art experience. (Fall) (Spring)

**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)

**ART 3025: Exploration of Ceramic Methods (3 cr.) **
A comprehensive course for beginners to 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 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. **Prerequisite:** Drawing and 2D. (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. (Spring)

**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, Adobe Photoshop, Adobe 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.

**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 4001: Drawing/Advanced Drawing (3 cr.)**
This course will involve a variety of approaches to drawing in pencil, ink, charcoal, pastel, printmaking, and other media using still life, the figure, landscape, interiors, photography, fantasy and master drawings as subject matter. This course is essentially for students who have had some background in drawing and want to develop further in drawing as an art form. (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)

**NOTE:** Not counted as liberal arts.
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, mechanicals, and production will be treated in studio projects. These projects will aim to develop 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. It 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) (Spring)

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, and 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 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 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: Art and Design for the Web (3 cr.) **
The objective of this class is to learn the basics of design for the World Wide Web. Using the Adobe application Dreamweaver, 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”. Dreamweaver 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. (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

** NOTE: Not counted as liberal arts.
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 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: 2D Design or Drawing.

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. (TBA)

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 4063: 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, Audacity, and 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 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. (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 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 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)

** NOTE: Not counted as liberal arts.
ART 4074: Lithography** (3 cr.)
The course will cover the process and concept of lithography, one of the most direct mediums of printmaking. Students will learn the method of making black/white and color prints. Students will draw with a variety of materials directly on aluminum litho plates. They will also print from transfer photo images or digital print plates. Demonstrations will be done in every class and students will be expected to experiment with different techniques in and out of the classroom. A visit to a lithography studio and a museum trip will be included. *(Spring)*

ART 4076: 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 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. *(Fall: Odd Years)*

ART 4095: Advanced Digital Seminar (3cr.)**
Students in this seminar explore practical and theoretical issues that confront artists and graphic designers by creating hands-on designed responses to readings, discussions, lectures, and demonstrations. This class is a forum for students to discuss their processes, develop new skills, reinforce existing skills, and discuss the contemporary context of their work. Each student must choose a digital design process to focus on for the semester: print, interactive, or time-based design. For advanced students. Prerequisite: Computer Graphics I and two other courses or their equivalent. *(Fall)*

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
Ping Wang Chi – Chinese language
Ann Imai Tarumoto – Japanese language
Shue-fung 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.

*NOTE: Not counted as liberal arts.*
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 1016/1017: Chinese I (4 cr.)
An introduction to the Chinese language with an emphasis on the development of oral competence through practical dialogs, 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. Prerequisites: 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.

ASN 1045: Asian Religions (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. (Fall 2009)

ASN 2012: 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.

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.

ASN 2017: Introduction to Japanese Literature (3 cr.)
An overview of major writers, forms, themes, and trends of Japanese literature from the introduction of writing to the end of the 19th-century. Readings include: The Tale of the Genji, court poetry, diaries, and haiku. No knowledge of Japanese required. (Fall 2009)

ASN 2018: Modern Japanese Fiction (3 cr.)
This course focuses on short stories and novels by major 20th century Japanese writers, examining such topics as the search for an authentic authorial voice, naturalism, aestheticism, and nihilism. Readings include works by Soseki, Tanizaki, Kawabata, Mishima, and Oe.

ASN 2020: Chinese Literature in Translation (3 cr.)
A survey of the poetry, drama and fiction of China from the earliest collection of poetry, The Book of Songs, to the famous 18th-century domestic novel, Dream of the Red Chamber, focusing on the distinctive role literature played in Chinese culture and politics.

ASN 2021: 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.

ASN 2022: History of Modern China (3 cr.)
An examination of China's long struggle to come to terms with the modern world, from the early nineteenth century to the present. Course will discuss 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 successes and failures of Communist rule will be evaluated. (Spring '10)

ASN 2026: Japanese Popular Culture (3 cr.)
This course will examine contemporary Japanese popular culture in terms of visual arts (manga, anime, film), pop songs, and mystery stories. Socio-cultural aspects of Japanese social relations, religions, and overall world view as represented in popular culture will be analyzed

ASN 2033: History of Traditional China (3 cr.)
Survey of 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 '09)

ASN 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.

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.

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 '10)

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.

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 2009)

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 '10)

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.

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 '09)

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.

ASN 3998: 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 3997: 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. 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 in such fields as genetics, microbiology, physiology, immunology, and other biological and chemical fields.

Faculty Committee
Darlene D’Alliesi Gandolfi (Chemistry), Nancy Todd (Biology), and Anna Yeung-Cheung (Biology)

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

- BIO 1001 & 1002: Principles of Biology I and II
- CHM 1001 & 1002: Principles of Chemistry I and II
- CHM 1003 & 1004: Principles of Chemistry Laboratory I and II
- CHM 2005 & 2006: Organic Chemistry Laboratory I and II
- BIO 3061 & 3062: Biochemistry I and II
- CHM 2009: Physical Chemistry I
- Biology electives (choose two):
  - BIO 3003: Histology
  - BIO 3005: Developmental Biology
  - BIO 3007: Human Anatomy and Physiology I
  - BIO 3013: Microbiology
  - BIO 3017: Human Anatomy and Physiology II
  - BIO 3028: Immunology
  - BIO 3030: Molecular Cell Biology
  - BIO 3039: Recombinant DNA Technology
  - BIO 3090: Molecular Neurology
- Chemistry elective (choose one):
- Senior Research Program:
  - BIO 3099: Research Seminar
- Co-requisites:
  - MATH 1030 & 1032: Calculus I and II
  - PHY 1001 & 1002 or 1003 & 1004: Physics I and II

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

BILOGY

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 Anatomy and Physiology, Bioethics, Biology of Cancer, Electron Microscopy, Environmental Ecology, Global Environmentalism, Marine Biology, Immunology, Principles of Virology, Infectious Disease, Molecular Cell Biology, Neuroanatomy and Neurophysiology, 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 all Biology majors receive 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.

There is also a new, 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 NanoP 6500 CO2 incubators, double 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.

Our largest lab has recently been renovated, and houses the Principles of Biology and Human Anatomy Labs, with a new ventilation system, cold storage for specimens, and new laboratory cabinets and benches. Most recently, our preparatory room and environmental and microbiology lab was renovated and expanded to house larger laboratory classes, and a new fish holding system for research.

Faculty and Professional Interests

Annemarie Bettica – Cell biology, molecular genetics, cancer biology, neuroscience, bioethics, bioinformatics, electron microscopy, histocompatibility, 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 – Microbiology, virology, 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
Jeong-In Lee – Introductory biology, nutrition
Hiroshi Osaka – Biochemistry, introductory biology
Sunera Rahman – Environmental studies

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, 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-.
- 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 sub disciplinary, 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 3003: 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
- PSY 3023: Biological Bases of Mental Illness
- PSY 3035: Seminar in Biopsychology

Choose one (1) of the following COGNITIVE PSYCHOLOGY courses:
- PSY 2008: Sensation and Perception
- PSY 2048: Learning and Memory
- PSY 3044: Cognitive Psychology

Senior Evaluation
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.

Premedical 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. Not for major credit.
(Spring '10)

BIO 1016: Endangered Earth: Understanding Environmen-
tal 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. Not for major credit.
(Fall '09, '11)

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 '09)

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,
death, 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 '10)

BIO 2008: Nutrition (3 cr.)
This one-semester course focuses on the principles and
practical aspects of nutrition in a personal way. The
physiological importance of macronutrients and
micronutrients are discussed to help students understand
what good nutrition can accomplish. Emphasis is on
evaluation and self-assessment of students’ nutritional
status and needs. This course is open to all students.
(Spring)

BIO 2010: Foundations of Ecology (3 cr.)
Although this is the first course in the Ecology sequence for
Environmental Studies Majors, it 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 '10, '12)

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 '11)

BIO 2022 Principles of Virology and Viral Disease (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 '11)

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 '10)
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 ’10)

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, Principals of Chemistry I and II. Organic Chemistry I and II are recommended. (Spring ’10)

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 X² and frequency distributions. Prerequisites: Principles of Biology I and II. (Spring ’11)

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 non-pathogenic microorganisms, including sterile technique. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II. (Spring ’10)

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, 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 ’12)

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. (Fall’10)

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.

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 '11)

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 '10)

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. (Fall '10)

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. (Spring)

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, Histology and/or Molecular Cell Biology are strongly recommended. (Fall '10)

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, 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 '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 '12)

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. (Spring)

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, biological 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 '10)

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 '11)

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.

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 serological study, hair and fiber analysis, fingerprinting, pathology used in identification and trauma to the human body, blood spatter patterns, 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 '09, '11)

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 '10)

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 '09)

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, '11)

BIO 3061: Biochemistry I (4 cr.)
The first part of a two-semester lecture sequence, complemented by hands-on laboratory experience, introduces students to solutions, buffers, amino acids, protein structural analysis, hemoglobin oxygen binding, enzymes, and enzyme kinetics. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II with labs, Organic Chemistry I and II with labs. (Fall)

BIO 3062: Biochemistry II (4 cr.)
The second part of a two-semester lecture sequence, complemented by hands-on laboratory experience, emphasizes biochemical metabolic pathways (Glycolysis, Krebs cycle, Electron transport chain, Fermentation, Fatty acid metabolism, Cori Cycle, etc). Prerequisites: Biochemistry I. (Spring)
BIO 3055: 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 3066: Molecular Neurobiology (4 cr.)
This lecture/laboratory course with provide students with a solid foundation in normal and abnormal brain function as elucidated by current advances in neurobiology and molecular cell techniques. Understanding how the brain works from a molecular standpoint through genomes, proteomes and bioinformatics allows the students to better appreciate the more complex and comprehensive brain functions such as in cognition and memory, or in dysfunction and neuropathology. Topics in this course will focus on, but are not limited to, the underlying molecular components of the following: manipulating biomolecules, biomembranes, passive and active stimulation of neurons, gated ion channels, pre- and post-synaptic transmission, signal transduction, developmental genetics and synaptogenesis, epigenetics, neuronal and synaptic plasticity, neuronal modulation, memory, certain neuropathologies, and molecular evolution. Students will be required to complete an independent research project. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II, Molecular Cell Biology.

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 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 techniques, 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. (Fall)

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. (Fall '10)

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 '10)

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 Senior Research. (Spring '11)

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. (Fall or Spring)

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.

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. 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-.

- Biostatistics or Statistics for the Social Sciences (completed with a minimum grade of C-.)

Upper Level Requirements:

- One Introductory Environmental Science course Choose from:
  - BIO 1016 Endangered Earth
  - BIO 2016 Global Environmentalism

- One Approved Environmentally-related course from another department (approval from Chair of Environmental Studies)

- The Ecology Sequence (2 courses)
  - BIO 2010 Foundations of Ecology OR BIO 2025 Aquatic Ecology
  - BIO 3056 Environmental Ecology

- Four additional biology electives, three of which need to be laboratory courses
  - BIO 3059 Marine Biology
  - BIO 3013 Microbiology
  - BIO 3007 Human anatomy and physiology
  - BIO 3032 Parasitology
  - BIO 3047 Vertebrate Biology
  - BIO 3021 Advanced Mammalian Physiology
  - BIO 3001 Comparative Anatomy
  - BIO 3022 Botany
  - BIO 2019 Introduction to Geology
  - BIO 2025 Aquatic Ecology
  - BIO 3018 Invertebrate zoology
  - BIO 3005 Developmental Biology
  - BIO 3051 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.

CHEMISTRY

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

The Chemistry Department laboratories are equipped with a Buck Scientific Gas Chromatograph, a Perkin Elmer 1600 Series Fourier Transform Infrared Spectrophotometer, a Varian Cary 100 Bio UV-VIS Spectrophotometer, two Barnstead / Turner SP-830 Spectrophotometers, and a Varian Anaspect EM360 Nuclear Magnetic Resonance Spectrophotometer. The Department has a computer available 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 or Summer Research Program.

Faculty and Professional Interests

Darlene D’Alliessi Gandolfi – Organometallic Chemistry

Sapan Parikh – Organic Chemistry and Chemical Biology

Adjunct Faculty

Kenneth Wilkowski
Wai Wong

Major Requirements

- CHM 1001/1002: Principles of Chemistry I/II
- CHM 1003/1004: Principles of Chemistry Laboratory I/II
- CHM 2009/2010: Physical Chemistry I/II
- CHM 2011: Physical Chemistry Laboratory
- CHM 2015: Intermediate Inorganic Chemistry
Departmental Honors

Students must:

- Complete a minimum of 120 credits with a B+ average in Chemistry courses and a B+ average overall.
- Complete a minimum of 36 credits in Chemistry courses for the major program.
- Successfully complete the following courses:
  - CHM 3010: Physical Chemistry I
  - CHM 3011: Physical Chemistry II
  - CHM 3071/4071: Honors Research; CHM 4450: Research; or other evidence of research experience approved by the Department
  - CHM 3998: Senior Evaluation
- Co-requisites:
  - MATH 1030/1032: Calculus I/II
  - PHY 1001/1002
- Advanced electives (choose two):
  - CHM 3004: Medicinal Chemistry
  - CHM 3007: Advanced Inorganic Chemistry
  - CHM 3014: Advanced Organic Chemistry
  - CHM 3049: Chemical Biology

A program equivalent to that recommended by the American Chemical Society would include all of the above plus Chemical Biology (CHM 3049) and one additional advanced elective.

Other recommended courses: Principles of Biology I/II (BIO 1001/1002); Biochemistry I/II (BIO 3061/3062); Differential Equations (MATH 2021); Linear Algebra (MATH 3034); Statistics (BIO 3012 or PSY 2012); Computer Programming (MAC 1000 or MAC 1010).

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

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, 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.
- Prepare a Senior Honors thesis, based on the research project.
- 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. However, in some cases, the final decision is made by a vote of the Chemistry faculty after a discussion of the student's record.

Minor Requirements

Students must:

- Complete a minimum of 120 credits with a B+ average in Chemistry courses and a B+ average overall.
- Complete a minimum of 36 credits in Chemistry courses for the major program.
- Successfully complete the following courses:
  - CHM 3010: Physical Chemistry I
  - CHM 3011: Physical Chemistry II
  - CHM 3071/4071: Honors Research; CHM 4450: Research; or other evidence of research experience approved by the Department
  - CHM 3998: Senior Evaluation

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-.

Note: 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.

Course Descriptions

CHM 1001/1002: Principles of Chemistry I/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 must take CHM 1003/1004 as corequisites, unless a grade of C- or better was previously earned in these courses. (Fall/Spring & Summer)

CHM 1003/1004: Principles of Chemistry Laboratory I/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 must take CHM 1001/1002 as corequisites, unless a grade of C- or better was previously earned in these courses. (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 are covered. (Spring 2009)

CHM 1019: Forensic Chemistry (3 cr.)
This course, suitable for students with no Chemistry background, surveys chemical applications in criminal investigation. Topics include analysis of drugs, fingerprints, blood, DNA, fibers, and documents. Case studies are used to explore the scientific examination of evidence. (Fall 2009)

CHM 2001/2002: Organic Chemistry I/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 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, unless a grade of C- or better was previously earned in these courses. (Fall/Spring & Summer)

CHM 2004: Medicinal Chemistry (3 cr.)
This course examines drug distribution and metabolism, and drug-target interactions. Several classes of drugs are considered. What makes a good drug is also discussed. Prerequisite: CHM 2002. (Spring 2009)

CHM 2005/2006: Organic Chemistry Laboratory I/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, unless a grade of C- or better was previously earned in these courses. (Fall/Spring & Summer)

CHM 2009/2010: Physical Chemistry I/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 is 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 2011 as a corequisite. (Fall 2010/Spring 2011)

CHM 2011: Physical Chemistry Laboratory (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 2010. (Spring 2011)

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. (Spring 2010)

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 is demonstrated using IR, UV-Vis, GC, and NMR techniques. Prerequisites: CHM 2002 and CHM 2006. Corequisite: CHM 2015. (Spring 2010)

CHM 2018: Environmental Science (3 cr.)
This course examines the fundamental aspects of chemistry in environmentally relevant problems. Natural and polluted atmospheric, continental, and marine environments are considered. Prerequisite: CHM 2002. (Fall 2009)

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. (Fall 2010)

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. (Fall 2010)

CHM 3014: Advanced Organic Chemistry (3 cr.)
Topics 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 is also included. Prerequisites: CHM 2010 or permission from the Chemistry Chairperson. (Spring 2010)

CHM 3049: Chemical Biology (4 cr.)
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 3061/3062 are recommended. (Spring 2011)

CHM 3071/4071: Honors Research (3 cr.)
Honors Research provides the student with firsthand experience in the scientific research process. Students
choose a research topic with their advisor, learn about available chemistry resources, and are 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 are 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)

CLASSICAL CIVILIZATIONS
The interdisciplinary Classical Civilizations minor provides students with an introduction to the study of the rich cultures of ancient Greece and Rome and their interactions in the Mediterranean world. The study of languages, literature, history, art and architecture of Classical Antiquity enables the student to understand and appreciate the enduring significance of ancient intellectual and artistic production, and its continuing influence on the modern world.

Faculty and Professional Interests
Megan Cifarelli (Chair)

Adjunct Faculty
Christopher Lauber – Latin Language and Literature

Minor Requirements
Elementary level of proficiency in Latin (AP Latin or Latin Vergil of 4 or 5, High School transcripts showing a C or above in two years of Latin study, or successful completion of CSS 1013 and 1014). A total of six courses: All students must take either ARH 2011 (Greek Art) or ARH 2060 (Roman Art), and at least two approved courses from other departments, e.g., Art History, Philosophy, History or English. Minimum grade required for minor courses: C.

Course Descriptions
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 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
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
John Murray – Mass media in sociological contexts

Adjunct Faculty
Bruce Campbell – TV News production
Jeanne Christie – Speech, interpersonal, and small group communication
Christopher D’Amico – Intro to Communication Studies
Abne Eisenberg – Speech and interpersonal communication, argumentation and debate
C. Tony Ely – TV, video and digital media production
Danny Kang – TV, video and digital media production
Radhika Nanda – Advertising studies, new media and technology in social contexts, comm. theory
N. John Proctor – Writing for the media, communication theory
Anthony Rudel – Public relations, advertising, journalism
Randye Spina – Speech, advertising studies, business, small group, 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 2009
• One of the following courses in written communication: ENW 2040, 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 2079, ENG 2083, ENG 2088, ENG 2089, ENG 4010, 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 4063, ART 4091 MUAT 1005, MUAT 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 concentratons. 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 2035 Argumentation, Persuasion and Debate
• COMM 2037 Small Group Communication
• 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 4076 Artists Video**
• ART 4063 2D Animation**
• DTH 4004 Acting for the Camera
• DTH 4015 Acting for the Camera II
• MUAT 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 Queer Media Studies: Rethinking Gender, Sexuality, Politics
• 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**
• ART4010/4048 Intermediate/Advanced Photography/Color Photography**
• ART 4091 Digital Imaging and Photographic Presentation
• 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 2088 History of Cinema I
• ENG 2089 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: Not counted as liberal arts.
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 a production 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 junior year and not delayed until senior year. A first seminar course should be taken during junior year as well.

Transfer Credits
For students wishing to major in Communication Studies, no more than 6 courses can be transferred to Manhattanville and applied toward the major from other academic institutions. For students wishing to minor in Communication Studies no more than 3 courses can be transferred to Manhattanville and applied toward the minor. Students wishing to transfer courses from another institution to be used for either their Communication Studies major or minor must receive written approval of the Program Director. This written approval should then be placed in the student’s Portfolio.

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, MUAT 1005, MUAT 2011, or any Studio Art course listed as acceptable for the Comm Studies major. 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. Communication Studies internships are taken for non-liberal arts credit.

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 Popular 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: COMM2009. (Fall)

COMM 2037: Small Group Communication
This course examines theories of group dynamics and the meaning of norms, goals 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. (Spring)

COMM 2050: 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 prerequisites, but COMM majors/minors will be given preference if necessary. (Fall) (Spring)

COMM 2090: Theories of Communication (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 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. (projected Spring '10, Spring '12)

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 ethics. We aim to develop guidelines for ethical evaluation, communication and conduct. Research paper required. Prerequisite: COMM 1001 or permission. (Fall)

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

** NOTE: Not counted as liberal arts.**
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. (projected Spring '10, '12)

COMM 3073: Queer Media Studies: Rethinking Gender, Sexuality and Politics (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 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. (projected Spring '09, '11)

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 thesis the following semester. (Fall) (Spring)

COMM4025: Topics in Advanced TV/Video (4 cr.)
Some of the topics of this advanced production 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 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, Theatre Education, Dance Therapy, and Drama Therapy. 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, seminar studies, and design, technical and production skills. The four-year program culminates in a year-long capstone Senior Thesis Seminar, 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. 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 works for performance. Recent guest choreographers have worked with the Joffrey Ballet, Pilobolus Dance Theatre, Pucci Plus, Bill T. Jones, Dance Theater of Harlem 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 program in Theatre Education requires a double major in Dance & Theatre and Education. It examines how the theatrical process can be transformed into an educational philosophy that is engaging, experiential and student centered. The degree combines pedagogy and practice and culminates in a Theatre K-12 New York State Teaching Certification.

Concentrations in Dance and Drama Therapy prepare students for graduate study and include introductory and advanced courses with a minor in Psychology.

Opportunities to perform are available through the full schedule of plays, dance concerts, musical and performance events, and senior thesis projects. Students are encouraged to take an active role in projects generated by the student-run clubs including, Dance Ensemble, Players Guild, and others.

The Department's primary performing spaces include: The Little Theatre, an intimate 125-seat facility with excellent sight lines and acoustics; The Performance Space in the new Creative Arts Center, the EExperimental Theatre, a flexible black box theatre; and the Kennedy Dance Studio, a bright, spacious environment for classes and rehearsals. Proximity to the artistic and educational resources of New York City is a major asset for those interested in media arts and communications.
York City provides a strong support for the Dance & Theatre program.

Faculty and Professional Interests

Michael Posnick – Director, Dramatic Literature, Shakespeare Studies, Directing
Ara Fitzgerald – Associate Director & Chair of Dance, Modern Dance Technique, Composition, Improvisation
Hannah Fox – Performance Studies, Playback Theatre
Zachary Moore – Theatre Education
Michael Lounsbery – Technical Director – Technical Theatre, Lighting & Sound Design
Peter Pucci – Artist-in-Residence

Adjunct Faculty (Partial List)
Mark Cherry – Musical Theatre
Danielle Jolie Dale – Yoga
Robert Daley – Stage Management
Andrea Del Conte – Flamenco
Pepi Diaz-Salazar – Dance Therapy
Doug Elkins – Hip Hop
Bertie Ferdman – Viewpoints
Michael Garber – History of Musical Theatre
Craig Haen – Drama Therapy
Elizabeth Higgins – Composition
Jon Huberth – Acting for the Camera
Andrei Kisselev – Ballet
Stephanie Larriere – Tap
Judith Malina – Theatre of Protest
Julio Matos – Musical Theatre
Liz Prince – Resident Costume Designer, Costume Design
Valerie Pullman – Modern Dance Technique
Ken Rothchild – Resident Set Designer, Scene Design
Steve Shulman – T’ai Chi
Beth Soll – Dance History
David Storck – Improvisation
Bonnie Walker – Dance for Musical Theatre
Jeff Wanshel – Playwriting
Laura Wickens – Voice & Speech, Acting

Procedures For Acceptance and Entrance

Requirements
Students wishing to major in Dance & Theatre must audition for the department in the spring of their senior year of high school. Acceptance and Performing Arts Scholarships are based on the audition rating, high school GPA and SAT scores or equivalent.

To arrange an audition, contact Manhattanville Admissions: 914.323.5464 or 1.800.32.VILLE or admissions@mville.edu. For more information, visit our website at www1.mville.edu/dancetheatre

UNDERGRADUATE AUDITION REQUIREMENTS:
• Completed application for admission to Manhattanville College.
• Essay describing why you would like to study dance and/or theatre at Manhattanville College and your career goals.
• A resume detailing when, where and how long you have studied your craft, performance experience and any other skills you may have (musical instruments, etc.)
• A letter of recommendation from a teacher in the field.
• A copy of a graded essay (2-3 pages) from a recent high school course.

Transfer students will be admitted as majors on a case-by-case basis.

NOTE: Musical Theatre Auditions: The major in Musical Theatre is administered by the Music Department. Contact the Music Department through the Manhattanville website: www.mville.edu.

Honors and Prizes

Departmental honors are conferred by the faculty to graduating seniors who have achieved the highest grade point average and who have demonstrated exceptional creativity, leadership and service.

Bachelor of Arts in Dance & Theatre is available with Concentrations in:
• Dance
• Theatre
• Theatre Education (Double Major in Education, N.Y. State Certification)
• Dance Therapy (with a Psychology Minor)
• Drama Therapy (with a Psychology Minor)

Minors
• Dance
• Theatre

Major Requirements for Dance & Theatre

Note: Students pursuing a B.A. in Dance & Theatre must complete a total of 130 credits including a minimum of 90 liberal arts credits. Courses followed by a double asterisk (**), do not receive Liberal Arts credit.

 Majors and Minors must receive a grade of C or better in all Dance and Theatre courses. A grade below C in any course for the major places the student in a provisional status within the Department and the student must meet with Department Advisors.

Information in this catalog is subject to change and is superseded by the Dance & Theatre Handbook.
### Core Courses (All Students)

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTH 1000</td>
<td>Creative Process</td>
<td>3</td>
</tr>
<tr>
<td>DTH 1001</td>
<td>Acting I</td>
<td>3</td>
</tr>
<tr>
<td>DTH 1440</td>
<td>Freshman Project</td>
<td>2</td>
</tr>
<tr>
<td>DTH 1500</td>
<td>Stagecraft**</td>
<td>2</td>
</tr>
<tr>
<td>DTH 2002</td>
<td>Viewpoints**</td>
<td>2</td>
</tr>
<tr>
<td>DTH 2535</td>
<td>Lighting Design I**</td>
<td>2</td>
</tr>
<tr>
<td>DTH 2318 &amp; 2319</td>
<td>Junior Seminar</td>
<td>4</td>
</tr>
<tr>
<td>DTH 3XXX</td>
<td>Performance Seminars (2)</td>
<td>6</td>
</tr>
<tr>
<td>DTH 3320, 3321</td>
<td>Senior Thesis Seminar</td>
<td>6</td>
</tr>
<tr>
<td>DTH 3542</td>
<td>Stage Management**</td>
<td>3</td>
</tr>
<tr>
<td>DTH 4010</td>
<td>Voice &amp; Speech I</td>
<td>2</td>
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<tr>
<td>DTH 4101</td>
<td>Modern Dance Technique I**</td>
<td>2</td>
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<tr>
<td>DTH 4112 or 4129</td>
<td>Yoga** or T'ai Chi**</td>
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<tr>
<td>DTH 4114</td>
<td>Contact Improvisation** or Equivalent</td>
<td>2</td>
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<tr>
<td>DTH 4XXX</td>
<td>Performance Project</td>
<td>2</td>
</tr>
<tr>
<td>DTH 4500</td>
<td>Stage Crew** (3 productions, Pass/Fail) N/C</td>
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<tr>
<td>Attendance at Department Meetings N/C</td>
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<td><strong>TOTAL:</strong></td>
<td>42</td>
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### Dance Concentration

All CORE Courses, plus:

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>CR.</th>
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<tbody>
<tr>
<td>DTH 2214</td>
<td>Romantic &amp; Classical Traditions in Dance</td>
<td>3</td>
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<tr>
<td>DTH 2216</td>
<td>History of American Dance</td>
<td>3</td>
</tr>
<tr>
<td>DTH 2245</td>
<td>Movement Studies or equivalent</td>
<td>3</td>
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<td>DTH 2635</td>
<td>Introduction to Dance Therapy I</td>
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<td>DTH 4102</td>
<td>Modern Dance Technique II**</td>
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<td>DTH 4103</td>
<td>Modern Dance Technique III**</td>
<td>2</td>
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<td>DTH 4120</td>
<td>Composition **</td>
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<tr>
<td>DTH 4420</td>
<td>Choreographers' Workshop**</td>
<td>2</td>
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<tr>
<td>DTH XXXX</td>
<td>Dance Electives</td>
<td>3</td>
</tr>
<tr>
<td>DTH 4XXX</td>
<td>Performance Project/Dance**</td>
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<tr>
<td>DTH XXXX</td>
<td>Design Elective (Scene Design is a Liberal Arts Course)</td>
<td>3</td>
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<tr>
<td>MUH 1007</td>
<td>Listening to Music</td>
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<td><strong>TOTAL:</strong></td>
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</table>

Total Credits for DANCE CONCENTRATION: 73

**NOTE: Not counted as liberal arts.

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### Theatre Concentration

All CORE Courses, plus:

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>CR.</th>
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<tbody>
<tr>
<td>DTH 2030</td>
<td>Directing</td>
<td>3</td>
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<tr>
<td>DTH 2530</td>
<td>Concepts in Scene Design</td>
<td>3</td>
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<td>DTH 2640</td>
<td>Introduction to Drama Therapy I</td>
<td>3</td>
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<tr>
<td>DTH 3202, 3203</td>
<td>Survey of Dramatic Literature I &amp; II</td>
<td>6</td>
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<tr>
<td>DTH 4002</td>
<td>Acting II: Scene Study</td>
<td>2</td>
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<tr>
<td>DTH 4003</td>
<td>Playing Shakespeare</td>
<td>3</td>
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<tr>
<td>DTH 4012</td>
<td>Voice &amp; Speech II</td>
<td>2</td>
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<td>DTH 4400</td>
<td>Additional Performance Project</td>
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<tr>
<td>ENG 2XXX or 3XXX</td>
<td>Shakespeare (ENG 2000 or 3000 level)</td>
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<tr>
<td>Electives (including one Liberal Arts courses, e.g. Playwriting, etc.)</td>
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<td><strong>TOTAL:</strong></td>
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</table>

Total Credits for THEATRE CONCENTRATION: 73

### Theatre Education Concentration

Double major in Dance & Theatre and Theatre Education: 135 credits.
Professor Zachary Moore, Advisor

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### Distribution requirements

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>CR.</th>
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<tbody>
<tr>
<td>DTH 2214</td>
<td>History of American Dance</td>
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<tr>
<td>HIS XXXX</td>
<td>History course</td>
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<td>MATH XXXX</td>
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<tr>
<td>BIO, CHEM, PHYS</td>
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<td>SPN, FRN, ITL</td>
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<td><strong>TOTAL:</strong></td>
<td>27-29</td>
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*Note: English requirement (Shakespeare course) is counted below in the Theatre section*
## Theatre Education
### Theatre Requirements

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>CR.</th>
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<tr>
<td>DTH 1000</td>
<td>Creative Process</td>
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<td>Acting I</td>
<td>3</td>
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<tr>
<td>DTH 4101</td>
<td>Modern Dance Technique I**</td>
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<tr>
<td>DTH 1440</td>
<td>Freshman Project</td>
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<tr>
<td>DTH 1500</td>
<td>Stagecraft**</td>
<td>2</td>
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<tr>
<td>DTH 4002</td>
<td>Acting II</td>
<td>2</td>
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<tr>
<td>DTH 4010, 4012</td>
<td>Voice and Speech I &amp; II</td>
<td>4</td>
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<tr>
<td>DTH 2640</td>
<td>Intro to Drama Therapy</td>
<td>3</td>
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<tr>
<td>DTH 2535</td>
<td>Lighting Design I**</td>
<td>2</td>
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<td>DTH 3202, 3205</td>
<td>Survey of Dramatic Lit I &amp; II</td>
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<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>
<td>Directing</td>
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<td>DTH 2530</td>
<td>Concepts in Scene Design</td>
<td>3</td>
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<td>DTH 3542</td>
<td>Stage Management**</td>
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<tr>
<td>DTH 2650</td>
<td>Theatre for Young Audiences</td>
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<tr>
<td>DTH 2665</td>
<td>Shakespeare with Young People</td>
<td>3</td>
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<tr>
<td>DTH 3244</td>
<td>Playwriting</td>
<td>3</td>
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<tr>
<td>DTH 4003</td>
<td>Playing Shakespeare</td>
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<td>DTH 2540</td>
<td>Costume Design**</td>
<td>3</td>
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<td>DTH 1555</td>
<td>Make Up**</td>
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<td>DTH 4400</td>
<td>Performance Project - Shakespeare</td>
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<tr>
<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>
<td>3</td>
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<tr>
<td>DTH 4500</td>
<td>Stage Crew (two semesters)**</td>
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<td>Liberal Arts or DTH or other electives</td>
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<td><strong>TOTAL:</strong></td>
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### Theatre Education Education requirements

<table>
<thead>
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<th>COURSE NAME</th>
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<tbody>
<tr>
<td>EDU 2000</td>
<td>Fundamentals of Schools and Teaching</td>
<td>3</td>
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<tr>
<td>PSY 2001</td>
<td>Childhood Development</td>
<td>3</td>
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<td>PSY 2002</td>
<td>Adolescent Psychology</td>
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<tr>
<td>EDU 2010</td>
<td>Educating Learners with Diverse Needs</td>
<td>3</td>
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<tr>
<td>EDU 3367</td>
<td>Methods of Teaching Literacy I</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3370</td>
<td>Aesthetic Literacy</td>
<td>3</td>
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<tr>
<td>EDU 3040</td>
<td>Theatre Education: Early Childhood/Childhood</td>
<td>3</td>
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<tr>
<td>EDU 3041</td>
<td>Theatre Education: Grades 7-12</td>
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<td>EDU 3020</td>
<td>Student Teaching &amp; Seminar; Theatre Education</td>
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<td>EDU 5260</td>
<td>Seminar on Child Abuse</td>
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<tr>
<td>EDU 5373</td>
<td>School Violence Prevention/Intervention</td>
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<td><strong>TOTAL:</strong></td>
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<td><strong>DEGREE TOTAL:</strong></td>
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</table>

**NOTE:** Not counted as liberal arts.

## Dance Therapy Concentration
### All CORE Courses plus:

<table>
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<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTH 2214</td>
<td>Romantic &amp; Classical Traditions in Dance</td>
<td>3</td>
</tr>
<tr>
<td>DTH 2216</td>
<td>History of American Dance</td>
<td>3</td>
</tr>
<tr>
<td>DTH 2245</td>
<td>Movement Studies</td>
<td>3</td>
</tr>
<tr>
<td>DTH 3645</td>
<td>Anatomy &amp; Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>DTH 2653 &amp; 3635</td>
<td>Introduction to Dance Therapy I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td>DTH 4102</td>
<td>Modern Dance Technique II**</td>
<td>2</td>
</tr>
<tr>
<td>DTH 4103</td>
<td>Modern Dance Technique III**</td>
<td>2</td>
</tr>
<tr>
<td>DTH 4120</td>
<td>Composition**</td>
<td>2</td>
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<tr>
<td>DTH 4420</td>
<td>Choreographers' Workshop**</td>
<td>2</td>
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<tr>
<td>DTH XXXX</td>
<td>Dance Electives (one Liberal Arts course)</td>
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<td><strong>TOTAL:</strong></td>
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<td><strong>Total credits for DANCE THERAPY CONCENTRATION:</strong></td>
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</table>

## Drama Therapy Concentration
### All CORE courses [minus one Performance Seminar] plus:

<table>
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<th>COURSE #</th>
<th>COURSE NAME</th>
<th>CR.</th>
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</thead>
<tbody>
<tr>
<td>DTH 2030</td>
<td>Directing</td>
<td>3</td>
</tr>
<tr>
<td>DTH 2316</td>
<td>Playback Theatre Seminar</td>
<td>3</td>
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<tr>
<td>DTH 2530</td>
<td>Concepts in Scene Design</td>
<td>3</td>
</tr>
<tr>
<td>DTH 2640</td>
<td>Introduction to Drama Therapy I</td>
<td>3</td>
</tr>
<tr>
<td>DTH 2641</td>
<td>Drama Therapy with Children &amp; Adolescents</td>
<td>3</td>
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<tr>
<td>DTH 2642</td>
<td>Drama Therapy with Adults</td>
<td>3</td>
</tr>
<tr>
<td>DTH 3202 &amp; 3203</td>
<td>Survey of Dramatic Literature I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td>DTH 3642</td>
<td>Drama Therapy Applications and Practices</td>
<td>3</td>
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<tr>
<td>DTH 4002</td>
<td>Acting II : Scene Study</td>
<td>2</td>
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<tr>
<td>DTH 4012</td>
<td>Voice &amp; Speech II</td>
<td>2</td>
</tr>
<tr>
<td>ENG XXXX</td>
<td>Shakespeare (ENG 2000 or 3000 level)</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>34</strong></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
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<td><strong>73</strong></td>
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</table>

**NOTE:** Before graduation, all Majors are strongly encouraged to participate in an internship, intensive or equivalent program under the guidance of Department advisors.

## DANCE MINOR
Students choosing to minor in Dance & Theatre with an emphasis on dance are required to take the following courses:

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTH 1000</td>
<td>Creative Process</td>
<td>3</td>
</tr>
<tr>
<td>DTH 2216</td>
<td>History of American Dance OR</td>
<td>3</td>
</tr>
<tr>
<td>DTH 2214</td>
<td>Romantic &amp; Classical Traditions in Dance</td>
<td>3</td>
</tr>
<tr>
<td>DTH 4101 &amp; 4102</td>
<td>Modern Dance Technique I &amp; II**</td>
<td>4</td>
</tr>
<tr>
<td>DTH 2245</td>
<td>Movement Studies OR</td>
<td>3</td>
</tr>
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<td>DTH 2635</td>
<td>Introduction to Dance Therapy</td>
<td>3</td>
</tr>
<tr>
<td>DTH 4410</td>
<td>Performance Project</td>
<td>2</td>
</tr>
<tr>
<td>DTH XXXX</td>
<td>Departmental electives: Liberal Arts course and 3 Technique courses</td>
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</tr>
<tr>
<td>DTH 4500</td>
<td>Stage Crew** (2)</td>
<td>N/C</td>
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</table>

**NOTE:** Not counted as liberal arts.
THEATRE MINOR

Students choosing to minor in Dance & Theatre with an emphasis on theatre are required to take the following courses:

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>CR.</th>
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<tbody>
<tr>
<td>DTH 1000</td>
<td>Creative Process</td>
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<tr>
<td>DTH 1001</td>
<td>Acting I</td>
<td>3</td>
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<td>DTH 2200 or 2201</td>
<td>Survey of Dramatic Literature I or II</td>
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<td>DTH 3XXX</td>
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<td>Voice &amp; Speech I</td>
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<td>DTH 4XXX</td>
<td>Performance Project**</td>
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<td>DTH XXXX</td>
<td>Two Departmental electives</td>
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</tr>
<tr>
<td>DTH 4500</td>
<td>Stage Crew**</td>
<td>N/C</td>
</tr>
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</table>

SELF-DESIGNED MAJOR: Students wishing to create a self-designed major in performance related area should consult with the Directors of the Department. See the current catalog for requirements.

COURSE DESCRIPTIONS

Note: Non-liberal arts courses are indicated by a double 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.

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 and an introduction to Shakespeare texts. The course includes a series of critical readings and written assignments on performance theory. Note: This course is the prerequisite for all required courses in the DTH Major with the exception of Dance Technique courses. (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 1440: Freshman Project (2 cr.)
This course is designed for freshmen who have been accepted as majors in the department. The course includes preparation, rehearsal and presentation of an original dance/theatre project. The aim of the course is to build a dynamic ensemble of artist/scholars through the investigation of an array of dance & theatre techniques. Required for Freshman Majors. (Fall)

DTH 1500: Stagecraft (3 cr.)**
Stagecraft is the study of the theory 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 scene painting. Students will assist in the building and painting of departmental productions. Two hour class plus additional lab time. (Fall, Spring)

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. (Spring)

DTH 2316: History of American Dance (3 cr.)
In this course we will focus on the history of Western dance before the 20th century. However, because of the rich traditions embodied in tribal and folk dances of all cultures, we will also take a look at the historical, aesthetic, and social aspects of the dance of some other cultures. Thereafter, we will engage in a close examination of the history of European dance and the development of romantic and classical ballet. Offered every other Fall alternating with DTH 2216

DTH 2214: Romantic & Classical Traditions in Dance (3 cr.)
What are the sources of theatrical dance in Western Europe and America? In this course we will focus on the history of Western dance before the 20th century. However, because of the rich traditions embodied in tribal and folk dances of all cultures, we will also take a look at the historical, aesthetic, and social aspects of the dance of some other cultures. Thereafter, we will engage in a close examination of the history of European dance and the development of romantic and classical ballet. Offered every other Fall alternating with DTH 2216

DTH 2216: History of American Dance (3 cr.)
In this course we will take a look at the historical, aesthetic, and social aspects of American dance (and influences from other cultures) in the 20th century. We will focus on modern dance, an experimental, visionary form that developed in the early 1900s, and on classical ballet, which during the first half of the twentieth century was as experimental as modern dance as well as vernacular and popular dance forms. (Fall)

DTH 2318/2319: Junior Seminar I & II
Required for majors in the Junior year.
In this year-long course Dance and Theatre students focus on ensemble-building, explore a wide variety of performance techniques, participate in the creative process of developing an idea into an original performance piece, and delve into the study of scholarly research. Various readings on the theory and application of performance as well as a research paper each term are assigned. This course prepares students for Senior Seminar. (2 credits per semester.) (Fall, Spring)

** NOTE: Not counted as liberal arts.
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 Showing of Work at the final class. Prerequisite: 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 (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 Barteneff Fundamentals and Laban's work in space harmony and effort analysis. Prerequisite: Creative Process. Offered every other year. Offered very other Fall.

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 (2 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 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 or 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)

** NOTE: Not counted as liberal arts.
Prerequisite from the Greeks to Shakespeare, including Medieval political and cultural significance of theatre and drama, this course will survey the literary, historical, (3 cr.)

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 3312: Performance Seminar: Non-Western (3 cr.)
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 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. (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 3324: Playback Theatre (3 cr.)
Playback Theatre is form of community theatre in which actors enact audience members’ life stories on the spot. Born out of the American Experimental Theatre movement, and influenced by the oral tradition of indigenous cultures and psychodrama, Playback Theatre is practiced in 60 countries in a variety of settings including: schools, colleges, hospitals, prisons, community centers and public theatres. In this course students learn the basic technique and hone skills in improvisation, ensemble awareness, physical storytelling, and empathic listening. Students are assigned weekly readings and a term paper. Prerequisite: Creative Process. (Spring)

DTH 3325: Art, Ethics and the Creative Spirit (3cr.)
The choices we make determine the quality of our lives – as artists, as scholars, as lovers and as committed human beings. This course will ask: What do we value? What do the classical philosophers say about art and values? What defines ethical behavior? What is beauty? What sparks and sustains the courage to create? What happens when art and the law clash? Does good art have to be “good”? What is “art for art’s sake”? How does art express the sacred? What role can art play in communal healing? Each class will begin with a meditative exercise to enhance the ability to focus, listen and nourish the creative spirit. (Spring)

DTH 3542: 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 3642: Drama Therapy Applications and Practices (3 cr.)
An introduction to the application of drama therapy in work with numerous adult populations. This course will explore the various stages of adulthood and will feature a strong cross-cultural component. The work of drama therapists in disparate countries will be examined as will the application of drama therapy for the purposes of conflict resolution, corporate consulting, corrections, mental health, and political empowerment. Prerequisite: Intro to Drama Therapy (Fall)

DTH 3645: 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)

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 (3cr.)
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

** NOTE: Not counted as liberal arts.
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)

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)

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. (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)

**NOTE:** Not counted as liberal arts.
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.  

(Spring)

DTH 4123: Hip-hop II (2 cr.) **
Advanced exploration of contemporary Hip-Hop techniques. **Prerequisite:** By audition or permission of the instructor.  

(Spring)

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 completed 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:** Viewpoints and Composition or permission of the instructor.  

(Fall, Spring)

DTH 4497: Internship (2-3 cr.) **
Internships are encouraged and available through the Center for Career Development 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.

**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**
**Paul Biosi**
**Edwin Bowman**
**Stephan Feldstein**
**John Fontana**
**Alex Gialanella**
**Paul Jacubek**
**Rosalie Liebowitz**
**Danielle Martin**
**Ken Mias**
**Sultan Niazi**
**Katherine Hong Qin**
**Martin Shapiro**
**Timothy Stewart**
**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-.

**NOTE:** Not counted as liberal arts.
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 13 courses: 7 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 3008: Applied Econometrics
• ECO 3997: Senior Seminar

Elective Courses
All electives must have the ECO code.

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.

Note: In general, students may not select both a major and a minor (or two majors) from the Department of Economics, Finance and Management, as the faculty of the Department wishes to ensure that our students possess real breadth in their studies. In some circumstances, an exception to this rule may be granted. A student wishing this exception, and who also plans a minor or major in another department, should petition the Chair of the Economics, Finance & Management Department. Please note that courses may not be double-counted by students who are allowed to do a major and minor (or two majors) within the Department. This double-counting can be avoided by taking additional electives.

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. (Fall) (Spring)
ECO 1011: 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: ECO 1012.

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: ECO 1011 and ECO 1012. (Fall '08)

HIS 2024: 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: ECO 1011 and ECO 1012.

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: ECO 1011 and ECO 1012.

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: ECO 1011 and ECO 1012.

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: ECO 1011 or ECO 1012. (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: ECO 1011 and ECO 1012. (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 ECO 1012. (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: ECO 1011, ECO 1012, ECO 2060 and at least one other economics course.

ECO 3016: International Trade and Development (3 cr.)
An intermediate treatment of international trade theory and policy: comparative advantage, commercial policies, including the theory and practice of protection, regional trading blocs and resource mobility. These theories have been the driving force behind economic globalization and the promise to raise the standard of living for everyone around the world. We examine how this process and neoliberal policies have affected development in both industrialized and less developed countries. Country report and oral presentation required. Prerequisites: ECO 1011, and ECO 1012, junior standing. (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: ECO 1011 and ECO 1012. (Spring)
ECO 3075: Seminar in Contemporary Economic Issues (3 cr.)
Public policy in a market economy is analyzed in a seminar or discussion style format. Topics include price controls, energy policy, rent control, product safety standards, environmental policy, minimum wage law, and educational vouchers. Prerequisites: ECO 1011 and ECO 1012.

ECO 3997: Senior Seminar in Economics (3 cr.)
Students undertake research on a topic approved by the instructor and use the analytical tools of the economist to reach conclusions. Results are presented and discussed in class. (Fall ONLY)

ECO 4497: Internship in Economics (1-3 cr.)
Students have a hands-on experience by working at a college-approved internship and completing an academic component. Prerequisites: ECO 1011, ECO 1012, ECO 3002 and at least one other economics course.

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 15 courses, 12 required and three elective.

Required Courses
• MGT 1002: Fundamentals of Accounting I**
• MGT 1008: Fundamentals of Accounting II**
• 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 3017: Global Finance
• 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 2004: Derivative Securities
• ECO 2005: Personal Finance
• ECO 2009: Public Finance and Public Policy
• ECO 2016: Financial Markets
• 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
• ECO 4497: Internship

Note: In general, students may not select both a major and a minor (or two majors) from the Department of Economics, Finance and Management, as the faculty of the Department wishes to ensure that our students possess real breadth in their studies. In some circumstances, an exception to this rule may be granted. A student wishing this exception, and who also plans a minor or major in another department, should petition the Chair of the Economics, Finance & Management Department. Please note that courses may not be double-counted by students who are allowed to do a major and minor (or two majors) within the Department. This double-counting can be avoided by taking additional electives.

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.

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

** NOTE: Not counted as liberal arts.
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

Elective Courses:
- ECO 2005: Personal Finance
- ECO 2009: Public Finance and Public Policy
- ECO 2016: Financial Markets
- ECO 2043: Economic Conditions and Forecasting
- ECO 3008: Applied Econometrics
- ECO 3012: Portfolio Analysis
- ECO 3017: Global Finance
- MGT 1008: Fundamentals of Accounting II**

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 2003: Investment Analysis (3 cr.)
Beginning with an overview of securities markets and the characteristics of stocks, bonds, and derivative securities, the course proceeds to develop the techniques needed to analyze financial investments. The course covers portfolio theory, the valuation of stocks and bonds, asset allocation, and investment strategy. Prerequisite: ECO 2018. (Spring)

ECO 2004: Derivative Securities (3 cr.)
Derivative Securities introduces the basic structure of derivative contracts and the markets in which they trade. The course covers strategies for both hedging and speculating and will also build and apply pricing models for futures and options. This course is intended for junior and senior finance students who have completed Investment Analysis. Prerequisite: ECO 2003. (Fall)

ECO 2005: Personal Finance (3 cr.)
An analytical framework is developed to make the financial choices required to fulfill personal goals. Topics include goals definition; wealth building and exponential functions (compounded returns); investment basics with a focus on the evaluation of mutual funds; major purchases; debt; expenditure controls; risk management and insurance; and investment and estate planning. Extensive use is made of electronic spreadsheets to perform exercises for the course. Prerequisites: ECO 1011 and ECO 1012. (Spring)

ECO 2009: Public Finance and Public Policy (3 cr.)
This course analyzes the ways the government taxes, issues debt, redistributes income, and makes expenditures. Alternative tax and transfer structures are examined such as proposals for a flat tax, for privatizing social security and for a negative income tax. The principles of cost-benefit analysis are developed. Tradeoffs between efficient resource allocation and popular notions of justice will be considered in examining most policies. Prerequisites: ECO 1011 and ECO 1012. (Fall)

ECO 2015: Money and Banking (3 cr.)
This course examines the nature of money, its history and its role in the economy, the demand and supply of money, the Federal Reserve and its relationship to banking and the economy and the financial structure of the economy including financial markets and institutions. Prerequisites: ECO 1012. Note: this course is an alternative to ECO 3020; only one of the two courses may be taken. (Spring)

ECO 2016: Financial Markets (3 cr.)
This course will involve the study of Financial Markets and the role financial intermediaries play in this environment. Emphasis is on recent developments for the Federal Reserve, Investment Banks, Brokerage Firms, Insurance Companies, and Financial Service Conglomerates. The course will focus on the asset/liability management of Depository and other Financial Institutions, and will provide an overview of commonly utilized financial instruments. Prerequisites: ECO 1011, ECO 1012 and ECO 2015 (or ECO 3020). (Spring)

ECO 2018: Corporation Finance (3 cr.)
This course looks at sources and uses of funds by corporations; the analysis and management of their funds, such as cash, inventories and accounts receivable, and the efficient selection of short, intermediate and long-term funding. Prerequisites: ECO 1011, ECO 1012, MGT 1002 and ECO 2060. (Fall)

** NOTE: Not counted as liberal arts.
ECO 3012: Portfolio Analysis (3 cr.)
This course considers both individual and institutional portfolio management. It examines portfolio objectives, linking them to appropriate strategies, as well as the asset allocation decision, equity and fixed income portfolios and portfolio evaluation and revision. Prerequisite: ECO 2018. (Spring)

ECO 3017: Global Finance (3 cr.)
Students learn how worldwide capital flows provide the nexus between domestic and foreign economies through the interactions of the real goods market, the money market, and the foreign exchange market. The international macroeconomic environment is presented within the context of real-life business decision and policy making. Case studies, country analysis and ongoing global financial market events are part of class discussion and assignments. Prerequisite: ECO 1011, ECO 1012 and ECO 2015 or ECO 3020, junior standing. (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 is presented 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: ECO 1012. 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)

ECO 4497: Internship in Finance (1-3 cr.)
Students have a hands-on experience by working at a college-approved internship and completing an academic component. Prerequisites: ECO 1011, ECO 1012, ECO 2015 or ECO 3020, ECO 2060 and ECO 2018. No more than one internship will count toward major requirements.

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 double asterisks after the title of the course. Students majoring in Management are encouraged to have a liberal arts minor or second 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
• MGT 3090: Capstone Seminar** OR ECO 3997:
Senior Seminar (ECO 3997 must be taken for departmental honors) Students may take both ECO 3997 and MGT 3090 and one will count as an elective.

Note: In general, students may not select both a major and a minor (or two majors) from the Department of Economics, Finance and Management, as the faculty of the Department wishes to ensure that our students possess real breadth in their studies. In some circumstances, an exception to this rule may be granted. A student wishing this exception, and who also plans a major or minor in another department, should petition the Chair of the Economics, Finance & Management Department. Please note that courses may not be double-counted by students who are allowed to do a major and minor (or two majors) within the Department. This double-counting can be avoided by taking additional electives.

The computer course requirement is waived for students who take computer science as a Minor.

Elective Courses:
In addition to the management-designated courses (coded MGT), a student may take any economics or finance course as an elective (any course coded ECO), except for ECO 3997.

Senior Seminar
The seminar is offered only during the fall semester. 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. Students not taking the Senior Seminar, must take the MGT 3090 Capstone Seminar. Students may take both if they desire and only students who take the Senior Seminar will be considered for departmental honors at graduation.

Management Minor Requirements
Six courses are required, as follows:

- ECO 1011: Principles of Economics I
- ECO 1012: Principles of Economics II
- MGT 1001: Fundamentals of Management**
- MGT 1002: Fundamentals of Accounting I**
- Two electives, one of which must be chosen within finance (selected from the list of electives for the finance major or ECO 2018, ECO 3017, or ECO 3020). The other elective may be from management, economics, or finance.

Internships do not count in fulfilling the minor requirements. Note: a student who majors in economics, finance, or management must select a minor or second major offered by another department at the college.

Internship in Management
Completion of all required 1000 level courses is a prerequisite for an internship. No more than one internship can count toward major requirements, though the college allows students to take as many as nine credits of internships in fulfilling a degree. (Additional internship credit hours may be counted for college credit).

Independent Study in Management
*Prerequisite:* a minimum overall G.P.A. of 3.00 plus completion of Fundamentals of Management, Introduction to Marketing and Fundamentals of Accounting I and II.

Concentrations within the Management Major
Although not a requirement, a Management major may choose to concentrate in one of the following areas: human resource management; international management; or marketing.

Concentration in Marketing
Completion of the nine required courses for the management major and the completion of any three of the following:

- MGT 1020: Management of Technology**
- MGT 2006: International Marketing**
- MGT 2016: Integrated Marketing Communications**
- MGT 2017: Internet Marketing**
- MGT 2024: Consumer Behavior**

Note: Concentrations in International Management and Human Resources have their own sets of requirements and are listed separately from the management major.

Concentration in Human Resource Management
Required Management Courses for the Human Resource Concentration:

- MGT 1001: Fundamentals of Management**
- MGT 1002: Fundamentals of Accounting I**

Elective Courses for the Human Resource Concentration:
Students may select any 5 courses, 15 credit minimum, from the following list.

All courses are 3 credit hours unless otherwise noted.

- ECO 1012: Principles of Economics II
- ECO 2060: Economic and Business Statistics
- ECO 3090: Capstone Seminar** OR ECO 3997: Senior Seminar (ECO 3997 must be taken for departmental honors). Students may take both ECO 3997 and MGT 3090 and one will count as an elective.

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

**NOTE:** Not counted as liberal arts.
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**
- **MGT 1003: Introduction to Marketing**
- **ECO 3020 Seminar in Money and Banking OR ECO 2015: Money and Banking**
- **MGT 3090: Capstone Seminar**
- **ECO 3997: Senior Seminar (ECO 3997 must be taken for departmental honors) Students may take both ECO 3997 and MGT 3090 and one will count as an elective.**

Elective courses:
Two of the following:

- **MGT 2006: International Marketing**
- **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. Language 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**
- **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.

**NOTE: Not counted as liberal arts.**
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. Prerequisite: MGT 1001. 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: MGT 1003. (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, management practices and Human Resource management practices in different countries. Prerequisite: MGT 1001. (Spring)

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.

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, MGT 1003 and MGT 1007.

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.

** NOTE: Not counted as liberal arts.
MGT 2034: Training Through Technology (3 cr.)**
This course focuses on the delivery of information to individuals with disabilities.

MGT 3001: Intermediate Accounting I (3 cr.)**
This is 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.

MGT 3090: Capstone Seminar: Management Strategy (3 cr.)**
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 strategies, marketing strategies, operations management, and human resource management.

**NOTE: Not counted as liberal arts.
strategy, human resources strategy, or marketing strategy. The intent is to apply knowledge to assess the organization’s current situation and recommend future action. Prerequisite: Senior standing, most of the required Management courses. (Spring)

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. Prerequisite: Senior standing, most of the required Management courses. (Fall ONLY)

MGT 4497: Internship in Management
Students have a hands-on experience by working at a college-approved internship and completing an academic component. Prerequisites: Completion of all required 1000 level courses. No more than one internship will count toward major requirements.

EDUCATION
Faculty and Professional Interests
Shelley Wepner – (Dean) Literacy Education
Vance Austin, Special Education
Ellis Barowsky – Special Education (Chair)
Rhonda Clements – Physical Education and Sports Pedagogy
JoAnne Ferrara – Childhood Education, Curriculum & Instruction (Chair)
Jane Gangi – Literacy Education (Chair)
Diane Gomez-TESOL and Foreign Language and Special Education Pedagogy
Frederick Heckendorf, III – Social Studies Education, Curriculum & Instruction
Deborah Inman-Educational Leadership
Courtney Kelly – Literacy Education
Laurence Krute – Associate Dean of Graduate Advising, Second Languages & TESOL, Multicultural Education
Diane Lang – Early Childhood Education, Childhood Education
Stephen Maletz – Physical Education and Sports Pedagogy
Micheline Malow-Iroff – Special Education
Kristin Rainville-Literacy Education
Mary Ann Reilly – Literacy Education
Kathleen Rockwood – Educational Leadership (Chair)
Rupam Saran – Childhood Education, Curriculum & Instruction
Christina Siry – Childhood Education, Curriculum & Instruction
Anthony Scimone – English Education and Curriculum & Instruction
Patricia Vardin – Early Childhood (Chair)
Joan Weinreich – Associate Dean of Undergraduate Admissions and Advising, Foundations
Jerry Willis – Educational Leadership

Adjunct Faculty (indicates Field Supervisor)

Undergraduate Program
Manhattanville undergraduate students are encouraged to consider teaching as a career. Manhattanville's teacher education programs are competency-based; the prospective teacher must complete the required courses with satisfactory grades, demonstrate competence in specific knowledge and 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 that 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)
- Adolescent Education (Physics)
- Second Language (French, Italian, Latin or Spanish) (Grades 7-12 with extension in Gr. 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 3367 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 I, 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 with a 3.0 cum GPA.

Course Descriptions
Note: Courses with the EDU heading are not liberal arts. For the B.A. degree, Education students must have a minimum of 90 liberal arts credits.

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.

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 and other professional staff, students, parents, community members, school administrators and others. Focus on philosophical, social and psychological issues in contemporary education from theoretical and practical perspectives.
(Field experience required.)

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.

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.

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 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 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.

EDU 3017: 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.

EDU 3020: Soc. Stud. 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 learning standards for your discipline. Emphasis will be placed on methods of reading enrichment and/or remediation to assure students’ academic success. Prerequisite: EDU 2000

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 learning standards for your discipline. Emphasis will be placed on methods of reading enrichment and/or remediation to assure students’ academic success. Prerequisite: EDU 2000

**NOTE: Not counted as liberal arts.
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. Replaces EDU 3025.

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 learning standards for your discipline. Emphasis will be placed on methods of reading enrichment and/or remediation to assure students’ academic success. Prerequisite: EDU 2000.

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 the methods of reading enrichment and remediation across the middle childhood curriculum. Prerequisite: EDU 2000. (Field experience required.)

EDU 3028: Sec. Lang. 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 of listening, comprehending, speaking, reading and writing. Field experience required.

EDU 3030: Emergent Literacy: Methods and Materials for Beginning Reading Instruction (3 cr.)**
Examine current approaches to beginning reading instruction, familiarizing the student with specific materials and methodology. 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.

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.

EDU 3040: Theatre Education Workshop: Early Childhood/Childhood (3 cr.)***
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, as well as drama as a form of artistic and communal expression. Students will learn current theories of classroom management and how to implement them effectively in the drama classroom. Students will work together to build a vocabulary of drama activities, techniques and strategies, including improvisation, storytelling, movement and puppetry. Emphasis will be placed on the design, structure, teaching and evaluation of drama lessons.

EDU 3041: Theatre Education Workshop: Grades 7-12 (3 cr.)**
Explore aims, methods and materials used in teaching the various aspects of theatre education in middle childhood through adolescence. Learn through projects, observations, and individual teaching experiences.

EDU 3107: Mathematics Methods for Childhood 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.

EDU 3108: Childhood Science Methods 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.

EDU 3112: 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.

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.

EDU 3237: 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 3025 or EDU 3022.

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.

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.

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.

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.

EDU 3316: 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 for 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 promote the arts in the schools. Create lesson plans for teaching art history as well as various art techniques.

EDU 3359: Design-based Learning: Projects in Mathematics, Science, Technology (3 cr.)**
Consistent with the New York State MST standards, students learn the whats, whys and how of design-based learning. Create, test, evaluate, and refine projects where students learn math, science and technology through solving design problems.

EDU 3367: Methods of Teaching Literacy: 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. Fieldwork is required. Prerequisite: EDU 2000.

EDU 3369: Methods of Teaching Literacy: 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 3367.

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 3367.

EDU 3376: Fundamentals of Middle Childhood Education (3 cr.)**
Focus on the developmental, sociological and academic factors that have resulted in the creation of a new learning environment. Investigate processes of early adolescent development. Learn to teach the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners at the middle childhood level, including methods of reading enrichment and remediation. 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 successful 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 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.

**NOTE: Not counted as liberal arts.
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.

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, 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. Field work and case study methods will be used for practical application of concepts and principles.

ENE 3005: Literature for Adolescents (3 cr.)
This course is designed to introduce students to literature commonly taught in middle and high school classes. The readings will give students an opportunity to explore works that speak to the developmental and psychological needs of young adults. Through recent publications as well as classics of literature, we will examine the history of young adult literature and the social and literary movements that have influenced it. Because they depict conditions and experiences familiar to middle and high school students, these works are frequently included in the secondary school teaching canon. The readings are selected to be representative of genre and theme and reflective of reading levels from 6th grade through 12th. Most importantly, students will develop criteria for selecting literature for the classroom and become actively involved in creating strategies for effective instruction.

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 “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.

** NOTE: Not counted as liberal arts.

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, 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
Andrew Bodenrader, Sally Blumis-Dunn, Beth Fonfrias, Jacquelyn Gordon, Elizabeth Lewis, Kevin Pilkington, Jonathan Proctor, Joseph Redington, Tony Rudel, Regina Smith, Jonathan Tropper.

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.

Students in all concentrations except Creative and Professional Writing should complete ENG 1009: Approaches to Literature with a grade of C or better by the end of their sophomore year. Students who have received a grade of B or better in Composition and Literature 102 at an area Community College and students who have passed the Advanced Placement English Literature Exam with a
score of 5 are exempt from ENG 1009. The department will grant the equivalent of one three-credit elective course for a score of 4 or better on the Advanced Placement Exam unless the exam is used to exempt out of Eng 1009.

The Creative and Professional Writing concentration 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. This is structured as a series of review sessions that run on Wednesday afternoons throughout the semester, culminating in a two-day exam that focuses on the ability to distinguish among stylistic elements and thematic concerns in different periods of literature. In preparation for this exam students are encouraged to take as many of the core courses as possible in English and American literature, not just the minimum required for their areas of concentration.

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 the major and at least a B average in all other course work at the College 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 a year’s study of one language at the college level or a proficiency test. 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.

Departmental Awards
Each spring, the English Department awards the Eileen O’Gorman Undergraduate Prize in Fiction, the Robert O’Clair Undergraduate Prize in Poetry, the Sr. Margaret Williams Prize for Literary Criticism, the Dan Masterson Prize for Screenwriting, and the William K. Everson Prize for Writing on Film.

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 and should be arranged through the Center for Career Development Office.

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 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 novel, satire, comedy, or film) and a major author (e.g., Shakespeare; Hawthorne, Melville, and Poe; Jane Austen).

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 (A&B), 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; Jane Austen).

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 Center for Career Development.
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 (A&B)
  - 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
  - Four of the following electives in writing: Fiction Workshop I (repeatable for credit), Advanced Fiction Workshop, Journalism I (repeatable for credit), Journalism II, Playwriting, Poetry Workshop (repeatable for credit), Screenwriting I, Screenwriting II (repeatable for credit), Writing for the Media.
  - Senior Writing Portfolio (ENW 3998)

**Minor in Creative and Professional Writing**

- Approaches to Creative Writing
- Narrative Writing Seminar
- 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 (A&B), IV, and V
- Four electives, of which:
  - 1 must be a film course,
  - 2 must be in international literature in English
  - 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:
  - English I or II
  - English III (A&B) or IV
  - English V
  - Two courses from the American Literature sequence (I, II and III)
  - 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:
  - Introduction to Film Criticism
  - Film Theory (Note: Introduction to Film Criticism is a prerequisite for this course)
  - Either History of Cinema I or History of Cinema II
  - 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 (A&B) 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 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: counts as a genre course. (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. Writers included range from Ann Beattie, T.C. Boyle, Raymond Carver, Anton Chekhov, Sandra Cisneros, and Ralph Ellison to Leslie Silko, Isaac Bashevis Singer, Alice Walker, Richard Wright, Amy Tan and others. Goals are improved critical reading, writing and speaking. Required: open class discussions, organized critical presentations, and regular writing assignments. Note: counts as a genre course. (Fall '10)

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 2022: Shakespeare's Outsiders (3 cr.)
In many of Shakespeare's plays the main character, though interacting with others, remains an outsider, set apart by creed or color, deformity or age. Instead of rejecting him as society does, the playwright gives him a voice and a context to explain his acts and feelings. Studying his plays reveals that whether the outcast seems alien and monstrous, or all too human, Shakespeare asks us to see through this character and recognize the outcast in ourselves. (Spring)

ENG 2023: English III A & B: Neoclassical and Romantic (4 cr.)
This course is divided into two parts, each of which runs for one-half semester and carries a value of two (2) credits. Together they examine the transition from the Neoclassical period of the early- and mid-18th-century to the Romanticism that emerged in the late-18th- and early-19th-centuries. Authors studied in part A range from Defoe to Sheridan. Part B authors range from Blake to Mary Shelley. 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. Each part requires weekly short response papers, a five page critical analysis paper, and a final exam. (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, Irish and other writers whose work challenges social, religious and aesthetic conventions, and political injustice. 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 writers from W.B. Yeats and James Joyce to Nick Hornby, Zadie Smith and Salman Rushdie. Some language may offend cultural sensibilities. Lectures, critical discussion, two half-semester essays and IDs, and a paper. (Spring)
ENG 2050: American Literature I: Puritans to the Civil War (3 cr.)
The course examines American literature from the colonial period to the Civil War, including writers from Bradstreet, and Taylor to Hawthorne, Melville and Whitman. These writers helped to define the American identity by exploring conflicts and contradictions that still shape our American experience: between spirituality and materialism, individualism and community, idealism and pragmatism, economic opportunity and economic exploitation, romanticism and realism. Weekly response papers, two four-page critical analysis papers, a midterm, and a final exam. (Spring)

ENG 2051: American Literature II: The Age of Realism (3 cr.)
This survey of works from the Civil War through the 1920s explores American optimism, racial tension, class antagonism, romantic illusion, violence and imperialism, westward expansion, obsession with wealth, the image of women, and the fascination with criminal behavior. Fiction from C.W. Chesnutt to Scott Fitzgerald, definition of self in Douglass, Whitman, Dickinson, James, Norris, Anderson, Chopin, Harlem Poets and others. One paper; two half-semester essays with IDs. (Fall)

ENG 2052: American Literature III: The Twentieth Century (3 cr.)
The work of notable 20th-century and contemporary writers whose work reflects various aesthetic, cultural, political, economic and regional developments. The course examines the literary reaction to complacency, hypocrisy, vulgarity, chauvinism, social injustice; the constrictions of family, of racial and ethnic bias; the image of women and of men. Includes writers from Hemingway and Faulkner to Jhumpa Lahiri, Z Z Packer, and David Foster Wallace. Lectures, critical discussion, two half-semester essays, IDs, and a paper. (Spring)

ENG 2057: Reading Shakespeare (3 cr.)
This course will focus on close reading of three plays by Shakespeare, examining the rich possibilities inherent in the text from various perspectives: the English major's critical approach, the scholar's concern with text, the Elizabethan audience's cultural expectations, the actor's conception of a character, the director's wider view of the play, and the playwright's all-encompassing vision of humanity. Note: this counts as a major author course. (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, and 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)

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 2075: Introduction to Asian Literature (3 cr.)
This survey of literature from Japan, China, and India since the 1930’s will explore political, social, literary, and religious developments, including the Japanese invasion of Manchuria, the defeat and reconstruction of Japan, the partitioning of India, and the Cultural Revolution in China. Attention will be given to historical backgrounds, aesthetic and cultural values, and the convergence of religion and gender with race and ethnicity. Writers studied will include Xiao Hong, Yu Hua, and Shauna Singh Baldwin, among others. (Spring)

ENG 2080: 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. (Spring)

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. Though the course fosters awareness of dramatic and film technique, its primary concern is various ways of interpreting the printed text. 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, '10)

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 and out of love, addiction, martyrdom, obsession, compulsion, fantasy, loving the self, living with loss and living together. Discussion of problems in communication, education, censorship. Purpose: improved critical reading, writing and speaking. In-class readings required. Some strong language. Note: this 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 contemporary 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 poets from Whitman, Dickinson, and Frost to Sharon Olds, Julia Alvarez, Billy Collins and others. Regular required recitations, analyses and writing assignments. Some strong language. Note: this counts as a genre course. (Fall, '10)

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. (Spring)

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. Research paper. (Spring '11)

ENG 3065: 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 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)

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 '11)

ENG 3107: Writing Africa: Colonial/Post-Colonial Discourse and African Literature (3 cr.)
This class will examine post-colonial African writers as they attempt to grapple with the history of European representation of Africa. Topics include African versus European languages, Negritude, Pan-Africanism, gender, identity and the current ethnic problems that have led to genocide in some areas. Writers studied will include Emmanuel Dongala, Ferdinand Oyono, Ama Ata, Ousmane Sembene, and Philip Gourevitch, among others. (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 '11)

ENG 3113: The Victorian Novel (3 cr.)
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. It will begin by comparing "condition of England" novels from the middle of the nineteenth century, will next look at the development of detective and "sensation" fiction, and finally, will consider fictional representations of the liberated "New Woman" in the 1890s. Authors include Charlotte Bronte, Elizabeth Gaskell, Charles Dickens, Wilkie Collins, and George Gissing. Note: this counts as a genre course. (Fall)

ENG 3115: Contemporary Memoirs (3 cr.)
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. It will begin by comparing "condition of England" novels from the middle of the nineteenth century, will next look at the development of detective and "sensation" fiction, and finally, will consider fictional representations of the liberated "New Woman" in the 1890s. Authors include Charlotte Bronte, Elizabeth Gaskell, Charles Dickens, Wilkie Collins, and George Gissing. Note: this counts as a genre course. (Fall)

ENG 3111: Contemporary Memoirs (3 cr.)
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. It will begin by comparing "condition of England" novels from the middle of the nineteenth century, will next look at the development of detective and "sensation" fiction, and finally, will consider fictional representations of the liberated "New Woman" in the 1890s. Authors include Charlotte Bronte, Elizabeth Gaskell, Charles Dickens, Wilkie Collins, and George Gissing. Note: this counts as a genre course. (Fall)

ENG 3118: Senior Honors Project (3 cr.)
By invitation only. 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 class examines the mechanics and basic techniques essential to master such forms as: the short story, the personal essay, and poetry, as well as the dramatic scene.
Essentials covered include 1) narrative voice and structure, 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.

ENW 2040: 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, "backgrrounders" and new media copy. Students interested in journalism should take ENW 4011.  (Spring)

ENW 3007: Narrative Writing Seminar (3 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 class fully explores the question: what is narrative? Writing efforts are supported by conference with the instructor and seminar readings and discussions. Prerequisite: ENW 2030: Approaches to Creative Writing completed with a grade of "C+" or better, or permission of the instructor. (Fall) (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 I (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)

ENW 4013: Journalism II (3 cr.)
Students continue study begun in Journalism I. This class looks at works of extended journalism. Students are expected to write and study features, profiles, and investigative pieces, as well as submit material to the campus newspaper, Touchstone. Prerequisite: Grade of "B" or better in ENW 4011.

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 3026, ENG 3066, ENG 3071, ENW 2040, ENW 4003, and ENW 4004.

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 )

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 3076: Women's Film. (Spring '11)

ENG 2083: Introduction to Film Criticism (4 cr.)
This course introduces descriptive, technical and critical terms and concepts used by filmmakers and scholars to analyze film. Students view a representative variety of American and foreign films to discern the choices made by directors and to become better readers of cinema. The course traces developments in film as an art and as a vehicle for social subject analysis. Regular papers that that focus on close "textual" analysis of the films, along with a midterm and final exam. (Fall)

ENG 2088: History of Cinema 1: The Beginnings to WW II (4 cr.)
Topics include pre-20th-century photo history; early cinema; the emergence of narrative, features, stars and the classical Hollywood studios; French impressionism; Weimar expressionism; Scandinavian naturalism; Soviet montage; animation, documentary and the avant-garde; the changeover to sound; censorship; French poetic realism; developments in Asia and Latin America; WWII film. Taking Part 2 is not required. (Fall '10)

ENG 2089: History of Cinema 2: 1945 to the Present (4 cr.)
The course opens with postwar Italian neorealism, film noir, the decline of the Hollywood studios, and new documentary and avant-garde approaches. Also considered: Art cinemas from Europe and Japan, Brazilian Cinema Novo, New German Cinema, African and Indian postcolonial cinemas. We examine Hollywood's revival and its increasing commercialism, China's "Fifth Generation," feminist and other independent practice, and work from Australia, Cuba, the Middle East, Hong Kong, etc. Part 1 is helpful but not a prerequisite. (Spring '11)

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 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 instructor's permission. (Fall)

ENG: 4030: Topics in National and Regional Cinemas (4 cr.)
This course considers one or more cinemas in historical, cultural, aesthetic, political and comparative contexts. Key filmmakers and styles receive attention, and concepts of identity, the nation and diaspora are interrogated. Possibilities include Japanese/Chinese, Indian, Scandinavian, German, French, International Jewish, Pan-African, British/Irish, Mexican/Brazilian/Latin American, Soviet/Russian, Italian film. Prerequisite: One film studies course, or permission of instructor. (Spring)

ENGLISH STUDIES
See under BIOLOGY, p. 50

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.
Introductory French I and II.

Four years of high school French or its equivalent, or fundamentals of grammar.

Students will learn to communicate orally, read fictional and non-fictional texts, and to express themselves in writing. Special stress on communicating in French helping them improve their ability to: listen, reading, writing, and speaking. Language laboratory drills. Prerequisite: FRN 1001/1002: Introductory French I and II (4 cr. each.)

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. (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 – participating conversations, asking for and giving advice, planning projects, expressing opinions and feelings, telling stories, discussing current events 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, online news magazines, video clips, films, and songs. Prerequisite: FRN 2002, or its equivalent. (Fall ’08) (alternate years)

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 ’09) (alternate years)

FRN 2011: Advanced French Conversation (3 cr.)
The course will concentrate on improving speaking and listening skills in French. Students will learn the vocabulary and language structures around a particular theme or subject matter while also learning to converse in a number of concrete and abstract situations. They 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. (Fall ’09) (alternate years)

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 new millennium and examine the images of French and Francophone 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, Ousmane Sembène, Mathieu Kassovitz, and Bertrand Tavernier. In English. Satisfies Humanities Requirement (Spring ’10)
FRN 2055A: French Cinema: Readings and Discussion (In French) (1-credit for French majors and minors)
This 1-credit course offered in conjunction with FRN 2055: French Cinema: From the Nouvelle Vague to the cinéma de banlieu, is a required co-requisite 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 will include additional readings in French. **Prerequisite:** FRN 3003, Advanced French Language, Literature, and Culture, or its equivalent (Spring '09).

FRN 3003: Advanced French Language, Literature, and Culture (3 cr.)
This course guides students from intermediate to more advanced levels of French. The focus is on content that will encourage students to improve their linguistic skills. Reading selections and activities are designed to improve reading comprehension by introducing a variety of text types, increasing vocabulary, and reinforcing the ability to use the structures of French appropriately while exploring French and Francophone culture. Although the course will emphasize improving students’ skills in all areas, special emphasis will be placed on developing writing skills through creative and structured writing activities. **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 and short stories 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 Émile Zola and Guy de Maupassant, this course will examine how these novels and short stories depict 19th-century French society. We will watch cinematic adaptations of some of these novels and short stories and 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.

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 Giraudooux, 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.)
In this course we will review French grammar and stylistics and read, analyze, and write about French literature from the Middle Ages 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 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. (Spring '10)

FRN 3031: French and Francophone Culture through Literature and Film (3 cr.)
In this course we will examine contemporary French and Francophone culture through works of fiction, non-fiction, and film. We will read texts about the French family, the changing role of women, social class, religion, education, housing, gastronomy, French political and economic structures, intellectual and cultural life, immigration and urban alienation, media and technology. We will also examine the notion of francophonie and discuss the French
FRN 3024: Introduction to the Analysis of French Texts, or its equivalent

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, Introduction to the Analysis of French Texts, or its equivalent

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. In English

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 post-unification Germany, Ger painting

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 3009: German Cinema from 1945-2005 (4 cr.)
This course will begin by examining films produced in both East and West Germany during the 40 years of the country’s division, with special attention to the relationship of culture to politics during the Cold War. Next we will focus on the unique aesthetic and political program of the New German Cinema of the 1970-s and 1980-s, and such
Internationally celebrated directors as Fassbinder, Herzog, Schloendorf, von Trotta and Wenders. Finally we will examine how German films from 1990-2005 dealt with the problems of German unification and an increasingly multicultural society. Films are in German with English subtitles. Lectures and supplementary readings are in English. (Spring)

**HISTORY**

Historical awareness grows from the study of the past, a study based on the realization that the present world is very largely, at any given moment, a product of the past. While politics and war are indeed central to the course of humanity’s development, historical understanding entails the broadest possible sensitivity to how people over time have thought, played, interacted, worshipped, and expressed themselves. A history major, then, is based upon a general curiosity as to how and why things got to be the way they are; as such, historical awareness and understanding are foundational to a liberally educated person. History provides a general framework through which all human life may be more sharply understood. History is an excellent preparation for careers in all fields because of its general nature. Besides the knowledge gained itself, the study of history will over time improve the analytical skills required for success in any endeavor.

**Faculty and Professional Interests**

**Lawson Bowling** – United States 20th-century, sports history, Italy, economic history

**Mohamed Mbodj** – African and African American Studies, Islam

**Colin Morris** – Early America; intellectual, political, history of place

**Gregory Swedberg** – Latin American, women and gender

**Irene Whelan** – Britain, Ireland, modern Europe, nationalism

**Adjunct Faculty**

**Robert Ashkinaze** – Ancient, Medieval, and Early Modern Europe; Russia

**Cynthia Metcalf** – Asia, North Africa, Russia, and the Middle East

**Gale Justin** – Medieval Europe, Ireland

**Don Richards** – United States 19th-century

**Amy Van Natter** – Early national U.S., Technology

**Departmental Honors**

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.

**Major Requirements**

A minimum of eleven required courses, with no more than seven courses from the same area of concentration:

- One course from each of the following areas
  - Europe
  - Africa
  - Asia and the Middle East
  - The Americas
- Seven additional History courses. Two of the courses must be seminars.

- Senior Evaluation (in addition to the above required courses)

Although not required, the department strongly encourages study of foreign languages. Also, the department encourages independent study projects, directed readings and tutorials on any and all historical subjects, large and small.

**Senior Evaluation**

All seniors must complete a senior evaluation, its exact nature determined in consultation with faculty. This evaluation usually consists of a senior thesis.

**Minor Requirements**

Five courses, not exceeding two courses on the introductory level. Advanced Placement credit is limited to one course of the five. Transfer credits are limited to two courses (or six credits)

**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
  - four additional History courses of which two must be seminars.

- Two additional courses to count toward the History major:
  - SOC 2061: Cultural Anthropology
  - POS 1031: Introduction to American Government

- Senior Evaluation (in addition to the above required courses)

- 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
  - Choice: 1 of 2
    - SOC 3085: Science, Technology and Society
    - POS 3012: Environmental Politics
  - Choice: 1 of 3
    - POS 2011: Comparative Politics
    - POS 2003: Introduction to Political Thought
    - POS 3012: Environmental Politics

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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

HIS1050: 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 2023: Twentieth Century Europe (3 cr.)
The course will focus on the major developments in European history during one of the most tumultuous centuries. Emphasis will be on the two major wars, the Cold War, the growth of a more united Europe as well as on the cultural and artistic achievements. The course will end on the discussion of what will Europe look like by the middle of the twenty-first century? Will there be (can there be) a United States of Europe? (Fall)

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)

HIS 2031: Medieval Synthesis (3 cr.)
The synthesis was forged, contrary cultures, insecure economic structures and clashing political strategies. From that a new balance was struck, through the blending of Roman, Germanic, Celtic and Christian orders, and a Medieval Synthesis was forged. The readings emphasize primary sources and their interpretation while modern secondary sources will further inform our exploration into the phenomenon of cultural synthesis and its place in history. (Spring)

HIS 2032: 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)

HIS 2035: 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)

HIS 2036: The Middle Ages (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)

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)

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. (Spring)

HIS 2059: Leadership and Leaders (3 cr.)
Throughout history mankind was determined to leave an imprint on the land he/she inhabits. This is no more prescient than in the hearts and minds of societies' leaders. What qualities of leadership shaped countries' evolution? Are there qualities that one must have in order to lead a nation? What was the influence of leaders on their nation and the world? This biographical course focuses on six European leaders' motivations and their success in shaping the destiny of their nations and beyond: Elizabeth I, Louis XIV, Napoleon, Bismarck, Mussolini, and Margaret Thatcher. (Spring)

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)

HIS 301: Medieval Synthesis (3 cr.)
Europe in the Early Middle Ages was an unstable world, with its collapsing imperial framework, migrating peoples, contrary cultures, insecure economic structures and clashing political strategies. From that a new balance was struck, through the blending of Roman, Germanic, Celtic and Christian orders, and a Medieval Synthesis was forged. The readings emphasize primary sources and their interpretation while modern secondary sources will further inform our exploration into the phenomenon of cultural synthesis and its place in history. (Spring)

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)

HIS 3036: 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)

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 cultural life in the period between the American Revolution and World War I. (Fall)
HIS 3089: The Celtic Synthesis (3 cr.)
From the 6th through the 9th c., Ireland enlightened Western Europe with its spirit, learning, and artistic innovation. The seminar explores the foundation of the Early Christian Celtic synthesis, the Hiberno-Saxon connection, and aspects of the medieval world which 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 (Fall).

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 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)

American History

HIS 1011: Development of America I (3 cr.) (Fall)
HIS 1012: Development of America II (3 cr.) (Spring)
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 and film. Individuals whose lives and works are examined include Henry David Thoreau, Alfred Kazin, Wendell Berry, Flannery O'Connor, Richard Wright, Dorothy Day and Don DeLillo. Films include Fight Club and Don't Call Me A Saint. (Spring)

HIS 2012: American Sports History (3 cr.)
This course considers the history of American sports from its organized beginnings to today, 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)

AMS 2021/2022: American Places I (Cities On a Hill)/II (Frontier Nation) (3 cr.)
These courses examine the origins and significance of ideal American places and iconic landscapes (first semester) and the concept and history of the American frontier (second semester). Our texts include novels, films, stories, historical works, journalism, and social commentary. (Fall & Spring)

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)

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 is an overview of US immigration history from early settlements to the present. Topics include the motives and patterns of European and African settlers the enactment of exclusionary laws in the new republic; the "first" great wave of the 19th-century, and the impact on urban and rural developments; the Ellis Island era of the "great migration" and its impact on industrialization; the onset of restrictions in the early 20th-century and modern refugee problems. It 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 3086: Early America (3 cr.)
This seminar examines the early history of North America’s exploration and colonization by Europeans; topics covered include changes in land and nature; systems of labor and government; religious experience; race and gender under the law; violence, slavery and war. (Fall)

African History

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)

HIS 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 Africa. (Fall)
HIS 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. (Fall)

HIS 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). (Spring)

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 twentieth century Pan-Africanism. (Fall)

HIS 3112: Africa Discovered – Africa and Africans in World History (3cr.)
Despite being the cradle of the earliest human societies, 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. A main goal is to acquaint students with the process through which the West elaborates and popularizes its vision of Africa and Africans. (Spring)

HIS 3118: Women, The State & Politics in African History (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: reconstructing the role of women in pre-colonial African society, women’s responses to colonial intervention and rule, African women in the independence struggle, African women in the post-colonial political economy, women and the military, and women in contemporary political and social activism. (Spring)

HIS 3125: Europeans and Americans through African Eyes (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. (Fall)

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, indiginity, emancipation, culture, civilization, religion, and race. (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 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 Empires of the 16th-c. - Ottoman and Safavid (Iran) states, to the nation-state systems of today. Dominant political, religious, economic, social, and cultural features of peoples and societies are examined, as are the relationships between the region and other parts of Eurasia, particularly Western Europe. (Spring)

HIS 1019: History of the Medieval Middle East (3 cr.)
Covers the history of the area from 500 to 1600. By 650, the Arabs had crushed Persia and occupied Byzantine lands, uniting the Middle East in a new empire, thus laying the bases of a new society and culture, at the juncture of Asia, Africa and Europe, spreading from India to Spain. In the 1500s, two Muslim empires rose, the Ottomans who defeated Byzantium, and the Safavids, who recreated in Islamic form the ancient Persian empire. (Fall)

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. (Fall)

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)
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. (Spring)

Latin American History
HIS 1015: Introduction to Modern Latin America (3cr.)
This course will cover many of the principle themes that contributed to social, cultural and economic transitions in Latin America 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 and racial relationships. (Spring)

HIS 1025: Introduction to Indigenous and Colonial Latin America (3cr.)
This course is an introduction to the history of colonial Latin America from the European conquest until the revolutions of independence, roughly from 1492 to 1825. It examines topics such as the diversity of Amerindian societies before the conquest, the complex and often violent encounter between Amerindians, Europeans, and Africans, the economic and political underpinnings of the Spanish and Portuguese American empires, the shifting racial, political and social colonial identities, the late-colonial uprisings, and the multilayered struggles for independence in the early 19th c. (Fall)

HIS 2074: History of Mexico (3cr.)
This course provides an introduction to the history of Mexico beginning with the movement for independence. Emphasis is placed on formation of the state, peasant struggles over land and sovereignty, modernization, authoritarian rule and struggles for democratization up to the present day. (Spring)

HIS 3102: Women and Gender in Latin American History (3cr.)
This reading intensive seminar explores how women shaped political, economic and social life in Latin America beginning with independence. Emphasis is placed on gender relations and how categories of identity based on race, ethnicity, and class informed social struggle. This course interrogates specific themes such as sexuality, honor, labor, revolution, citizenship, nation building, law, and social activism to better understand how women not only participated in social change, but also how they understood themselves as actors within a historical context. (Spring)

HIS 3104: Modern Latin American Revolutions (3cr.)
This reading intensive seminar explores the social, political, economic, and geopolitical influences that led to major revolutions twentieth century Latin America. The readings for this course examine the historical circumstances that contributed to the rise of instability, the gendered, economic and ethnic components of social change, and how the internal and external factors that contributed to revolutionary activity were both similar and different. (Fall)

International 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 2070: International Relations Since 1945 (3 cr.)
This course surveys the course of relations among the nations from the conclusion of the Second World War forward, including the unique role played by the United States and the USSR. The keywords include: Cold War; Neutrality; Communism; Third World; United Nations; Regional Crisis; Detente; Development; Underdevelopment; Arms Race; Geopolitics; Global Equilibrium; Hegemony; etc.

HIS 3048: 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)

HIS 3114: History of the Ottoman Empire (3 cr.)
This course seeks to provide comprehensive coverage of the historical evolution of the Ottoman state from its beginnings as a small principality near Byzantine Constantinople to its status as a mature empire stretching from Hungary to Egypt to Arabian Peninsula, to its demise and then resurgence as a modern republic. The course will also cover Ottoman culture, that is, religion, literature, the arts, and architecture. (Spring).

HIS 3136: Crusades & Jihad (3 cr.)
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. (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, Marlene Yahalom

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' 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

Gabrielle Wickert (Director), Lawson Bowling, James Bryan, Lawrence Krute, Mohamed Mbodj, 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.
Management consists of a minimum of 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 Accounting**
- MGT 1004: Introduction to Marketing**
- MGT 1005: Introduction to Management**
- MGT 2006: International Marketing**
- MGT 2007: International Management**
- ECO 3016: International Trade and Development
- ECO 3017: Seminar in International Finance and the Global Economy

For the purposes of the Certificate, a concentration in Management consists of a minimum of 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 Accounting**
- MGT 1004: Introduction to Marketing**
- MGT 1005: Introduction to Management**
- MGT 2006: International Marketing**
- MGT 2007: International Management**
- ECO 3016: International Trade and Development
- ECO 3017: Seminar in International Finance and the Global Economy

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 a minimum of 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 Accounting**
- MGT 1004: Introduction to Marketing**
- MGT 1005: Introduction to Management**
- MGT 2006: International Marketing**
- MGT 2007: International Management**
- ECO 3016: International Trade and Development
- ECO 3017: Seminar in International Finance and the Global Economy

Course Descriptions

INS 1008: Introduction to Global Studies (3 cr.)
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 Culture through Literature and Film (4 cr.)
This course will examine selected contemporary literary texts and films from around the world (Africa, Asia, Western and Eastern Europe, Latin America), both as expressions of specific national identities and as examples of the impact of globalization. (Fall)

** NOTE: Not counted as liberal arts.

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. (Fall)

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: German Cinema: from 1945-2005 (4 cr.)
This course will begin by examining films produced in both East and West Germany during the 40 years of the country’s division, with special attention to the relationship of culture to politics during the Cold War. Next we will focus on the unique aesthetic and political program of the New German Cinema of the 1970-s and 1980’s, and such internationally celebrated directors as Fassbinder, Herzog, Schloendorf, von Trotta and Wenders. Finally we will examine how German films from 1990-2005 dealt with the problems of German unification and an increasingly multicultural society. Films are in German with English subtitles. Lectures and supplementary 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.

Study Abroad in Ireland
Students taking a minor in Irish Studies may take advantage of our cooperative Study Abroad Program with the National University of Ireland in Galway. Appropriate credits may be transferred with the approval of the director.
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 Salechy-Mulligan – political art in Ireland

Course Descriptions
ENG 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.

HIS 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.

HIS 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.

HIS 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. (Spring 10)

HIS 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 immigrants 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.

ARH 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 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)

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 cultural life in the period between the American Revolution and World War I. Research paper required. (Fall 09)

HIS 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. (Fall 09)

HIS 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 ascendency” 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 09)

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. The study of Italian language, literature and culture is often combined in consultation with the Italian department. The study of both programs of study are to be discussed and structured in consultation with the Italian department. The study of Italian language, literature and culture is often combined in consultation with the Italian department. The study of both programs of study are to be discussed and structured in consultation with the Italian department.

Course Descriptions

ITL 1001/1002: Introductory Italian (4 cr.)
This course is designed to give the student a basic knowledge of spoken and written Italian. Concentration is on pronunciation, fundamentals of grammar, vocabulary building and a variety of selected short readings with the aim of developing the skills of reading, writing, listening and speaking. The courses are complemented by language lab sessions. Prerequisite: for ITL 1002: ITL 1001 or its equivalent. ITL 1001, (Fall and Spring), ITL 1002. (Spring)

ITL 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 literary works. Much emphasis is placed on developing fluency in speaking and accuracy in writing. 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. In addition to advanced grammar reviewing, the students will read and analyze selected contemporary literary works. 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 literary texts, films and magazine articles. Students prepare oral reports and complete short written assignments. Prerequisite: Advanced Italian or its equivalent. (Spring)

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 and analytical skills. Conversation and composition will be practiced through class discussions of modern literary texts and written assignments. Prerequisite: Advanced Italian Conversation or its equivalent. (Fall '10)

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)

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, and 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 '10*

**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*

**ITL 4495 – Independent Study (3 cr.)**
For majors only, with permission of the department.

**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 regions. 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

**María José Lujan** – Peninsular Literature, Language and Film

**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**

**SPN 2032:** Analysis of Latin 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. The course 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 2009*

**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.

**SPN 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*
SPN 3016: 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 legacy of indigenous populations; 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 political independence while resolving present economical problems. The course is structured from an interdisciplinary perspective that emphasizes Latin American art, history, geography, and culture. (Fall 2009)

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 3029: Latino Communities in New York State
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 3051: Latin American Identity: History, Culture and Songs
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
The Library provides an extensive program of information literacy instruction that helps prepare students to be effective life-long learners. The abilities to find, obtain, utilize and evaluate information both ethically and effectively are essential. Information Literacy is a foundation skill that helps our students become informed members of society. Knowledge, skills and competencies in this area lead to continued growth and provide a framework for learning in all academic disciplines.

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:
Elizabeth Gallagher – Academic Writing and Composition, Dance and Theatre, English, English Writing; Lauren Georger — Rare Books and Archives, Art History, American Studies, Classics
Rhonna Goodman — Mathematics and Computer Science; Music, Lynda Hanley – Education

Maureen Kindlien – Economics/Finance/Management, Philosophy, Women’s Studies
Paula Moskowitz – World Religions; Political Science and Legal Studies; Psychology;
Mary Elizabeth Schaub - Art Studio, Asian Studies, Communication, German
Katherine Todd – Biology, Chemistry, Physics
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.

Course Descriptions:
A. General Information Literacy Classes
LIS 2001. Fundamentals of Successful Research**
This one-credit course will take students 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 course 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 reputable web resources. 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 one-credit Information Literacy requirement for graduation.

B. Foundations Courses
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. This course fulfills the Information Literacy requirement for graduation.

** NOTE: Not counted as liberal arts.
LIS 2000: Library Research for Composition (1 cr.)**
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. The course fulfills the one-credit Information Literacy requirement for graduation.

C. Information Literacy/ENC
The Library and the Writing Department collaborate and teach 5 courses in conjunction with a writing course. Each section of LIS 2000 Library Research for Composition is a co-requisite with ENC 2000, Critical Research and Composition section. Students must register for both courses.

LIS 2000 Library Research for Composition (1 cr.) **
These one credit courses are 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. The course fulfills the one-credit Information Literacy requirement for graduation.

MATHMATICS AND COMPUTER SCIENCE
Faculty and Professional Interests
Norman Bashias – Computer Science, artificial intelligence
Mirela Djordjevic – Constructive type theory, electronic document management systems
Gerard Kiernan – Group theory, computers, expert systems
Arnold Koltun — Topology, expert systems
Phyllis Lefton – Number theory, algebra
Edward Schwartz – Mathematical logic, artificial intelligence, expert systems

** NOTE: Not counted as liberal arts.
Adjunct Faculty
Ben Borenstein
Anthony DeRosa
Michelle Longhitano
David Simko

MATHEMATICS
With a range of course offerings beginning with introductory mathematics, this department provides a strong undergraduate program. The department aims to prepare students to continue their education in graduate study; to fulfill the mathematics requirement and to provide the foundation for study in such related fields as chemistry, physics and computers; to give students the necessary background to enter certain areas of business and industry; and to acquaint students with the basic concepts of mathematics, an essential aspect of a liberal arts education. No course with a grade lower than C- will be accepted toward a major or minor in mathematics. In addition, a C average (calculated as the College calculates G.P.A.) must be maintained over all courses required for a major or a minor.

Major Requirements in Mathematics
- Calculus II
- Differential Equations
- Calculus III
- Advanced Calculus
- Fundamental Concepts of Mathematics
- Programming and Multimedia in Java
- Linear Algebra
- two 3000-level electives from the department offerings
- the Senior Evaluation.

Senior Evaluation
Seniors must enroll in the year-long course MATH 3997 and MATH 3999: Senior Readings and Seminar. See description under course listings.

Departmental Honors
Departmental Honors in Mathematics are conferred upon graduating seniors who have maintained an average of 3.7 or higher in courses required for the major (calculated as the College calculates G.P.A.).

Minor Requirements in Mathematics
Two courses approved by the department beyond the level of Calculus II would constitute a minor in mathematics. Any questions should be referred to a member of the department.

Course Descriptions
MATH 1006: Mathematics for the Liberal Arts Student (3 cr.)
This course is intended as an invitation to anyone who, while not interested in developing a technical facility in calculation, is interested in gaining an appreciation of the methods and scope of mathematics. The emphasis will be on topics not usually covered in a general algebra —

trigonometry sequence. The approach will be conceptual, rather than computational. (Spring)

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 Center for Career Development.

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. (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 2010: Programming and Multimedia in Java (4 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 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 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. (Intersession)

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) (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) (alternate years).

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 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: Building Computer Games (MAC 3014) (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: Introduction 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 and 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. Prerequisite: Introduction 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 programs offer broad opportunities both for the music major and liberal arts student. It is in pursuing that dual purpose, to train future professionals and to serve the aesthetic needs of the liberal arts major, that the core philosophy of the Music Department is most apparent. With equal fervor, the faculty seeks to provide performance experiences for the major and non-majors alike and to encourage all students to explore broader intellectual horizons by enrolling in a wide variety courses.

The Manhattanville music curriculum emphasizes creativity and individual expression without sacrificing the development of necessary skills and self-discipline. Courses are available for all college students in specialized areas of musical performance and composition, music education, musical theatre, music history, music management, music technology, jazz studies, and music theory. Participation in and appreciation of live musical performances are essential within the music department, and the department presents many 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.

Manhattanville College offers several degree programs in Music. Music majors may pursue either the Bachelor of Arts Degree with a Major in Music, the Bachelor of Arts Degree in Music with a Concentration in either Music Management or Musical Theatre, or the Bachelor of Music Degree with a major in Music Education. Since fall 2005, the College has offered a combined degree honors program with the School of Education to allow an accelerated Bachelor of Music in music education and a Master of Arts in Teaching degree. The combined degree program allows students to double count 15 credits towards both degrees. Successful completion of the graduate program results in a permanent teaching certification for New York State.

Opportunities exist for public performances, both on and off campus, through membership in a variety of performing organizations. It is not uncommon to find the major and non-major performing side by side. The department also offers a flexible minor in music to address the diverse interests of students interested in music as a supplementary subject area.
For all of our degree programs, the primary objective of the Music Department is to provide the means and environment that will equip our graduates to take their place in the world of music outside the campus walls. We take very seriously our role to encourage in students the responsibility to use their individual talents in ways that will benefit and serve the community-at-large. Ultimately, we aim to provide an environment where music study will inspire young men and women to pursue lifelong learning and pleasure in music.

Faculty and Professional Interests

Carmelo Comberiati (Director) — Music history, analysis, ethnomusicology
Francis Brancalone — Music theory, keyboard harmony, piano, organ
Mark Cherry — Musical theatre, cabaret, vocal ensemble
Mary Ann Joyce — Music theory, composition, ear training
Jerry Kerlin — Music education studies, world musics in the classroom, Irish studies
Geoffrey Kidde — Music theory, composition, music technology, ear training
Harvey Rachlin — Music management

Adjunct Faculty

Jay Azzolina — Jazz studies, guitar, ensemble
Ronald Cappon — Voice, voice class
Lyn Christie — Acoustic and electric bass
Diane Guernsey — Vocal accompanist, vocal coach
Neal Haiduck — Saxophone, clarinet
Harold Jones — Flute, ensemble
Nancy Kennedy — Jazz piano
Claudia Knafo — Piano, music theory
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
Michael Meade — Cello
Beverly Meyer — Vocal coach, vocal accompanist
Terrence Reynolds — Jazz studies, wind ensemble, music education
Martin Rutishauser — Chorus, vocal chamber ensemble, choral conducting
Frederick Snyder — Trombone, euphonium, tuba
Ron Vincent — Jazz studies, percussion, ensemble
Patricia Walker — Instrumental rudiments, trumpet, horn
Jeongeun Yom — Choral and vocal accompanist

Learning Objectives in the Music Department

Objective I: Real World Experience in Music
- Build skills in individual music performance through private and group instruction leading to public performance on and off campus.
- Build skills in group music performance through small ensemble and large group ensemble instruction leading to public performance on and off campus.
- Develop an overview of the kinds of jobs available to those with music management training.
- Develop practical work skills in a music-related field.
- Preliminary observation and integrated student teaching as a capstone requirement for music education.

Objective II: Critical Thinking and Aural Analysis
- Learn to examine pieces within specific historical and cultural contexts, and learn to ask questions about the style, context, and function for historical understanding, performance or transmission of ideas to others.
- Develop the ability to compare and contrast major works in history of music.
- Learn to read primary source texts and secondary works critically, and to question the assumptions of scholars.
- Be able to integrate aural analysis with a variety of theoretical approaches.
- Develop skills to integrate critical evaluation of source material into performance.
- Develop skills to integrate critical aural and analytical skills for the development of musical material into improvisation, new musical arrangements and original composition.

Objective III: Breadth of Knowledge
- Learn basic terminology associated with music.
- Develop approach to performance skills through knowledge of piano as a learning tool. Required for BA in Music, BMus in Music Education and BA in Music with a concentration in Musical Theatre.
- Learn basic terminology and procedures associated with music technology.
- Understand and demonstrate knowledge of music technology within context of departmental courses and performances, including student responsibility for organizing and presenting material electronically and recording of department concerts.
- Learn to integrate singing, dancing and acting in performance for musical theatre.
- Learn the names, time periods and characteristics of major historical periods and styles.
- Learn a basic overview of music industry and career opportunities.
- Identify specialized areas of the music industry, including the recording and broadcast industries, music publishing, copyright law, and legal issues.
- Investigate deeper knowledge base in specialized fields; develop tools for building advanced level of knowledge.
- Demonstrate broad, generalized knowledge of repertoire, formal procedures, and chronology of style.

During 2007-2008 academic year, the faculty in the Music Department conducted a department-wide evaluation and invited an external reviewer to look at the music curriculum and procedures. An important outcome of that review has been the identification of specific learning objectives related to the major programs and courses offered. The following six learning objectives were identified as supporting the core philosophy of the department. Associated with each objective are specific tasks within the curriculum in which the department will look to assess essential aspects of our disciplines.
• Students are generally encouraged to study foreign languages, and are required to complete one year of language study for the BA in Music and the BMus in Music Education.

Objective IV: Information Retrieval and Literacy
• Learn to locate and retrieve information from a variety of sources, both primary and secondary.
• Learn to evaluate information and its sources critically.
• Understand the legal, economic and ethical issues of information access in the music industry.
• Learn to demonstrate how research can support ideas when presenting an argument.

Objective V: Analytic and Research Writing Skills
• Develop a clear and grammatically-correct writing style.
• Learn to identify and cite sources properly, and to understand the standards of integrity in the pursuit of academic work.
• Learn to write effective comparative essays, including discussions of style, image function, and historical context.
• Develop effective thesis statements and/or topic sentences for advanced research papers and build arguments using both primary and secondary sources.

Objective VI: Develop a Global Outlook
• Develop a basic familiarity with international musical cultures in popular and art traditions in Western and non-Western cultures.
• Understand the influence religion, socio-economic, and political factors have in music.
• Understand the role socio-economic and political factors play in the music industry.

Assessment in the Music Department
On a fundamental level, the courses in the Music Department rely on the same kinds of assessment as many other classes at the college. Objective evaluation is performed in most courses, including graded homework assignments, in-class quizzes and examinations, term paper assignments and exercises, and final examinations. Departmental learning objectives have been identified and coordinated on a course by course basis throughout the music curriculum and are posted on line within the course syllabi with related specific assessments in each course. Any specific rubrics or assessment guidelines are associated with specific courses.

Beyond these objective assessments, the Music Department offers department wide assessment for Music Performance and specific assessment as a capstone requirement for Senior Evaluation within each degree program. These major assessments monitor ongoing performance levels within the music program and take a cumulative measure of academic performance near the end of students’ studies. Finally, these assessments provide ongoing data for understanding the state of the department programs and can suggest curricular and budget adjustments.

Music Performance
Due to the nature of the discipline, the Music Department performs progressive and cumulative assessments related to musical performance that are the object of qualitative evaluation. Solo musical performances of our students are evaluated periodically: by audition before acceptance to the music major, each semester as a part of their applied music lessons, and finally as a part of the senior evaluation for students in our performance intensive programs. These students are required to present a Senior Recital for the B.A. in Music, the B.Mus. in Music Education, and the B.A. in Music with a concentration in Musical Theatre.

Entrance Audition: The Entrance Audition is carried out by panels drawn from the full-time faculty. It is required for prospective students in the B.A. in Music, B.Mus. in Music Education, and the B.A. in Music with a concentration in Musical Theatre. The entrance audition measures performance training and attempts to predict a student’s timely success towards accomplishing an eventual Senior Recital. This qualitative evaluation is also used to recommend scholarship awards for incoming students. Transfer students and students changing their major to music are required to audition, as well. Applicants are required to perform three selections which should generally be of three types and by different composers. Pianists, vocalists, and string players are asked to perform at least one work from memory. Applicants are evaluated by a panel of two to four faculty members on the following criteria: musical comprehension, technical ability and level of preparation. The panel recommends acceptance, provisional acceptance, or rejection as a major. They also, as a group, recommend a scholarship rating on a scale of 0-10.

Jury: At the end of each semester, students taking applied music lessons are required to perform a jury for faculty members instructing related instruments, e.g., piano and organ students perform for the keyboard faculty, string players for the string faculty, jazz players for the jazz faculty, etc. The members of the jury panel each provide students with a written qualitative evaluation and each juror grades the performance individually. The semester grade is determined as follows: 70% by the instructor and 30% by the average grade of the jury panel. The applied music faculty in the department is in the process of implementing a uniform rubric based form for evaluating music juries to replace the qualitative free form. The first testing of a jury rubric will take place in December 2008.

Junior and Senior Recitals: The B.A. in Music, B.Mus. in Music Education, and the B.A. in Music with a concentration in Musical Theatre programs require a Senior Recital, which is evaluated by the full-time faculty along with the applied music teacher. The program selection is developed under the guidance of the applied teacher and the written concert program material is developed under the guidance of one of the full-time faculty. The recital evaluators provide a written qualitative critique of the concert for the student, as well as a quantitative grade,
decided by consensus, for the course. The program note preparation is evaluated as 10% of the grade. Upon recommendation of the applied music teacher, some students are asked to perform a Junior Recital based upon demonstrated excellence in performance. The evaluation process is the same as for the Senior Recital. Upon successful implementation of the performance rubric for music jury exams, the music department will consider implementing a similar assessment tool for the recitals.

General Capstone Assessments
Senior Evaluations are specific to individual programs in the Music Department. Students in performance intensive programs must perform a Senior Recital, as described above. In addition, to the recital requirement, students in the B.A. in Music and the B.Mus. in Music Education programs must take the Senior Comprehensive Examination. The students in the B.A. in Music with a concentration in Music Management also take the Senior Comprehensive Examination.

The Senior Comprehensive Examination tests students on a representative list of musical works presented by the class itself in a seminar format and assessed by three objective examinations. The seminar tests specific knowledge of the works, as well as general contextual knowledge for each major program. Each semester, students provide materials for a shared study bibliography and develop an online site that incorporates additional study materials and presentations for the seminar. In addition, the B.A. in Music and B.Mus. in Music Education students in the seminar undertake an analysis assignment, while the B.A. in Music with a concentration in Music Management students respond to a problem set based upon typical industry challenges. The in-class presentations are evaluated based upon a presentation rubric.

Program Specific Capstone Assessments
All music students also undertake a program specific component of the senior evaluation. The nature of these undertakings emphasizes personal responsibility and independent professional development. Senior Projects are presented and evaluated in discipline-based seminars. Both the Internship and Student Teaching experiences require seminar participation and draw upon external evaluation in offsite assignments.

Senior Project: Students in the B.A. in Music and B.A. in Music with a concentration in Musical Theatre programs prepare a major research based project. Two Senior Projects course options are offered. Students in both major programs may register for MUH 3998: Music Senior Projects. This seminar based course also requires a significant research project, but approved and completed under the supervision of a faculty member in the Dance/Theatre Department. The project must also demonstrate expertise in research, writing, and documentation appropriate to the level of a baccalaureate degree. The final presentation of the project may be linked to a theatrical performance. Assessment for the senior project is based upon the following criteria:

- Level and consistency of preparation.
- Written Preliminary Project Proposal.
- Preliminary Project Bibliography and/or Survey of Materials.
- Interim Project Report with Outline and Final Bibliography.
- Presentation of Final Project whether in class or in a public venue.

Student Teaching: B.Mus. in Music Education students are required to complete a full semester of supervised student teaching with an associated seminar, EDU 3387: Student Teaching and Seminar: Music Education. They are placed in both an elementary placement (grades preschool through upper elementary) and a secondary placement (middle school or high school). Student teachers work with an on-site cooperating teacher and are supervised by college faculty. Students typically participate in general music, choral music, and/or instrumental music environments. One of the student teaching placements must be in an urban setting and the other in a suburban setting. Assessment is made based upon on-site evaluations, cooperating teacher recommendation and a series of rubrics based assessments undertaken in the seminar. Topics for assessment and associated rubrics include the following:

- Reaching the expectations of the profession and of the School of Education.
- Writing curriculum with reference to national and state standards.
- Writing a personal philosophy of the teaching and learning of music.
- Working through pedagogical process and materials.
- Knowledge and application of vocal and instrumental pedagogy.

Internship Seminar: Students in the B.A. in Music with a concentration in Music Management programs undertake a semester of supervised internship associated with a seminar. Students are responsible for finding, and participating in an internship at a placement associated with the music industry. Students will be evaluated by an onsite supervisor and a faculty member, and will be required to submit an ongoing log of activities to the faculty member. As part of the seminar assignment for the course, students research current controversial issues in the music business, document findings in a paper, and present to the class.
Satisfactory Progress towards Degree
Requirements for Intended Music Majors

The Sophomore Review determines whether students are 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 music curriculum during their 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 Core 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 and on the piano.

Satisfactory progress is required in order to maintain standing as a music major. 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.

Failure to maintain 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 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.

The following list summarizes the levels of satisfactory progress for each of the music degree programs.

B.A. in Music students

- 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.
- 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.
- 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 be used to 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 one 3000 level class with the MUAT prefix.
- (major instrument other than piano) must be on schedule to complete their fourth semester of piano class and/or half-hour study of piano (2 credits) by the end of the second year of study. The applied music jury will be used to 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.

B.A. in Music with concentration in Musical Theatre students

- must be on schedule to complete DTH 1000: Creative Process in Dance and Theatre and at least two courses in Music or Theatre History by the end of the second year of study.
- 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.
- must be on schedule to complete their fourth semester of MUA 1003-1004 Voice Class and one-hour applied study in voice (4 credits) by the end of the second year of study. The applied music jury will be used to determine if satisfactory progress towards preparation for participation in Musical Theatre productions has been made.
- must be on schedule to complete their fourth semester of piano class and/or half-hour study of piano (1 credit) by the end of the second year of study. The applied music jury will be used to determine if satisfactory progress towards using piano as support for Musical Theatre study has been met. Students not meeting satisfactory progress will be required to continue study.

B.A. in Music with concentration in Music Management students

- 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.
- 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.
- must have plans to complete the 6 required credits in Applied Music or Music Technology.

B.Mus. in Music Education students

- 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.
- 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.
- 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 be used to determine if satisfactory progress towards preparation for a half Senior Recital has been made.
- (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 be used to 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 piano 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 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. Note: Courses followed by two asterisks do not receive credit as liberal arts.**

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: Music Senior Seminar

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, Wind 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*) 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 demonstrate 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. Note: Courses followed by two asterisks do not receive credit as liberal arts.

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**

**NOTE: Not counted as liberal arts.**
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. Music Education is not offered as a minor.

**NOTE:** Courses with the MGT department code, most courses with the MUA department code, as well as some courses with the MUMG department code, are not liberal arts courses.

Students should work carefully with their advisors to schedule a minimum of 90 liberal arts credits, which will involve the selection of elective courses that meet the criteria for liberal arts. Courses followed by two asterisks 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 Economic 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 3997: Internship Seminar in Music Management

Thirteen required core music courses as follows:
- 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
- MUH 2017: 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.

**NOTE:** Not counted as liberal arts.
Senior Evaluation

All candidates must complete: MUH 3997: Music Senior Seminar and MUMG 3997 Internship Project 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, 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. For details, contact the Music Department. 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.

Music Management is not offered as a minor.

Major Requirements for Bachelor of Arts Degree in Music with a Concentration in Musical Theatre

Forty-seven 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
- MUH 2235: History of American Musical Theatre
- MUT 2003-1004: Voice Class I and II**
- MUA 2071 or 2072: Cabaret Workshop**
- MUA 2227: Acting for Musical Theatre
- MUA 4475A/B: Performance Project/ Musical Theatre **
(4 semesters)
- 6 semesters of Voice Instruction (6 credits)**
- 6 semesters of Piano Instruction (3-6 credits)**
- MUA 4494A/B: Senior Recital**

Forty-two required Dance/Theatre credits as follows:
- DTH 1000: Creative Process in Dance/Theatre
- DTH 1001: Acting I
- DTH 1500: Stagecraft**
- DTH 2318-2319: Junior Seminar I-II
- DTH 2530, 2535 or 2540: Scenic, Lighting or Costume Design**
- DTH 3202/3203: Survey of Dramatic Literature I or II
- DTH 3310-3318: Performance Seminar (one semester)
- DTH 4010: Voice and Speech I
- DTH —— : 3 semesters of Modern Dance or Ballet (including at least 1 semester of each style)**
- DTH 4121: Dance for Musical Theatre**
- DTH —— : 2 semesters of Dance electives**
- DTH —— : 1 Upper-Level Acting elective
- DTH 3320-3321: Senior Project in Dance/Theatre

Other Courses:

Liberal Arts Requirements: Since the core courses in Music and Dance/Theatre already require 89 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.

Musical Theatre is not offered as a minor.

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 1) applied music or technology, 2) music history, and 3) music theory. No fewer than three credits must be taken in each of these three areas. The remaining 9 credits can be taken 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.

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.

** NOTE: Not counted as liberal arts.
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 Master of Arts in Teaching usually within one year after receiving the undergraduate degree. 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 director of the Music Department. For more details, please consult the Music Department.

Course Descriptions

**Note:** Courses followed by two asterisks do not receive credit as liberal arts.

**Applied Music**

MUA 1003-1004: Voice Class I and II** (1 cr. each)
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 1009-1010: Piano Class I and II** (1 cr. each)
An introduction to the study of piano for students with limited or no keyboard experience. The classes may substitute for private music lessons during a student’s first year of study. Not open to students using piano as their major performing instrument. Enrollment is limited. (Fall) (Spring)

MUA 2071-2072: Cabaret Performance Workshop**
(2 cr. each)
Focus of this performance workshop 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. Permission by audition. Enrollment is limited. (Fall) (Spring)

MUA 2227: Acting for Musical Theatre: Scene to Song
(2 cr.)
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 an acting class, with all students observing when not performing. There is an informal Showing of Work at the final class. Prerequisites: DTH 1000, 1001, and 2 semesters of applied voice. Enrollment is limited. (Spring)

MUA 4475A/B: 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 4479A/B: Chamber Music**
(1 cr.)
This course will explore ensemble literature for all instruments and voice, with emphasis on performance. Students will learn how to analyze and rehearse a chamber work and how to project musical ideas and emotions to others. The accent will be on growth through interrelation — the interrelation of musicians within a group and the group with an audience. Final concert. Prerequisite: Open to matriculated music students only or by special permission of the Director of Music. (Fall) (Spring) (Summer)

MUA 4480A/B: Manhattanville 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 4481A/B: MIDI and Electronic Music Band**
(1 cr.)
Open to College students interested in electronic and computer-based music, this course will explore, arrange and compose pieces with an emphasis on performance. Weekly rehearsals will work towards the goal of preparing for both formal and informal performances and will help students build skills in individual music performance and integrate aural analysis with theory. Students will learn terminology and procedures associated with music technology and demonstrate that knowledge within context of live electronic performance. This course is open to students with the permission of the instructor. (Fall) (Spring)

MUA 4482A/B: 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)

**NOTE:** Not counted as liberal arts.
MUA 4483A/B: Chorus** (1 cr.)
This course is open to students and community members with the permission of the instructor. Weekly rehearsals will prepare for the presentation of works selected from the mixed choral repertoire in public concerts. Prerequisite: Non-majors must audition for the conductor. Additional credit is available for participation in MUA 4488A/B: Manhattanville Chamber Vocal Ensemble. (Fall) (Spring)

MUA 4484A/B: Wind Ensemble Laboratory** (1 cr.)
Open to students who play wind, brass, and percussion instruments, and who wish to read, rehearse, and perform literature appropriate for a secondary level wind ensemble. Weekly rehearsals will explore wind ensemble literature, as well as prepare this group for on campus performance. Prerequisite: Admission by audition only. (Fall) (Spring)

MUA 4485A/B: 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 4486A/B: Small Jazz Ensemble** (1 cr.)
A small ensemble focusing on improvisational techniques, special arrangements, and standard as well as innovative jazz techniques. Normally, enrollment in the course follows completion of MUA 4485: Jazz Improvisation. Experienced performers may be allowed to join the ensemble directly. Weekly rehearsals will explore wind ensemble literature, as well as prepare this group for on campus performance. Prerequisite: Permission of instructor. (Fall) (Spring)

MUA 4487A/B: Musical Theatre Ensemble** (1 cr.)
This ensemble learns and performs ensemble numbers from Broadway shows, as well as close harmony standards. The group has at least one performance at the end of the semester. Open to students interested in musical theatre with the permission of the instructor. Prerequisite: Permission of instructor. (Fall) (Spring)

MUA 4488A/B: Vocal Chamber Ensemble** (1 cr.)
This course is open to members 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 4489A/B: 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)

MUA 4493A/B and 4494A/B: Junior/Senior Recital** (1 cr.)
The preparation and execution of a solo recital performance serves as a capstone experience in the study of music. It demonstrates a knowledge of repertoire and an overview of the historical eras of music in the western art or popular traditions. Prerequisite: Permission of the Director of Music. (Fall) (Spring)

MUA 4510-4611A/B (various numbers, repeatable for credit): Instrument, Composition, or Voice** (.5 cr. or 1 cr.)
These courses provide options for the study of voice, piano, organ, guitar, percussion, and band or orchestral instruments, as well as the independent study of musical composition. Type of lesson and materials will be determined by the abilities and interests of the students. Available either for 30 min. or 60 min. Prerequisite: Permission of the Director of Music. (Fall) (Spring) (Summer)

Music Technology
MUAT 1007 MIDI and Audio Production** (3 cr.)
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 MacCSound. Students create projects using these programs. No prerequisites. Enrollment limited to ten. (Spring)

MUAT 2011: Audio Recording Techniques I** (3 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)

MUAT 3011: Audio Recording Techniques II** (3 cr.)
This is a continuation of MUAT 2011. 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 MUAT 2011. Enrollment limited to ten. (Spring)

MUAT 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.

** NOTE: Not counted as liberal arts.
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 Musicianship 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 Musicianship 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 Dalcroze, Kodály, and Orff, along with pedagogy and performance on classroom recorders. **Prerequisite:** Ability to read music. (Fall) (Spring)

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. (Spring) (Summer)

EDU 3387: Student Teaching and Seminar: Music Education** (12 cr.)
Supervised student teaching experience divided between elementary and secondary placements in general music, vocal/choral music, and/or instrumental music (symphonic band and/or orchestra). Seminar Class meets weekly to sharpen vocal, instrumental, and conducting skills, practice pedagogy, develop repertory, and negotiate teaching and learning problems. Fulfills 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)

History and Literature

MUH 1007: Listening to Music (3 cr.)
This foundation level 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 and at least one topic in world music. Concert attendance is required. (Fall) (Spring)

** NOTE: Not counted as liberal arts.
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 2012: Survey of Western Music II (4 cr. each)
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. Prerequisites: MUT 1033: Comprehensive Musicianship II, or permission of the instructor. (Spring '10)

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 through the era of Beethoven. By studying 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. Prerequisites: Survey of Western Music I and II and one year of music theory. (Spring '11)

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. Prerequisites: MUH 2012: Survey of Western Music II, MUT 2041: Comprehensive Musicianship III. (Fall)

MUH 3014: African and Eastern Music (3 cr.)
This seminar course 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 upon one of these music cultures. A museum visit to study musical instruments will be an important component of the course. (Spring)

MUH 3997-3998: Music Senior Seminar and Projects (3 cr. each)
Year-long capstone experience courses required of all B.A. in Music majors. In the first semester, a 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 Management
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 others. (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.)
A comprehensive survey of the “product” of the music business—pop songs, as well as the creators and talent behind them. The subject matter includes 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 learn about the structure and form of pop songs and 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. (Winter Session)

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. Required of all music management majors and open to others. (Spring)

MUMG 3997: Music Management Project Seminar (3 cr.)
Capstone experience course required of all students concentrating in Music Management. Emphasis will be placed on helping students to develop high quality senior evaluation projects related to an active internship. Students must execute an internship during the seminar semester as part of the course (not for additional credit.) Students may substitute MUH 3998 for the Project Seminar course in conjunction with a second internship (beyond the required one for the major). (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 1040: 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)

** NOTE: Not counted as liberal arts.
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 rhythm 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. Corequisites: 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 permission of the instructor. (Spring)

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 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 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)

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
Siobhan Nash-Marshall—Metaphysics, medieval philosophy, Thomism, neoplatonism, 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 within 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 (PHL 4020).

Existentialism Concentration
Philosophy and Literature (PHL 2021), Existentialism (PHL 2023), Modern and Post Modern Philosophy (PHL 2055), Nietzsche and Kierkegaard (PHL 3032), Boredom (PHL 3007) 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 three 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 student’s Junior year, odds are it will not be offered again before student graduates.

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, 3.5 on 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.

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 1008: Introduction to Metaphysics (3 cr.)
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?

PHL 1013: Informal Fallacies (1 cr.)
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.

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. 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 1030: Women According to the Philosophers (3 cr.)
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 genderhood (just how one is to define genderhood metaphysically) has been a problem for nearly three thousand years. And it is an important problem, especially today. It determines what we consider the right way to deal with such issues as women’s rights; a woman’s role in society.

PHL 1049: 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.

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.

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.

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.

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.

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, Saussure, Husserl, Levi-Strauss, Derrida, Foucault, Lyotard, Lacan and Rorty will be analyzed.

PHL 2072: Medieval Philosophy (3 cr.)
This course has two primary objectives: (1) to introduce student to the problems discussed by medieval philosophers; and (2) to discuss the worldviews of medieval philosophers. The most important problems for medievals concerned 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?

PHL 2081: Introduction to Social and 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.

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.

PHL 3007: Boredom (3 cr.)
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.

PHL 3008: Personhood (3 cr.)
John Donne claimed that 'no man is an island.' But how can we metaphysically justify the human need for interpersonal relations? Interpersonal relations have posed paradoxes since antiquity, when it was held that human perfection involves being self-sufficient. Self-sufficiency seems to exclude the necessity of relations. The ancient problem of interpersonal relations seems to have intensified in modern philosophy. This course will examine personhood, and attempt to justify our interdependence.

PHL 3009: Aristotle and Aquinas (3 cr.)
Aristotle and Aquinas were both pillars of Western thought. Both were enormously influential thinkers. Both belonged to the rarest of metaphysical schools: hylomorphism. This course will introduce their thought. It will deal with such things as the relation between thought and reality, matter and form, happiness and the ethical life.

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 transcendent analytic, with selections from the transcendent 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 psycho-analysis and Marxism will be examined.

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.

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, metaphilosophy, and the history of philosophy.
PHL 3029: 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.

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.

PHL 3031: Gödel (3 cr.)
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.

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.

PHL 3066: Augustine and Aquinas (3 cr.)
This course has two primary objectives: (1) to introduce student to the problems discussed by two of the greatest medieval philosophers, Augustine and Aquinas; and (2) to discuss the metaphysical systems of these two great medieval philosophers. 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?

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. Prerequisite: Permission of instructor

PHYSICS
Physics is the study of the natural world, focusing on the fundamental nature of matter and energy, and interactions between the two. Physicists are engaged in understanding as much as they can about the workings of the universe, and the physics major at Manhattanville equips students to join this remarkable effort. However, training in physics develops skills in problem-solving, analysis, and applying knowledge that are essential to many disciplines and careers beyond scientific or industrial research, including engineering, medicine, business and finance, economics, and the law. A Manhattanville physics major is equipped for all of these careers and more, while acquiring the full benefits of a liberal arts education.

The Physics Department offers a unique program that a student can realistically complete within three years. Students fulfill the major requirements by taking theoretical courses in advanced physics, a laboratory course, and a senior research symposium, in which students apply knowledge gained through coursework to understanding current research and unsolved problems. Majors are also strongly encouraged to broaden their experience through summer research internships off campus. A physics minor allows students with multiple interests to benefit from some training in physics as well. The minor can typically be completed in two years.

The Department also offers a variety of general-interest courses designed for non-science majors, in which particular topics (e.g. astronomy, sound and music, history and philosophy of scientific discovery) are explored as a way of understanding fundamental physics principles. At least one such course is offered every semester. Students interested in science are encouraged 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.

The Physics laboratory has recently been outfitted with modern, computer-based experimental stations, enabling automatic data collection and graphical analysis for a wide variety of experiments. Advanced physics students have access to sophisticated instrumentation for investigating topics in atomic, nuclear, and particle physics, optics, and nonlinear dynamics.

Faculty and Professional Interests
Rodney Yoder – Experimental accelerator and particle-beam physics; computational and theoretical electrodynamics; plasma physics and beam-plasma interactions; applications of accelerators in medicine and industry

Adjunct Faculty
Vladimir Akulov
Pooja Pathak

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);
• Experimental Physics (PHY 2028);
• Two additional elective advanced courses (3000 level) (see the department website for a complete list of courses available);
• Supervised Readings & Research Seminar (PHY 3090), the senior research symposium.

Mathematics requirements:
• Calculus I, II, & III (MATH 1030, 1032, 2030); and
• (Ordinary) Differential Equations (MATH 2021).

Students are strongly encouraged to complete a summer research internship, and to take some of the following courses as electives to further and/or broaden their training:
• Principles of Chemistry I & II; or Principles of Biology I & II.
• Additional advanced mathematics courses such as Linear algebra, Complex variables, Partial differential equations.

No course with a grade lower than C- will be accepted toward the major in physics. In addition, students must maintain a C average in all courses required for the major.

Senior Evaluation
Seniors must complete the capstone research course PHY 3090: Supervised Readings & Research Seminar. 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).

A C average is required in all courses for the physics minor, with no course grade less than C-.

Physics Education Program
By combining the physics major with a second major in Science Education, offered through the School of Education, graduates can be eligible for certification as high-school physics teachers (grades 7-12) in New York State. See the School of Education catalog for more details.

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 others 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, heat and temperature, ideal gases, thermodynamics, waves and sound. There is an accompanying laboratory.  (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 and is a required introductory course for physics majors and minors. It is also intended for students interested in natural sciences and engineering. Topics include: kinematics, Newton’s Laws and their applications, work and energy, system of particles, linear momentum, rotational kinematics and dynamics, angular momentum, gravity, fluids, oscillations, wave motion, thermodynamics. There is an accompanying laboratory.  Prerequisite: 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 DC circuits, magnetic fields, induction, AC circuits, 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.  Prerequisite: Calculus II or the equivalent.  (Spring)

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 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. 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)
PHY 1016: Sound and Music (3 cr.)
This course is an introduction for non-scientists to the physical principles governing musical sound. 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. *(Spring)*

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. 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)*

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. **Prerequisite:** University Physics I & II or the equivalent, and Calculus I & II or the equivalent. *(Fall)*

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. **Prerequisite:** University Physics I & II, and Calculus I & II or the equivalent. *(Offered in 2010-11)*

PHY 2028: Experimental Physics (3 cr.)
This is a self-directed laboratory course in which students set up and complete approximately six experiments in modern physics, from subfields such as quantum theory, nonlinear dynamics, and advanced optics. Students will gain hands-on experience with practical measurement questions, problem-solving, and data analysis. The course will involve mainly independent work, with some regular meetings with the instructor, and will require written reports on each experiment. **Prerequisite:** University Physics I & II. *(Fall and Spring)*

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 Schrödinger 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. **Prerequisite:** University Physics I & II, and Calculus I & II or the equivalent. *(Spring)*

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. *(Offered in 2010-11)*

PHY 3080: Summer Research Internship (3 cr.)
This course, ideally taken during the junior-senior summer, provides opportunities for students to engage in actual research at national universities or research facilities to supplement the academic-year theoretical courses and to strengthen training in experimental physics. **Prerequisite:** Mechanics, Electromagnetism, Quantum Physics, & Thermodynamics and Statistical Physics, or by approval by the Department.

PHY 3090: Supervised Readings & Research Seminar (3 cr.)
This course is for senior physics majors. It includes readings in a selected field of physics or an extended experimental investigation of a particular topic, under the supervision of a faculty member. Students will be evaluated based on periodic conferences with the instructor, a final paper, and an oral presentation. The instruction will focus on motivation and technique for theoretical topics, as well as difficulties and unsolved problems, and on experimental design for experimental topics. **Prerequisite:** Written permission of the faculty member who agrees to act as supervisor and the permission of the department.

**POLITICAL SCIENCE AND LEGAL STUDIES**

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

**Adjunct Faculty**

**Antonia Cipollone**
**James C. Hasenfus**
**Sarah D. Murray**

**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). 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 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, juries, 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 — ill 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.

POS 3007: Religion and Politics (3 cr.)
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 10)

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 are contested. (Spring 10)

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), work place 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 2009-10)

POS 3070: State and Local Government (3 cr.)
After a lifetime of public life, Tip O'Neill, 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 '10)

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 (3 cr.)
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
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 American 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 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 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.

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.

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.

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.

Legal Studies, Criminal Law, and Political Thought

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 2003: Introduction to Political Thought (3 cr.)
A study of ideas about such topics as government, law, society, economics, religion, war, and peace, in the writings of great political thinkers, poets, historians, philosophers, and statesmen in the western tradition such as Homer, Herodotus, Thucydides, Plato, Aristotle, Polybius, Cicero, St. Augustine, St. Thomas Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Marx, Sartre, and Marx. Emphasis will be placed on the historical context in which these individuals wrote and on the relevance of their contributions to modern thinking and debate, especially about law and government. More than one section of this course is offered. In one section, emphasis is on the classical and early modern tradition, from Plato to Rousseau. In some other sections, depending on the instructor’s choice, emphasis will be on contemporary theories including Feminist writings. (Fall) (Spring)

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 2009-2010).

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.

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.

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 in protecting those liberties, and to the impact of debates about civil liberties on presidential politics and the evolution of public policy, and to ideas about rights and courts. 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 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 causes 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 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. (Spring)

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 3024: Criminal Procedure (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. (Spring)

POS 3011: 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
This seminar takes an historical look at the American POS 3119: Law and the Presidency (3 cr.)
intersection of race, class and gender, theories of gender, essentialism, identity politics, movement activity, social construction of gender, the politics of the body and be covered are: the state of the category “woman,” the political thought through an analysis of both primary and policy consequences of the U.S. tax code. Satisfies perspective requirement for Legal Studies and Criminal Law. Satisfies perspective requirement for Legal Studies and Criminal Law concentrators and minors. (Fall ’08) (Spring ’09)

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 2009)

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

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. (Spring 10)

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 state crafters 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

POS 3119: Law and the Presidency (3 cr.)

I. Overview of the Discipline (both courses required)
- PSY 1004: Fundamentals of Psychology
- PSY 1006: Survey of Psychological Research (1 credit)

II. Tools of the Discipline (both courses required)
- PSY 2012: Statistics for the Social Sciences (4 credits)
- PSY 2040: Research Methods in Psychology (4 credits)
III. Content Breadth of the Discipline (5 courses required)
- PSY 2001 Developmental Psychology: Infancy through Childhood OR PSY 2052: Developmental Psychology: Adulthood & Aging
- PSY 2004: Physiological Bases of Behavior OR PSY 2008: Sensation and Perception (4 credits)
- PSY 2011: Abnormal Psychology OR PSY 2036: Personality Psychology
- PSY 2042: Psychology and Culture OR PSY 2046: Psychology of Identity

IV. Capstone Experience (1 course required)
- The capstone is a culminating experience of students' undergraduate program of psychological study. Capstone courses are designated in the course schedules and are available to juniors and seniors only.

V. Elective courses (4 courses)
- Students must complete at least 4 additional courses in psychology, at least one of which must be at the 3000 level

The recommended course sequence for the major would be:

**Freshman Year:**
- PSY 1004: Fundamentals of Psychology, PSY 1006: Survey of Psychological Research, and one course from the five content breadth selections.

**Sophomore Year:**
- PSY 2012: Statistics, and the four remaining content breadth courses.

**Junior Year:**
- PSY 2040: Research Methods in Psychology, and two or three (of the four) additional electives

**Senior Year:**
- PSY 3004: History & Systems of Psychology OR PSY 4020: Writing Review Articles in Psychology, OR
- PSY 4025: Research Experience, OR PSY 4030: Fieldwork, and the remaining additional electives

Minor Requirements
For the minor, PSY 1004: Fundamentals of Psychology and a minimum of 4 elective courses are required. Students are encouraged to take electives from several content breadth areas in order to be broadly educated in the field of psychology.

Important Considerations for the Psychology Major and Minor
Students who major or minor in Psychology should be aware of the following provisions:
- A minimum grade of C- is required in order to count a psychology course for the major or minor.
- 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.

Transfer Credits
For students wishing to major in Psychology, no more six courses can be transferred to Manhattanville from another academic institution. Similarly, for students wishing to minor in Psychology, no more two 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 PSY 1004. Students receiving either a “4” or a “5” on a high school AP Psychology exam can apply that credit toward PSY 1004 upon presenting the Chairperson with the appropriate documentation confirming the student’s AP exam score.

Departmental Honors and Distinction in Psychology
Departmental honors are awarded to students who achieve:
- at least an A- in the Capstone course;
- no grade lower than “B” in any psychology course;
- evaluation of the intellectual quality of a student’s entire psychology program, and
- the recommendation of the full psychology department faculty.

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 in the classroom, in the laboratory, or in the field, or who have exhibited dramatic intellectual growth and development of scholarly sophistication during their time at Manhattanville. Distinction is awarded based on the recommendation of the full psychology department faculty.

Advising
Students planning to major in Psychology must have a full-time faculty member in the Psychology Department as their academic advisor early in the sophomore year, but no later than the second semester of the sophomore year. Portfolios
of Psychology majors are not accepted without a Psychology Department faculty advisor’s signature. The Psychology Department reserves the right to assign students to advisors.

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 their 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://www.mville.edu/AcademicsandResearch/AcademicDepartments/Psychology/ Default.aspx. 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. PSY 1004 is a lecture-based course, 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. 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 specialized topic or a subfield of psychology. These courses are considered “upper-level electives”. Typically, these courses are conducted in a seminar-type format with significant reading, writing, and intellectual discussion 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**

PSY 1004: Fundamentals of Psychology (3 cr.)
*Required for the major and 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, development, personality theories, social psychology, and psychopathology. Other topics may include altered states of consciousness, cognition, language, motivation, or emotions. *(Fall '09) (Spring '10)*

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 '09) (Spring '10)*
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. (Fall '09) (Spring '10)

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 (or PSY 1017), and PSY 2001: Developmental Psychology Infancy Through Late Childhood. (Fall '09) (Spring '10)

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, emotions, motivation, arousal, learning, memory, motor performance, mental illness, and consciousness are among the topics to be examined. (Spring '09)

PSY 2008: Sensation and Perception (4 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. This course includes a lab component. (Spring '10.)

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? (Fall '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. (Spring '10)

PSY 2012: Statistics for the Social Sciences (4 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). 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. (Fall '09) (Spring '10)

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. Physiological mechanisms of action within the nervous system will serve as the framework in understanding how drugs affect behavior and mental activity. Drugs to be discussed include: crack/cocaine, amphetamines, nicotine, caffeine, alcohol, inhalants, marijuana, anabolic steroids, hallucinogens, antidepressants, antipsychotics, and anti-anxiety agents. Issues related to drug tolerance and dependence, and substance abuse treatment and prevention are among potential topics to be discussed. (Fall '09)

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. (Summer)

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
behavior change. Exploring issues of assessment, psychopathology, and personality theories provides a solid foundation for the observational, correlational, and experimental methods used to examine research questions in various areas of psychology. Students will learn to critically evaluate research methods in terms of their appropriateness with regard to the data and to the specific research questions asked. The seminar format of the course will enable students to develop their abilities to communicate their questions, ideas, analyses, and interpretations. Prerequisites: PSY 2012: Statistics for the Social Sciences. (Fall ’09) (Spring ’10)

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. (Fall ’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. (Fall ’09) (Spring ’10)

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. (Spring ’10)

PSY 2052: Developmental Psychology: Adulthood and Aging (3 cr.)
Throughout life 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. (Fall ’09) (Spring ’10)

PSY 2063: 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. (Spring ’10)

PSY 3004: History and Systems of Psychology (3 cr.)
Although psychological questions and phenomena have been a source of curiosity for millennia, psychology as a formal discipline is little more than a century old. After tracing the philosophical and physiological roots of psychology, this course will focus primarily on the history of modern psychology, that is, since 1879. The course will include a discussion of historiography, and students will learn that the history of psychology is a thriving research specialty. Relying on primary and secondary source materials, students will examine the dawn of scientific psychology and the major systems of psychology that later emerged (structuralism, functionalism, behaviorism, psychoanalysis, Gestalt psychology, and cognitive psychology). In addition, this course will include an examination of the origins of psychology as a profession, with a particular emphasis on clinical psychology. Throughout the course, students will be encouraged to identify persistent questions, controversies, and conflicts that have continually resurfaced, albeit in an ever-changing social, political, economic, and intellectual context. Prerequisites: PSY 1004: Fundamentals of Psychology (or PSY 1017), and 4 out of 5 of the breadth content courses. For juniors and seniors only. (Fall ’09) (Spring ’10)

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 Csikzentmihalyi, 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. (Offering is tentative based on student interest.)

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 ’09) (Spring ’10)
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. (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 (or PSY 1017).

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. (Offering is tentative based on student interest.)

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 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 '09)

PSY 3035: Biopsychology Seminar: Neurobiology of Addiction (3 cr.)
This course will focus on a single contemporary topic in neuroscience: the neurobiology of drug addiction. Students will be required to read, discuss, and critique the scientific literature in this area. Prerequisite: PSY 2004: Physiological Bases of Behavior. (Offering is tentative based on student interest.)

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. (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 (or PSY 1017), PSY: 2036 Personality Psychology, and PSY 2011: Abnormal Psychology. (Offering is tentative based on student interest.)

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. Prerequisite: PSY 2009: Social Psychology (Fall '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.  
*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.  
**Prerequisites:** PSY 2001: Developmental Psychology: Infancy through late childhood and PSY 2002: Developmental Psychology: Early through late adolescence.  
*Fall '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) and at least 2 other psychology courses.  
*Recommended: PSY 2040: Research Methods in Psychology (Fall '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.)*

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 (or PSY 2032).  
*Spring '10*

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.  
**Prerequisite:** PSY 2004: Physiological Bases of Behavior or similar background.  
*Fall '09*

PSY 4020: Writing Review Articles in Psychology (3 cr.)  
Papers in the professional literature that thoroughly review and integrate previous research findings and speculate about their implications are referred to as review articles. In consultation with and under the direction of a faculty member, students will write a review article on a well-defined topic in Psychology. The student’s finished product should resemble articles published in the journal Psychological Bulletin.  
**Prerequisites:** PSY 1004: Fundamentals of Psychology (or PSY 1017), PSY 2012: Statistics for the Social Sciences, PSY 2040: Research Methods in Psychology.  
*Offering is tentative based on student interest.*

PSY 4025: Research 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), PSY 2012: Statistics for the Social Sciences, PSY 2040: Research Methods in Psychology. (Offering is tentative based on student interest.)

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), and four other psychology courses. (Fall '09) (Spring '10)

PSY 4495: 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 '09) (Spring '10)

ROMANCE LANGUAGES
This major is designed to integrate at an advanced level the knowledge of at least two Romance languages and cultures.

Romance Languages Coordinator:
Alessandra Hart

Faculty Committee
The Chairperson/Director of the French, Italian and Spanish Departments.

Prerequisite for acceptance:
A freshman should have enough proficiency in one Romance Language to be able to take a course in this language at the 2000 level.

Corequisite:
A minimum of one year of Latin.

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 language
- six courses in another language, and
- two courses in a third language in which the student is already very fluent upon starting the major.

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 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
Peter Gardella – Judaism and Christianity, psychology of religions, Bible
Nancy Harris – Women’s Studies, 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:
- SOCI 2075: Models of Social and Economic Justice
- SOCI 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 – Cultural anthropology, medical anthropology, Language, Death and Dying
David Eisenhower – Political economy and social change, sociology of knowledge, criminology
Nancy Eisenhower – Education, sports, women’s studies, research methods
John Murray – Social class, mass media, science and technology, race and ethnicity
Eric Slater – Urban studies, 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.

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 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 (3 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)

** NOTE: Not counted as liberal arts.

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 (3 cr.)
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 via ethnographic texts and social theory. Topics include: the wave of third world immigration; business and globalization; gentrification and social marginality. 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 2045: The Holocaust, Law & Human Rights (3 cr.)
The Holocaust is among the most systematic and blatant violations of human rights in recorded history. It was rationalized and justified by an elaborate Nazi doctrine which denied the humanity of its victims. The global reaction to this dehumanization accelerated international human rights legislation as no previous events had ever done. One immediate result was the Universal Declaration of Human Rights proclaimed by the United Nations in 1948, in which the relationship between being human and having rights was drawn for everyone. This course examines issues relating to the assault on human rights in the modern world, focusing primarily on genocidal practices by nations in the 20th century. In dealing with some of these issues, the course will focus on the Holocaust its relationship to prior and subsequent human rights abuses in this century.

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, 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, 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 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 (3 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: statistical techniques; chart and graph construction; visual modes of presentation. Second: the 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 (3 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; perspectives range from ethnographic to world-historical. Centered on a series of places, including Mexico City, Sao Paulo, Tokyo, Istanbul, Mumbai, Lagos, and Nairobi, special attention is 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 inter-national 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 teaching 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
Maria José Lujan – Peninsular Literature, Language and Film

Adjunct Faculty
Gustavo Barbosa – Language
Rosa Angela Bueno – Language
Lourdes Ravelo – Language
Carolina Rodriguez – Language
Ana Sabater – Language
George Thorsen – 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, as follows:
  - SPN 2032: Analysis of Latin American Literary Texts
  - SPN 3016: Latin American Civilization in the Arts
  - SPN 3020: Spanish Civilization Past and Present and
  - Three courses each in Latin American Literature and Spanish Literature
  - 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 Abroad 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 Review 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 (3 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 department chairperson.  
(Fall 2009) (Spring 2010)

SPN 1008: Spanish for Beginners II (3 cr.)
Continuation of SPN 1005.  (Fall 2009) (Spring 2010)

SPN 1010: Portuguese for Beginners I (3 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 2009) (Spring 2010)

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 2009) (Spring 2010)

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: SPN 1013.  (Fall 2009) (Spring 2010)

SPN 1016: Portuguese for Beginners II (3 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 2009) (Spring 2010)

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: SPN 1014.  (Fall 2009)

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 2010)

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 2009)

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. The course 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 2009)

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.

SPN 3016: 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 legacy of indigenous populations; 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 political independence while resolving present economical problems. The course is structured from an interdisciplinary perspective that emphasizes Latin American art, history, geography and culture.  (Fall 2009)

SPN 3020: 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. *(Spring 2010)*

SPN 3044: 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 2010)*

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.

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 2010)*

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, Cortazar, Quiroga, F. Hernandez, Rulfo, Bioy Casares, Fuentes, Puig, and Vargas Llosa will be studied. *(Spring 2010)*

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 different genres from the comedies of Lope de Vega 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. *(Fall 2009)*

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 post-modern 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.

SPN 3014: Gabriel García Márquez and Magic Realism Writers (3 cr.)
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 Ferré and Carlos Fuentes.

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 authors of the recent decades. Each novel will be studied in relation to its historical and cultural background.

SPN 3027: Spanish Women Writers (3 cr.)
The aim of this course is to present the work of some outstanding women writers from Spain from a non-traditional perspective. Carefully selected narratives and poems from these writers allow the student to search for a diversity of voices in the realm of the feminine and the other. Using recent feminist theory we analyze the different discourse that unfolds in their works, opening new meanings in the study of literature. *(Fall 2009)*

SPN 3028: 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 2009)*

SPN 3029: Latino Communities in New York State (3 cr.)
Latino immigrants reside in both urban and suburban communities throughout New York State. The number of this “ethnic minority” is growing about four times as fast as the rest of the population. The course will provide an understanding of the Latinos’ complex social experience in a multi-racial and culturally heterogeneous society. It will focus on specific cultural, economic, social, and political issues concerning the diverse Latino communities living in New York State. *(Fall 2009)*

SPN 3031: Women's Writings in Latin America (3 cr.)
Through feminist and critical perspectives, this course focuses on a selection of fiction and poetry by outstanding women authors from colonial times to the present. Students will discover the different female worlds in accord with the times their works were written.
SPN 3032: Spanish Theatre (3 cr.)
This course examines the development of dramatic genres in Spain from their early manifestations to the present avant-garde experimental plays of authors such as F. G. Lorca and F. Arrabal. We frame the works in their social and historical context, analyzing the evolution in the history of the stage and spectatorship. Visits to a Spanish theatre performance and screenings of films are included.

SPN 3034: Latino Literature in the United States (Taught in English) (3 cr.)
The course focuses on the growing body of literature written by Latinos in recent years. Explores Latino cultural identity through analysis of narrative and poetic works. Guest Latino writers will speak in two of the class sections.

SPN 3035: 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 2010)

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 2009)

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.

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-poiesia and more recent generations of Latin American poets. Special interest will be given to Avant-garde movements and the most contemporary poetry. The course integrates the analysis of rhetorical and expressive devices and points to the aesthetical intertextuality among different currents. Included are works by Dario, Huidobro, Mistral, Agustini, Vallejo, Paz and Parra, Neruda and Mutis. (Spring 2010)

SPN 3051: Latin American Identity: History and Culture through Songs (3 cr.)
Throughout history, 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 and for Latinos living in the U.S.A. Students will discover the connection between history, culture, and music in the region. (Spring 2010)

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
Professor 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.

Possible Related Courses, include but are not limited to the following:

Art History
• ARH 3005: Feminism and Art History
• ARH5043: 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
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 – Survey of World Religions; Christianity; religion in the United States; psychology of religion; 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
Baila R. Shargel – Holocaust Literature and Film
Norton D. Shargel – Judaism, Hebrew
Wilfred Leonard Tyrrell, SA – Catholicism, Ethics
Yutaka Yamada – Religion and politics in East Asia, Religions of Japan

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
  - Hinduisim
- 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 may 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. (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)

AFS 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.

AFS 1016: Intermediate Quranic Arabic (3 cr.)
Arabic language instruction at the intermediate level. Prerequisite: AFS 1015: Introductory Quranic Arabic

AFS 1017: 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

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.

WREL 2010: Native American Religions (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.

WREL 2012: Religions of China (3 cr.)
A survey of the history and sociology of religions in 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.

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.

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.

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.

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.

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 destinies 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. (Spring)

HOLC 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, and 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, what to extent are the cultural factors that contributed to the Holocaust still active today? (Fall)

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 the course is this: How can genocide, the ultimate atrocity, be transformed into art? (Spring)

WREL 3054: 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 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 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 Format
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. To earn your B.S. degree in an accelerated format at Manhattanville College, you must complete 120 credits. Students who have completed an Associate’s degree or who have accumulated from sixty to ninety undergraduate credits with a G.P.A. of 2.5 and have a minimum of two years work experience are eligible for the program. A maximum of sixty transfer credits from a two-year institution or a maximum of 90 transfer credits from a four-year institution may be awarded. Students who have transferred into Manhattanville with more than 60 credits will be required to:

a. complete at least the final 30 semester credit hours and at least half of the major and minor “in residence” with at least a 2.0 G.P.A. in courses in which they are enrolled at the College.

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. To earn your B.S. degree in an accelerated format at Manhattanville College, you must complete 120 credits. Students who have completed an Associate’s degree or who have accumulated from sixty to ninety undergraduate credits with a G.P.A. of 2.5 and have a minimum of two years work experience are eligible for the program. A maximum of sixty transfer credits from a two-year institution or a maximum of 90 transfer credits from a four-year institution may be awarded. Students who have transferred into Manhattanville with more than 60 credits will be required to:

a. complete at least the final 30 semester credit hours and at least half of the major and minor “in residence” with at least a 2.0 G.P.A. in courses in which they are enrolled at the College.
b. demonstrate that they have satisfied the Manhattanville College general education requirements – either in courses for which they have enrolled at Manhattanville College – or at another accredited college/university.

c. complete all State-mandated Bachelor’s degree/certification requirements.

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.

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 Organizational Management

This program offers an overview of the field of management in a setting of the liberal arts. Students must complete thirty-seven credits in the concentration.

Prerequisites

- Principles of Accounting I
- Principles of Economics I and II

Required Courses

- ENW 3013: Expository Writing
- FIN 3030: Finance and Planning Process
- IDS 3010: Career and Life Work Planning
- MGT 3020: Business Policy
- SOC 3022: Development and Change in Social Organizations
- MGT 3023: Entrepreneurship
- MGT 3032: Understanding the Marketplace
- SOC 3033: Managing Diversity
- MGT 3031: Economic Forecasting and Decision Making or IDS 3043: Computers and Computing Applications
- MGT 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
DUAL DEGREE PROGRAMS
Manhattanville students have a number of options to earn a Bachelors degree leading to a Masters degree. These options prepare students for graduate admission; several are accelerated.

MANHATTANVILLE COLLEGE PROGRAMS
Accelerated Dual Degree Programs in Education
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./MPS Program in Childhood Education (Grades 1-6) and Special Education: Childhood (Grades 1-6)
- B.A./MPS 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./MPS Program in the Teaching of English as a Foreign Language: TESOL (All Grades)

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 Leadershio & Strategic Management (9 graduate credits)
- B.S. in Behavioral Studies/M.A.T. Program in Early Childhood Education (Birth-Grade 2)
- B.S. in Behavioral Studies/M.A.T. Program in Childhood Education (Grades 1-6)
- B.S./ in Behavioral Studies M.A.T. Program in Early Childhood (Birth – Grade 2) plus Childhood Education (Grades 1-6)
- 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, 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. For guidance with regard to any of these programs, students should consult with the Joint Programs Advisor in the Academic Advising Office (323-5353).

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, AND enroll in additional summer OR WINTER 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 MS 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.**

**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 completed applications, plus supporting materials, must be submitted to the Dual Degree Programs Advisor, not directly to Pace.
- If approved by Pace, students may take up to six credits of graduate courses in the Pace Publishing Program (Manhattan campus), in their Senior year—usually three credits in the Fall and three credits in the Spring. These credits count toward BOTH degrees.

Pace publishing courses available during the senior year (with registration through Manhattanville)

Courses below must be completed with a minimum grade of B. All courses are three credits. None of these courses (as indicated by the asterisk) count for liberal arts.
Fall Semester
PUB 606: Book Production and Design**
PUB 608: Financial Aspects of Publishing**
PUB 612: Information Systems in Publishing**
PUB 624: Editorial Principles and Practices**

Spring Semester
PUB 610: General Interest Books**
PUB 624: Editorial Principles and Practices**
PUB 628: Marketing Principles and Practices**

For guidance, students should consult with the Joint Programs Advisor in the Academic Advising Office (323-5353).

MANHATTANVILLE COLLEGE: B.A.
BOSTON UNIVERSITY GOLDMAN SCHOOL OF DENTAL MEDICINE: D.M.D.
This program usually requires seven years: three at Manhattanville and four at Boston University’s Goldman School of Dental Medicine. Approved students leave Manhattanville after completing their third year and a total of at least 108 credits and start taking graduate courses at the Goldman School of Dental Medicine. To achieve 108 credits after three years at Manhattanville, students will have to take overloads and/or summer credits. Up to 12 of the graduate credits taken during 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 Joint 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 with their 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 Joint Programs Advisor by September 1. The Joint Programs Advisor 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 Joint Programs Advisor 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
  - 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 Joint 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 http://dentschool.bu.edu/bulletin/Bulletin-DMD.html.

MANHATTANVILLE COLLEGE: B.A.
NEW YORK MEDICAL COLLEGE: D.P.T.
PHYSICAL THERAPY
This is an early acceptance 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.

** NOTE: Not counted as liberal arts.
Students interested in the DPT program should consult with the **Joint 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 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 Medical College application. Interested students must apply in writing, using the NY application. New York Medical College will then make a final decision on the College by October 31 of the senior year. New York will then submit an application to New York Medical College. A student who continues to have satisfactory assessments applicants during the summer following the junior year. Medical College then arranges for interviews with qualified applicants by the Medical College application (available on-line).

**MANHATTANVILLE COLLEGE: B.A.**
**NEW YORK MEDICAL COLLEGE: M.S.**
**SPEECH-LANGUAGE PATHOLOGY**

This is an early acceptance 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 **Joint 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](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 **Joint Programs Advisor**, to the Speech-Language Pathology Program Director at New York Medical College.
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 Joint 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.

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 SCIENCE IN FINANCE

The Master of Finance Program is a 36-credit program providing the tools and knowledge to the students who are seeking to enter the financial field and those who are looking to advance their careers. The program is designed for the working professional allowing the student to complete the course work on a part-time basis in a timeframe of eighteen months to two years.

Today’s rapidly-moving global companies demand from its financial professionals in-depth knowledge of financial concepts in order to remain viable and competitive organizations. Through its eight core courses and four electives the MS in Finance Program prepares its students to meet these challenges.

Potential students are:

- Students who recently completed their undergraduate degree and would like to go directly into a graduate business program
- Professionals working in business enterprises and in financial organizations looking to gain additional knowledge and advance their careers
- Entrepreneurs looking to start a company or with established companies
- Professionals working in non-profit organizations looking to gain additional knowledge and advance their careers

The program consists of:

- Core courses in : Accounting, Finance and Economics
- Elective courses in : Entrepreneurial Finance; Finance for non-profit organizations; Enterprise risk management; Advanced courses in finance and investments
Courses are scheduled in the Fall, Spring and Summer semesters and meet on Saturday and Sunday mornings and selected weekday evenings. Students may enter the program prior to the start of any of the semesters

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 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 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.

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 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:
- 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
- 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.

For all programs:
- Students are required to maintain a cumulative GPA of B.
- A five-year limit to complete each program is mandatory.
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.

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 SCIENCE IN ORGANIZATIONAL MANAGEMENT AND HUMAN RESOURCE DEVELOPMENT
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:
- 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.

**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.

**MASTER OF ARTS IN TEACHING/MASTER OF PROFESSIONAL STUDIES DIPLOMA/CERTIFICATION**

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 in all grades. M.A.T. programs range from 36 to 49 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 prepare candidates for certification in School Building Leadership, School District Leadership, School District Leadership/Athletic Director 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, 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. The college does not officially recommend candidates to NYSED under these pathways. 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.

**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 speak directly with 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 semester of each program, New York State regulations now require 100 hours of field experience prior to the clinical semester of each program. 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 a limited 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 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 that 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/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 in Music, Art, TESOL or Foreign Language Instruction 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
All education courses must be taken for a letter grade. In all graduate programs, the student must maintain a “B” average (cum. index of 3.00) for graduation. Courses graded below “C” will not be counted toward the degree. 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. If the student receives a "C" or below in any student teaching course, he/she may repeat the course only once. Any request for a change in grade must be requested within four months of the posting.

Grievance Procedure for Graduate Students
At Manhattanville, grievance procedures exist for students who feel they have received truly biased or unfair treatment by a faculty member.
1) If the student and faculty member cannot resolve the problem through direct discussion in a mutually satisfactory manner, the student should bring the matter in writing to the attention of the appropriate department chair (or the Associate Dean for Graduate Advising if the faculty member and chair are one and the same.) This must happen within one semester of the claimed instance.
2) If the matter cannot be resolved at this level, the student has the right to bring the issue in writing to the Associate Dean for Graduate Advising. This must be done within five business days of the latest communication with faculty or chair. The Associate Dean will convene the Graduate Review Committee, who will make a determination. The Associate Dean will communicate the results in writing to the student.
3) If the issue remains open, the student may appeal in writing within five business days of receipt of communication from the Associate Dean to the Dean of the School of Education, who will form a grievance committee for a formal hearing. The members of the committee will be the Provost, an Associate Dean, and one faculty member, either from the college or the School of Education. The Dean of the School of Education will serve ex-officio. The decision of the grievance committee will be conveyed by letter to the concerned parties.
4) 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.

Graduate Course Offerings

African Studies
HIS 5014: 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). (Spring)

WREL 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)

WREL 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 examine the socio-cultural context and the theological underpinnings of King’s particular form of non-violent direct action. (Fall)

HIS 5035: 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. (Fall)

HIS 5040: 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)

HIS 5112: 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)

HIS 5125: Europeans and Americans through African Eyes (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. (Fall)

AFS 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)
ART HISTORY

ARH 5030: Ancient Painting Seminar (4 cr.)
Do ancient paintings offer a window into life in the ancient world? Following a survey of painting in the Ancient Near East, Egypt, and Greece, this course 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. Students complete a research paper and present an oral report; mandatory attendance at required field trips. Prerequisite: One art history course or permission of the instructor. (Spring '10)

ARH 5033: Abstract Expressionism (4 cr.)
A seminar-style investigation of the roots and developments of this Post-World War II, American art movement. Modern masters such as Jackson Pollock, Lee Krasner, Franz Kline, Willem de Kooning and Mark Rothko will be discussed. Students will write a research paper and give an oral presentation. Required field trips. One art history course or permission of the instructor. (Fall '09)

ARH 5037: Pre-Raphaelite Art (4 cr.)
A seminar investigating the members of the Pre-Raphaelite circle, a group of mid-19th c. painters and decorators, including D. G. Rossetti, J.E. Millais, W. H. Hunt, E. Burne-Jones and W. Morris. Students complete a research paper and present an oral report. Required field trips. Prerequisite: One art history course or permission of the instructor. (Fall '09)

ARH 5042: The Nude: The female body in art (4 cr.)
This seminar will examine the changing image of the female nude in the history of art from the Renaissance to the present. We will employ a feminism methodology in considering the development of the portrayal of the female body throughout this time period. Topics to be investigated include the male gaze, the possibility of a female gaze, and the way in which art creates social constructions of gender. Students will be required to complete a research paper of at least fifteen pages and present their research in a twenty minute oral presentation. Required field trips. Prerequisite: One art history course or permission of the instructor. (Spring '10)

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. After analyzing the relationships between Venice and Byzantium, and Venice and the East, we move on the religious paintings of Bellini, Carpaccio’s narrative paintings, the “poetry” of Giorgione and Titian, the drama of Tintoretto, and the grandeur (and controversy) of Veronese. We 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. Students complete a research paper and present an oral report; mandatory attendance at all required field trips and writing workshops. Prerequisite: One art history course or permission of the instructor. (Spring '10)

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 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 occurs in the fall term to allow travel arrangements to be made. Prerequisite: One art history course or permission of the instructors. (Spring '10)

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. Students complete a research paper and present an oral report; mandatory attendance at all required field trips and writing workshops. Prerequisite: One art history class or permission of the instructor. (Fall '09)

ART (STUDIO)

ART 5000: Assemblage and Collage (4 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. It 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 5005: Calligraphy (4 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 placing of the letters. (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, Final Cut Pro, and Flash. Prerequisite: Computer Graphics I. (Fall) (Spring)
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 to developing creative 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 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 5026: Drawing/Advanced Drawing (3 cr.)
This course will involve a variety of approaches to drawing in pencil, ink, charcoal, pastel, printmaking, and other media using still life, the figure, landscape, interiors, photography, fantasy and master drawings as subject matter. This course is essentially for students who have had some background in drawing and want to develop further in drawing as an art form. (Fall) (Spring)

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)

ART 5030: Exploration of Ceramic Methods (4 cr.)
A comprehensive course for beginner, to 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 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. This course requires some previous art experience. (Fall) (Spring)

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)
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 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. *Prerequisite:* Drawing and 2D Design. *(Spring)*

**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:* 2D Design or Drawing

**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. *(Spring)*

**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. *(TBA)*

**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: Computer Animation – 2D (4cr.)
This course will discuss animation as an art form. The illusion of motion, life and action will be studied through experiment with type, character and image animation. Adobe Illustrator, Final Cut Pro, Audacity, and Flash to study the curriculum. In addition, safety issues of the ceramic studio will be covered. (Fall) (Spring)

ART 5064: Computer Graphics I (4 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, Adobe PhotoShop, 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, and 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 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: Art and Design For the Web (4 cr.)
The objective of this class is to learn the basics of design for the World Wide Web. Using the Adobe application Dreamweaver, 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". Dreamweaver 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. (Spring)

ART 5074: Lithography** (3 cr.)
The course will cover the process and concept of lithography, one of the most direct mediums of printmaking. Students will learn the method of making black/white and color prints. Students will draw with a variety of materials directly on aluminum litho plates. They will also print from transfer photo images or digital print plates. Demonstrations will be done in every class and students will be expected to experiment with different techniques in and out of the classroom. A visit to a lithography studio and a museum trip will be included. (Spring)

ART 5095 Advanced Digital Seminar (4cr.)
Students in this seminar explore practical and theoretical issues that confront artists and graphic designers by creating hands-on designed responses to readings, discussions, lectures, and demonstrations. This class is a forum for students to discuss their processes, develop new skills, reinforce existing skills, and discuss the contemporary context of their work. Each student must choose a digital design process to focus on for the semester: print, interactive, or time-based design. For advanced students. Prerequisite: Computer Graphics I and two other courses or their equivalent. (Fall)

** NOTE: Not counted as liberal arts.
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. Indo-Chinese and Indonesian societies constitute the main focus of the course. (Fall '07)

ASN 5076: 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)

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)

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 Porifera to the 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.

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. (Fall'10)

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.

BIO 5030: Molecular Cell Biology (3 cr.)
The emphasis of this lecture 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 5031: 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 '10)

BIO 5032: Parasitology (3 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. (Fall '10)

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)

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, 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 '10)

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 adaptions 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 '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 '12)

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: 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 '11)
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. (Fall '09)

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 serological study, hair and fiber analysis, fingerprinting, pathology used in identification and trauma to the human body, blood spatter patterns, 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 '09, '11)

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. (Fall '10)

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 '09)

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. (Spring '09, '11)

BIO 5061: Biochemistry I (4 cr.)
The first part of a two-semester lecture sequence, complemented by hands-on laboratory experience, introduces students to solutions, buffers, amino acids, protein structural analysis, hemoglobin oxygen binding, enzymes, and enzyme kinetics. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II with labs. Organic Chemistry I and II with labs. (Fall)

BIO 5062 Biochemistry II (4 cr.)
The second part of a two-semester lecture sequence, complemented by hands-on laboratory experience, emphasizes biochemical metabolic pathways (Glycolysis, Krebs cycle, Electron transport chain, Fermentation, Fatty acid metabolism, Cori Cycle, etc). Prerequisites: Biochemistry I. (Spring)

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. (Fall)

BIO 5066: Molecular Neurobiology (3 cr.)
This lecture/laboratory course with provide students with a solid foundation in normal and abnormal brain function as elucidated by current advances in neurobiology and molecular cell techniques. Understanding how the brain works from a molecular standpoint through genomes, proteomes and bioinformatics allows the students to better appreciate the more complex and comprehensive brain functions such as in cognition and memory, or in dysfunction and neuropathology. Topics in this course will focus on, but are not limited to, the underlying molecular
components of the following: manipulating biomolecules, biomembranes, passive and active stimulation of neurons, gated ion channels, pre- and post-synaptic transmission, signal transduction, developmental genetics and synaptogenesis, epigenetics, neuronal and synaptic plasticity, neuronal modulation, memory, certain neuropathologies, and molecular evolution. Students will be required to complete an independent research project. (Fall '10 or '11)

Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II, Molecular Cell Biology.

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. (Fall)

CHEMISTRY
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 2002 or CHM 2006; BIO 5061/5062 are recommended. (Fall 2011)

CHM 5018: Environmental Science (3 cr.)
This course examines the fundamental aspects of chemistry in environmentally relevant problems. Natural and polluted atmospheric, continental, and marine environments are considered. Prerequisite: CHM 2002. (Fall 2009)

CHM 5049: Chemical Biology (4 cr.)
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 5061/5062 are recommended. (Spring 2011)

COMMUNICATION STUDIES
COMM 5025: Topics in Advanced TV/Video (4 cr.) **
Some of the topics of this advanced production 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)

** NOTE: Not counted as liberal arts.

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 (label, 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. (Fall)

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. (projected Spring '10, '12)

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. (projected Spring '09, '11)

COMM 5073: Queer Media Studies: Rethinking Gender, Sexuality and Politics(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. (projected Spring '09, '11)
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.

EDAD 5002: 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.

EDAD 5003: 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 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: 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 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 5010: Monitoring Student Learning as a Teacher Leader (3 cr.)
This course provides teacher leaders with a vision and an understanding of their roles in supporting their colleagues to improve student performance through appropriate structures that foster collegial exchange and ongoing assessment that informs instructional practice. 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. Simulating grade-level meetings, students will work in teams to analyze student assessment practices, to create assessment tasks, and to develop assessment guided programs.

EDAD 5011: 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 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
Leadership (3 cr.)

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 5050: Resource Mgmt/Fiscal Account (3 cr.)
This seminar will involve other district leaders in the field who will address current workplace challenges related to resource allocation and fiscal accountability. Emphasis will be placed on developing sound business practices and policies that are consistently applied throughout the district. Emphasis will be placed on involving and empowering all school and district leaders in the creation and monitoring of the district finances and resources to support effective and equitable use of time, money and human resources. Other related areas of concentration will include negotiating and collective bargaining, facilities management, and management of transportation, food services and purchasing. Case study analysis will provide a primary tool to support fiscal accountability and ethical decision making.

EDAD 5051: Communications and PR (3 cr.)
With education receiving increasing public attention and decreasing local fiscal support, public relations becomes a critical area of importance for school district leaders. This course will examine both internal and external communications by utilizing a problem-based approach to analyzing specific current issues and developing a strategic communications plan. Through the use of case studies, mock simulations, and role play, Leadership Candidates will apply exemplary communications models and practices that are drawn from business and education.

EDAD 5052: Applied Research Seminar (3 cr.)
The research seminars will be taken early in the program in conjunction with courses that have field assignments that require application of varied research methodologies that will be useful for school districts.

EDAD 5053: District Leadership Institute (3 cr.)
District Institutes will provide highly interactive, practical forums that bring together practitioners and Leadership Candidates from the SDL program. Each institute will target role-alike professionals to promote dialogue and problem solving around common issues.

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. The construction of individual school budgets and their relationship to the district budget will be considered.

EDAD 5222: Practical Leadership Skills in Learning Organizations (3 cr.)
Current leadership theories related to the leader’s role in promoting growth among individuals, groups, and the organization will be studied and applied to everyday workplace issues. Content will focus on four areas: 1) developing deeper understanding and skills that support individual leadership style effectiveness; 2) developing effective teams and related group processes; 3) supporting staff growth through effective supervisory skills, differentiated interventions and professional development supports; 4) managing conflict and sustaining growth and change within the organization. Students will work both individually and as part of a team to analyze case studies to
apply effective problem solving skills, to enhance understanding of group dynamics and teamwork, to strengthen skills at negotiating, and to internalize practical strategies that support organizational change.

EDAD 5225: National Principal Leadership Institute (1 cr.)
Each summer, the National Principals Leadership Institute focuses on a compelling theme and then connects 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. Participants must be prepared to participate throughout the entire week of this one-week course in order to obtain credit.

EDAD 5501: Community Internship (2 cr.)
The Community 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. Students will work a minimum of 100 hours in a community setting and attend seminars.

EDAD 5502: School Internship (2 cr.)
The School 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. Students will work 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.

EDAD 5503: District Internship (2 cr.)
The District internship experience provides 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. Students will complete a minimum of 300 hours in a public or non-public school setting at the level of the school district. Students in full-time employment should be able to complete this requirement in their own districts by arranging a special schedule with their principal and/or superintendent.

EDAD 5504: Athletic Director Internship (2 cr.)
The Athletic Director internship experience provides 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. Students will complete a minimum of 300 hours in a public or non-public school setting, in a project involved with physical education and the athletic directorship. 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, athletic director and/or superintendent.

EDU 5000: Foundations of Education (3 cr.)
Develop a broad overview of the field of American education in this introductory course. Investigate major issues which have affected learning and teaching in the U.S. Through active class involvement analyze the learning/teaching dyad, its social, political, economic antecedents and possible consequences. 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.

** NOTE: Not counted as liberal arts.
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 instruction is provided on informal instruments to assess reading and writing, the instructional methods to address student needs, and the research that relates to that instruction. Essential to the practicum experience are the clinical supervision of the Manhattanville instructor and the group reflection and processing of the clinical experience. Therefore, under no circumstances can the practicum be taken as an independent study. Prerequisites: EDU 5083, EDU 5085, EDU 5088.

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 learning 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.

**NOTE: Not counted as liberal arts.

EDU 5031: Emergent Literacy: Methods & Materials for Beginning Literacy Instruction (3 cr.) **
Students will acquire the theoretical and practical knowledge needed to guide the literacy development of young children. They will explore the developmental influences on preschool learning and 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, children’s literature, as well as other activities that foster phonemic awareness, print concepts, phonics skills, vocabulary development, and comprehension. Students will consider the role of families in supporting the literacy development of young children. They will also examine methods and materials to support literacy development.

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.

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. Essential to the practicum experience are the clinical supervision of the Manhattanville instructor and the group reflection and processing of the clinical experience. Instruction in the methods and materials in literacy assessment is provided during the class meeting. Therefore, under no circumstances can the practicum be taken as an independent study. Prerequisite: Successful completion of all other program courses. 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 mathematical education research in the classroom. Prerequisite: college level math course. Field experience required.

EDU 5108: 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. Examine and use the New York State science core curriculum to develop lessons and a science unit. Demonstrate skills for applying relevant

** NOTE: Not counted as liberal arts.
science 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. Explore the use of questioning techniques and analytic rubrics to assess writing.

EDU 5130: Classroom Management in Special Education (3 cr.) **
The focus of this course is 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 reading, successful completion of EDU 5028 or 5243 and 5029; for those in special education, EDU 5083 and 5085.

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, kinesthetic, 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 5161: Multisensory Reading Part I: Introduction to Orton-Gillingham Windward Course. Replaced by EDU 5158. (1 cr.) **

** NOTE: Not counted as liberal arts.
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 curricula 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 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. Prerequisite: EDU 5204. Field experience required.

EDU 5207: Curriculum and Assessment In English As A Second Language (3cr.) **
ESL models incorporate a wide range of objectives and curricula; this course explores that range from grammar-based to autonomous content-based to paired or bridge curricula. Students will also investigate state and national learning standards and learn how to achieve high levels of performance in standards-based lessons. They will also survey and evaluate a variety of assessment models for both standardized and classroom-based evaluation – from teacher-made quizzes and unit tests to state-mandated diagnostic, placement, and exit examinations to alternate assessments, such as portfolios and performance-based assessments.

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 Areas (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 Educators (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.

** NOTE: Not counted as liberal arts.
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. Field experience required.

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, content reinforcer, and language enabler.

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 student solves 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. Prerequisite: EDU 5403.

EDU 5238: Internship and/or Practicum and 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 Experiences. 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.

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 Elementary School (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.

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 students learn how to create and implement a Holocaust instructional unit.

EDU 5274: Methods of Teaching Literacy: II (3 cr.) **
This course is the second of a pair of courses that provides a research-based introduction to literacy teaching and learning for children in the elementary grades. The course examines in depth the theories, approaches, and methodology of teaching reading and writing in the elementary classroom, with a special focus on literacy teaching in the upper elementary grades (3-6). Emphasis will be on helping students develop an informed, integrated, and balanced approach to the planning and instruction of reading, writing, listening, and speaking, and on extending their knowledge of children’s literature in a diverse society. 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 5275: Strategies for Concept Development in Reading (1 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.

** NOTE: Not counted as liberal arts.
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 (1 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. (For students in the MPS in Reading and Writing 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.

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).

** NOTE: Not counted as liberal arts.
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.) **
Must be taken with EDU 5375. 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 (1 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 Germanic branch that includes English. Depending on class interest, other families (Romance, Japanese, etc.) can and will be discussed. There will be a survey of languages of unusual histories: mixed languages, pidgins and creoles, lingua francas, signed languages, and others. From Proto-World to Proto-Indo-European to World Englishes. (Review the structure of language and your grammatical terms along the way!)

** NOTE: Not counted as liberal arts.
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 whats, 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: 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 5369: Childhood Mathematics, Science, and Technology (3 cr.) **
Explore the interdisciplinary nature of curriculum and its implications and applications for math, science and technology. Work with multi-disciplinary themes such as architecture and inventions. This interdisciplinary experience will help to integrate your own math, science and technology experiences, as well as provide you with an intellectual and philosophical foundation for instructional decision making for curriculum and assessment. Learn the practical side of using computers in the classroom, including how decisions are made about selecting hardware, setting up a classroom and loading software, and training others to use software.

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.

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 (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. (Replaces EDU5025)

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. (Replaces EDU 5034)

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
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 your 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.) **
This course will focus on the sociological and academic factors that have resulted in the creation of the modern middle school concept. The course will emphasize how active learning, team structures, and lesson design can support the social, emotional and intellectual development of students in the middle grades. We will develop strategies for motivation, instruction, assessment, and classroom management. We will also explore how to create a collaborative environment among students, colleagues, and parents and examine the effects of state standards and mandated testing. Students are expected to be active participants in the conception and creation of lessons.

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.

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. Pre-requisite: 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, student 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 methods courses and approval by the Office of Field Experiences and Student Teaching.

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 methods courses and approval by the Office of Field Experiences and Student Teaching.

EDU 5403: Mathematics Curriculum and Methodology (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. (Replaces EDU 5025)

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 methods courses and approval by the Office of Field Experiences and Student Teaching.

EDU 5407: English Curriculum and Methodology (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. (Replaces EDU 5025)

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
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 Experiences and Student Teaching.

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 methods courses and approval by the Office of Field Experiences and Student Teaching.

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 methods courses and approval by the Office of Field Experiences and Student Teaching.

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 Experiences and Student Teaching.

EDU 5431: Student Teaching and Seminar: Early Childhood and EC 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. Prerequisites: completion of all methods courses and approval by the Office of Field Experiences and Student Teaching.

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 methods courses and approval by the Office of Field Experiences and Student Teaching.

** NOTE: Not counted as liberal arts.
EDU 5433: Student Teaching and Seminar: Middle Childhood/Adolescence Education and Special Education (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 methods courses and approval by the Office of Field Experiences and Student Teaching.

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 methods courses and approval by the Office of Field Experiences and Student Teaching.

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.

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.

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.

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. (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 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 ongoing 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. (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 ongoing 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. (Prerequisite: 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. (Offered at the Churchill School)

EDU 5518: Pre-Practicum 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: Pre-Practicum 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 (2 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 learn 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 5529: Teaching with Technology (2 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 in 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 (4 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.

EDU 5541: Ethical Considerations (1 cr.) **
This course will cover the concept of ethics itself. An objective of this course is to teach students to be prepared to act ethically in the absence of guidelines, or even when their actions are in conflict with guidelines or instructions. This course will teach that Ethics are not addressed in one course, but ethics permeate all courses. This course will examine the ethical and professional standards of applied behavior analysis and all the issues that must be considered as a teacher and/or behavior analyst.

EDU 5542: Behavioral Analysis in Education (3 cr.) **
The focus of this course is education, schooling, and behavior analysis. It includes a review of different educational theories and philosophies, instructional strategies, classroom management, assessment, direct instruction, precision teaching, personalized system of instruction, and teacher preparation. The overall emphasis is on "research-based education." The course will cover behavior change procedures and systems support, and applications of behavior analysis in the education of children with autism.

EDU 5543: Behavior Analysis II: Practicum (3 cr.) **
This practicum course will focus on applied behavior analysis intervention procedures and research methodology in a community-based setting (e.g. a school). Students will prepare a review of the literature, develop a written research and treatment proposal written in APA-style. The student will use single-case research designs. The generality of the findings will be demonstrated across participants, behavior, staff, time, or setting. A maintenance program will be developed to ensure that ongoing treatment is continued when the research has concluded. The practicum will include the development and implementation of task analysis. The students will meet with supervisors and the instructor on a weekly basis. During the class meetings students will present their data concerning their research studies.

EDU 5544: Behavioral Analysis III: Clinical Applied Behavior Analysis (3 cr.) **
This course will cover the principles of functional assessment, functional analysis, and development of interventions and behavior support plans. As functional behavioral assessment is required by IDEA in any situation in which a student's behavior interferes with learning (or may result in suspension or change in placement), this course will give the teacher the related knowledge in order to assess and evaluate a student's interfering behavior and/or another's behavior support plan. (This course should be followed by the practicum, EDU 5545, in which the participants will complete their own functional behavior assessments on identified students.) **

EDU 5545: Behavior Analysis III: Practicum in Clinical Applied Behavior (2 cr.) **
This course will allow the participant the opportunity to complete functional behavioral assessments, develop interventions, and implement and evaluate the effectiveness of those interventions. A prerequisite for this course is EDU 5544 Behavior Analysis III: Clinical Applied Behavior Analysis. The focus of intervention will be in special education settings.

** NOTE: Not counted as liberal arts.
EDU 5550: Research Seminar in Special Education & Literacy (3 cr.) **
This course should be taken near the end of the teacher-candidate’s sequence of courses as it draws upon a broad understanding of the disability laws that govern the education of children with special educational needs and instructional strategies. Course participants will be required to expand upon their current level of knowledge by investigating literature reviews of contemporary data to develop either a research project or a grant that would enhance the quality of instruction and life for individuals with disabilities. Ethical considerations with regard to research and education of vulnerable populations will be emphasized. The purpose of the course is also to make students more aware of their social responsibility and the need to continue as life long learners in working with individuals where current strategies for intervention are constantly emerging. Literacy/Special Education dual candidates will conduct the research project in an area relating to teaching literacy to students with special needs.

EDU 5590: Masters Comprehensive Exam (0 cr.) **
Capstone examination requiring synthesis of coursework, use of content knowledge, and analysis of teaching situations. To be taken in the next to last semester.

EDU 5591: Culminating Experience Report for Childhood (0 cr.)
Capstone compilation of student’s original work, synthesizing education theory and practice, relevant to the grades 1-6 curriculum. Prerequisites or corequisites: EDU 5083, EDU 5226, EDU 5274, EDU 5380.

EDU 5592: Masters Final Project (0 cr.) **
Capstone presentation of substantial, mentored original research and/or development of curricular materials, relevant to the student’s program.

EDU 5593: Special Education (Midpoint) Comprehensive Exam (0 cr.) **
Midpoint examination demonstrating secure foundational knowledge of theory, practice, history, and legal underpinnings of teaching Students with Disabilities. Prerequisites or corequisites: EDU 5393 or the equivalent, EDU 5088, EDU 5085, EDU 5130.

EDU 5594: Literacy (Midpoint) Comprehensive Exam (0 cr.) **
Midpoint examination demonstrating secure foundational knowledge of theoretical approaches to Literacy, including writing, and of practice and history of teaching Literacy.

EDU 5610: An Arts Approach to Literacy (3 cr.) **
This foundational and introductory course explores interdisciplinary readings on the arts and literacy, especially the proficient reader research and comprehension. Experiential learning is also emphasized.

EDU 5611: Literacy Instruction for English Language Learners (3 cr.) **
This course focuses specifically on the literacy needs of English Language Learners in the regular education classroom, with special attention to comprehension, fluency, vocabulary, phoneme awareness, phonics, and writing. Culturally responsive pedagogy is discussed and demonstrated.

EDU 5612: Assessment and Intervention in Literacy (3 cr.) **
Learn techniques for assessing the literacy abilities and needs of students, and designing effective interventions based on learner needs, including dyslexia, in the areas of word recognition, fluency, vocabulary, metacognition, comprehension, and writing. Examine and analyze a broad array of formal and informal assessment techniques, their application to literacy instruction and strategies for effectively communicating assessment results to parents, caregivers, and school personnel.

EDU 5613: Teaching Writing and Thinking (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, including topic selection, drafting, conferencing, revising, editing, and publishing. Other topics include responding to and assessing student writing; writing in various genres and about various subjects; motivating students to write; sharing model texts for writers craft as read alouds, including multicultural texts; management of writing workshops; and, consideration of sociocultural and gender perspectives.

EDU 5614: Writing Workshop for Teachers and Young People (3 cr.) **
This summer session course takes place in two phases. In the first phase, a Writing Workshop for Teachers establishes a supportive community where teachers work as writers, explore their own writing process, look critically at writing craft, receive response to work in progress through writing conferences, and discuss the implications of this engagement for their teaching. Based upon the belief that engaging in writing can make a unique contribution to the teaching of writing, teachers learn to use a writer146s tools more effectively and heighten their sensibilities to form and craft by examining the work of other authors. With the instructor and peer writers in this intensive workshop, students will learn how to invent, develop and revise material, as well as develop a repertoire of techniques to share with young people. The second phase of the course is a field experience in the teaching of writing, which mirrors phase one. It is designed to provide hands-on experience in the teaching of writing to elementary and secondary students. Emphasis is placed on building inviting, creative, interactive environments in which young people explore with teachers topics of their own choosing to create, develop, revise, edit, and publish their own work. This field experience will provide students with a model for conducting a writing workshop in their classrooms and for interacting with writers in conferences. The goal of this course is to develop a repertoire of techniques for teaching writing and a personal understanding of the idiosyncratic nature of writing.

** NOTE: Not counted as liberal arts.
EDU 5615: Global and Multicultural Readings in Children's Literature (B-6) (3 cr.) **
The course examines a variety of children's literature, with an emphasis on multicultural and international literature, to cultivate student interest in books and to develop methods for incorporating literature to enhance literacy development. Criteria for selecting children's books are included.

EDU 5616: The Study of Literature (5-12) (3 cr.) **
This course provides a foundation for global literature; students learn how to interrogate literature with multiple critical perspectives, how to identify and contextualize the historical and cultural environment that surrounds production of literature, and how to respond critically to literature.

EDU 5617: New Technologies and Critical Literacies (3 cr.) **
This course serves to introduce students to new technologies and critical literacies. Grounded in the work of critical theorists, this course examines literacy development from a critical perspective: Who is left out? Marginalized? Who benefits? What does it mean to be literate? By whose measure? For what purpose? Students deepen their understanding of how new technologies function and can be used in real and virtual classrooms and how to attend to mediated and non-mediated texts through a critical lens. Students examine ways that critical literacies are privileged in classroom pedagogy, text selection, and curriculum development and develop a unit of study employing new technologies and critical literacies.

EDU 5618: Fostering Literacy through Storytelling and Drama (3 cr.) **
This course explores drama and storytelling as art forms in the classroom, as well as drama and storytelling's contributions to other subject areas, especially literacy and the language arts (reading, writing, listening, speaking, and viewing). The course is designed to give participants the opportunity to understand the power and importance of story and enactment of story. Students encounter a wide variety of stories for performance and/or dramatization from many different cultures, develop skills in telling and enacting stories with ease and enthusiasm, and learn to evaluate the qualities that make stories age-appropriate for various grade levels. The research base connecting storytelling, drama, and literacy development is shared.

EDU 5619: Literacy Research Seminar II (3 cr.) **
This course is the second semester of a year long course to provide students with an in-depth view of the process and products of research in the field of literacy as well as the opportunity to design and conduct an action research project. The first semester is designed to provide students with the opportunity to become familiar with the types of research in this field and the range of methodologies employed in literacy education research. Students learn to critically examine studies related to reading and writing. Students begin to explore topics of interest that arise in their practice. During the second semester, students design and carry out their own action research project and share their findings in both oral and written form. The course is designed to provide future literacy specialists with the skills needed to evaluate literacy research, communicate research findings in a professional manner to colleagues, engage in teacher research, and use research to inform their own practice of literacy education over the span of two semesters. Prerequisite: EDU 5503.

EDU 5699: Capstone Project (3 cr.) **
In this final course, participants select their own projects, their own way of culminating this master's degree program. They initiate plans for their own learning, identify their resources, develop and evaluate their own projects. Projects must demonstrate aspects of organizing and enhancing literacy programs.

ENE 5005: Literature for Adolescents (3 cr.)
This course is designed to introduce students to literature commonly taught in middle and high school classes. The readings will give students an opportunity to explore works that speak to the developmental and psychological needs of young adults. Through recent publications as well as classics of literature, we will examine the history of young adult literature and the social and literary movements that have influenced it. Because they depict conditions and experiences familiar to middle and high school students, these works are frequently included in the secondary school teaching canon. The readings are selected to be representative of genre and theme and reflective of reading levels from 6th grade through 12th. Most importantly, students will develop criteria for selecting literature for the classroom and become actively involved in creating strategies for effective instruction.

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 underrepresented 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 and participate in in-class and web-based discussion.

** NOTE: Not counted as liberal arts.
**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.)**
This course is designed to introduce students to works of short fiction and drama that depict experiences familiar to adolescents. Many of the works feature young adults as primary characters or explore the dynamics of family, in particular the relationships between children and parents; others examine the broader culture young people inhabit. The selections, both contemporary and classic, are representative of literature frequently read in middle school and secondary classrooms. Most importantly, we will examine strategies for effective instruction and criteria for making age-appropriate choices for reading. Students are expected to be active participants.

**ENE 5516: The Linguistics of English: Past, Present, and Future (3 cr.)**
This course explores the past, present, and future of English within the universe of human languages and societies. Students will review the major linguistic structures of English (the "present") at all levels of language – phonology, morphology, and syntax--with an eye towards those which are pedagogically useful. After an overview of the ubiquitous processes of language change, students will explore the history of English (the "past") from its Indo-European and Germanic roots through the rise of Modern English in the age of science. Students will then consider the ways in which English is used and therefore varies by ethnicity, class, and gender, within contemporary society. Students will finally turn to investigating 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 T183 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. (Also see EDU 5311: Teaching with Calculators: Elementary)

**MAE 5354: 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.)**
Individuals 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
MPE 5531: Principles of Rhythms, Dance, and Gymnastics (3 cr.)
Individuals 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. Emphasis is placed on developing and using appropriate instructional cues and prompts to facilitate competent movement skill performance.

MPE 5532: Principles of Individual, Dual, and Leisure Sports (3 cr.)
This course heightens the individual’s ability to demonstrate and 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.)
Individuals will demonstrate their 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.)
Individuals describe 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. Consideration is also given to examining the relationship between physical activity, conditioning, health, wellness, and fitness. (Prerequisites Bio 3007 and Bio 2008 or equivalent)

MPE 5535: Sport Law and Safety Practices (3 cr.)
Individuals will 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.)
Delivers 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, and continues with 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.)
Individuals will observe, analyze, and assess current pedagogical practices in preschool through secondary school-physical education classes. They will also 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.)
Provides 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 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 (3 cr.)
Individuals develop their teaching skills in a full-time fourteen 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.

MPE 5542: Applied Kinesiology for PE and Sport Performance (0 cr.)
Individuals develop an understanding of kinesiology and related movement experiences through physical activity. Anatomical concepts involved in producing movement are explored at the cellular, molecular and body systems level. Also examined are the structural functions of these body systems (musculoskeletal, circulatory, respiratory, digestive, nervous, etc.) and the conceptual framework of the human body. Consideration is also given to the relationships between human anatomy and physical activity.
MPE 5545: Applied Exercise Physiology for PE and Sport (3 cr.)
Individuals will develop an understanding of physiological terminology, concepts and principles, and their application for effective physical education and sports programs. Among the topics to be covered are: Neuromuscular Basis of Movement, Aerobic and Anaerobic Metabolism, Acute and Chronic Response to Exercise, Adaptations to Training, Designs for Effective Training Programs, Environmental Conditions, Nutritional Concerns for Activity and Training, Body Composition, Weight Control, Health-related Issues and Cardiovascular Disease, and physiological concerns for children and seniors.

MPE 5546: Sports Nutrition (3 cr.)
This course is designed to advance the individual's knowledge of sports nutrition and its effect on athletic performance for a variety of age levels. Individuals will examine through scientific inquiry the fundamentals of macro and micronutrients, fluids, ergogenic and vitamin supplementation, weight management, energy planning for specific sport implementation, and the effects of proper nutrition on physical activity. Special attention will be given to understanding key scientific factors that influence individualized and group programming.

MPE 5560: Issues/Trends in PE Admin (3 cr.)
This course identifies local, state, and national regulations and policies related to leadership issues and trends in physical education and athletics in public, private, independent, and parochial school settings. It also discusses the function and organization of leagues and athletic associations in New York State. Additional topics include programming strategies, ways to assess personal and professional standards of the teacher and coach as an educational leader, how to enhance community relations, developing comprehensive budgets and purchasing strategies, schedule facility usage, and other contemporary responsibilities confronting district-wide leaders in athletic administration.

MPE 5561: Ethics in PE/Athletic Admin (3 cr.)
This course advances the individual's understanding of ethics, student rights, public relations and social responsibilities of interscholastic athletic administrators. Individuals will develop a personal philosophy and a professional code of ethics through the use of case studies, role playing, and simulation. Issues reflecting ethical considerations in the organization and management of practices and officiating methods for specific sports will be addressed.

MPE 5562: Technology: PE/Athletic Admin (3 cr.)
This course advances the individual's understanding of the contemporary tools that are available in scheduling, creating physical education/athletic budgets, designing new or enhancing existing programs, developing a website, maintaining student attendance, as well as introducing a variety of technology tools common to physical activity and curriculum development. Emphasis is placed on the application of technology skills and obtaining the knowledge of how these tools can support the current program and district-wide decision making.

MPE 5563: Health Issues: PE/Athletic Admin (3 cr.)
This course explains the differences in the effects of physical activity on fitness across age, gender, and ethnic groups; describing how various systems of the human body respond to physical activity; illustrating the relationship between physical activity and health concerns such as obesity, diabetes, cancer, and mental health; offering guidance for determining the proper amount and type of exercise to be undertaken; and suggests new directions for research. It also focuses on the prevention of diseases, quality of life, and well being as well as the training and conditioning of athletes and presents an account of how the body adapts its performance capabilities in the presence of fatigue, strength, and injury. References to new federally mandated wellness policies and how to convey disease prevention through physical activity and nutrition are also included.

MUE 2067: Instrumental Rudiments I (2 cr.)
Students may select on of the wind or brass instruments for study during the semester, with the aim of understanding the fundamental of correct playing. There will be solo and ensemble fundamentals of correct playing. There will be solo and ensemble playing. Prerequisite: Ability to read music.

MUE 2068: Instrumental Rudiments II (2 cr.)
Continuation of MUE 2067. Prerequisite: Ability to read music.

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.

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 Musicianship III or its equivalent.

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 Musicianship III or its equivalent.

MUE 3054: Methods I: Early Childhood and Childhood Music (3 cr.)
This is a course developed for potential music teachers. Aims, methods and materials currently used in music in the elementary grades (K - 6) will be explored through work shops, projects, observations in schools and individual teaching experiences. This course also serves the needs of
elementary classroom teachers with requisite musical skills. Students should schedule two hours per week for field work in elementary school. Prerequisite: Limited to music education majors or by special permission.

MUE 3057: Methods II: Middle Childhood and Adolescence Music (3 cr.)
This is a course developed for potential teachers in junior and senior high school. The aims, methods and materials currently used in secondary schools will be explored through projects, observations in schools and individual teaching experiences. Topics will include organization and techniques for vocal and instrumental groups, general music, humanities and theory classes. Students should schedule two hours per week for field work in secondary schools. Prerequisite: Open to music education majors or others by permission.

MUE 5051: Resources, Materials and Literature for Teaching Instrumental and Vocal Music (3 cr.)
Topics in this class will include library resources and references, audio-visual materials, instructional materials for programs such as Orff, Kodaly, Dalcroze and Suzuki, along with more traditional series. The course is open to upper-level music education majors, as well as graduate students.

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.

MUE 5054: Methods for Early Childhood/Childhood Music (3 cr.)
This is a course developed for potential music teachers. Aims, methods and materials currently used in music in the elementary grades (K - 6) will be explored through work shops, projects, observations in schools and individual teaching experiences. This course also serves the needs of elementary classroom teachers with requisite musical skills. Students should schedule two hours per week for field work in elementary school. Prerequisite: Limited to music education majors or by special permission. Field experience required.

MUE 5057: Methods for Middle Childhood/Adolescence Music (3 cr.)
This is a course developed for potential teachers in junior and senior high school. The aims, methods, and materials currently used in secondary schools will be explored through projects, observations in schools and individual teaching experiences. Topics will include organization and techniques for vocal and instrumental groups, general music, humanities and theory classes. Students should schedule two hours per week for field work in secondary schools. Prerequisite: Open to music education majors or others by permission. Field experience required.

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.

PSY 2001: Child Development: Birth to Late Childhood (3 cr.)
This course is a survey of the existing evidence on systematic, stable changes that occur from conception through childhood. We 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.

PSY 2002: Developmental Psychology: Early through Late Adolescence (3 cr.)
This course takes a developmental approach to the study of theories of and research on areas such as identity, intimacy, effects of school, factors affecting academic performance, peer and parent relationships, and play. Relevant theories and the research which support or contradict them will be explored.

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: Astrotscience (2 cr.)
Astrotscience 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.

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. (Fall '10)

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. Though the course fosters awareness of dramatic and film technique, its primary concern is various ways of interpreting the printed text. Previous study of Shakespeare is very helpful. This course may be used as an elective for the Film Concentration. (Fall, '10)

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 and out of love, addiction, martyrdom, obsession, compulsion, fantasy, loving the self, living with loss and living together. Discussion of problems in communication, education, censorship. Purpose: improved critical reading, writing and speaking. In-class readings required. Some strong language (Spring)

ENG 5051: Topics in National and Regional Cinemas (4 cr.)
This course considers one or more cinemas in historical, cultural, aesthetic, political and comparative contexts. Key filmmakers and styles receive attention, and concepts of identity, the nation and diaspora are interrogated. Possibilities include Japanese/Chinese, Indian, Scandinavian, German, French, International Jewish, Pan-African, British/Irish, Mexican/Brazilian/Latin American, Soviet/Russian, Italian film. 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. Research paper. (Spring)

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. Research paper. (Spring, '11)

ENG 5065: Visions of Heaven (3 cr.)
This course examines how the conception of Heaven 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 5071: Laughter: Definitions of Comedy (4 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 seminar will present a reading with a film. Seminar sessions will be organized around reports and discussion. A research paper is required for this course. (Spring, '11)

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 or equivalent. Research paper. (Fall)

ENG 5077: American Poetry (3 cr.)
The course opens with postwar Italian neorealism, film noir, the decline of the Hollywood studios, and new documentary and avant-garde approaches. Also considered: Art cinemas from Europe and Japan, Brazilian Cinema Novo, New German Cinema, African and Indian postcolonial cinemas. We examine Hollywood’s revival and its increasing commercialism, China’s “Fifth Generation,” feminist and other independent practice, and work from Australia, Cuba, the Middle East, Hong Kong, etc. Part 1 is helpful but not a prerequisite. (Spring, '11)

ENG 5078: History of Cinema 2: 1945 to the Present (4 cr.)
This seminar will examine post-colonial African writers as they attempt to grapple with the history of European representation of Africa. Topics include African versus European languages, Negritude, Pan-Africanism, identity and the current ethnic problems that have led to genocide in some areas. Writers studied will include Emmanuel Dongala, Ferdinand Oyono, Ama Ata, Ousman Sembene, and Philip Gourevitch, among others. (Spring)

ENG 5087: Writing Africa: Colonial/Post-Colonial Discourse and African Literature (3 cr.)
This class will examine post-colonial African writers as they attempt to grapple with the history of European representation of Africa. Topics include African versus European languages, Negritude, Pan-Africanism, gender, identity and the current ethnic problems that have led to genocide in some areas. Writers studied will include Emmanuel Dongala, Ferdinand Oyono, Ama Ata, Ousman Sembene, and Philip Gourevitch, among others.

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 5107: Writing Africa: Colonial/Post-Colonial Discourse and African Literature (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). (Spring, '11)
ENG 5113: The Victorian Novel (3 cr.)
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. It will begin by comparing "condition of England" novels from the middle of the nineteenth century, will next look at the development of detective and "sensation" fiction, and finally, will consider fictional representations of the liberated "New Woman" in the 1890s. Authors include Charlotte Bronte, Elizabeth Gaskell, Charles Dickens, Wilkie Collins, and George Gissing. (Fall)

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, '11)

FRENCH
FRN 5003: This course guides students from intermediate to more advanced levels of French. The focus is on content that will encourage students to improve their linguistic skills. Reading selections and activities are designed to improve reading comprehension by introducing a variety of text types, increasing vocabulary, and reinforcing the ability to use the structures of French appropriately while exploring French and Francophone culture. Although the course will emphasize improving students' skills in all areas, special emphasis will be placed on developing writing skills through creative and structured writing activities. Prerequisite: 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 and short stories 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 and short stories depict 19th-century French society. We will also watch cinematic adaptations of some of these novels and short stories and read critical and historical material on the 19th-century. Prerequisite: FRN 5024, Introduction to the Analysis of French Texts, or its equivalent. (Fall '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 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. 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, Mariam Bâ, Maryse Condé, Tahar Ben Jelloun, Azouz Begag, and Ousmane Sembène, among others. Prerequisite: FRN 5024, Introduction to the Analysis of French Texts, or its equivalent

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 Giraudoux, 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 5024, Introduction to the Analysis of French Texts, or its equivalent. (Fall '08)

FRN 5024: Introduction to the Analysis of French Texts (3 cr.)
In this course, we will review French grammar and stylistics and read, analyze, and write about French literature from the Middle Ages 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, Introduction to the Analysis of French Texts 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 with 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: FRN 5024, 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 who they came into contact through travel narratives. Julia Douwma 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’Ingénue (1767) and critically analyze their role within the social and political context of 18th-century French society. Prerequisite: FRN 5024, Introduction to the Analysis of French Texts, or its equivalent. (Spring '10).
FRN 3031: French and Francophone Culture through Literature and Film (3 cr.)
In this course we will examine contemporary French and Francophone culture through works of fiction, non-fiction, and film. We will read texts about the French family, the changing role of women, social class, religion, education, housing, gastronomy, French political and economic structures, intellectual and cultural life, immigration and urban alienation, media and technology. We will also examine the notion of francophonie and discuss the French presence around the world. The class will read and analyze articles from French magazines, newspapers, the internet as well as novels by Annie Ernaux and Gisèle Pineau. Films by directors such as Bertrand Tavernier, Etienne Chatiliez, Sembène Ousmane, and Mathieu Kassovitz, among others, will provide different perspectives on French and Francophone cultures. **Prerequisite:** FRN 3024, Introduction to the Analysis of French Texts, or its equivalent. (Spring '09).

FRN 5034: French Translation: French to English (3 cr.)
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, art exhibition catalogues, and instruction manual for digital camera; literary texts. 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. **Prerequisite:** FRN 5024, Introduction to the Analysis of French Texts, or its equivalent

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 correspondence. 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. **Prerequisite:** FRN 5024 or its equivalent.

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. In English.

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)

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 5031: Medieval Synthesis (3 cr.)
Europe in the Early Middle Ages was an unstable world, with its collapsing imperial framework, migrating peoples, contrary cultures, insecure economic structures and clashing political strategies. From that a new balance was struck, through the blending of Roman, Germanic, Celtic and Christian orders, and a Medieval Synthesis was forged. The readings emphasize primary sources and their interpretation while modern secondary sources will further inform our exploration into the phenomenon of cultural synthesis and its place in history. (Spring).

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 Holocaust, as well as Hitler's ambitions for world domination. (Spring)

HIS 5037: The Immigrant Experience in America (3 cr.)
This is an overview of US immigration history from early settlements to the present. Topics include the motives and patterns of European and African settlers the enactment of exclusionary laws in the new republic; the "first" great wave of the 19th-century, and the impact on urban and rural developments; the Ellis Island era of the "great migration" and its impact on industrialization; the onset of restrictions in the early 20th-century and modern refugee problems. It will also explore current issues of assimilation, acculturation, cultural identity and multiculturalism in American society. (Fall)
HIS 5040: 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 5048: 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).

HIS 5056: 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)

HIS 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 culture life in the period between the American Revolution and World War I. (Fall)

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 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)

HIS 5086: Early America (3 cr.)
This seminar examines the early history of North America's exploration and colonization by Europeans; topics covered include changes in land and nature; systems of labor and government; religious experience; race and gender under the law; violence, slavery and war. (Fall)

HIS 5089: The Celtic Synthesis (3 cr.)
From the 6th through the 9th c., Ireland enlightened Western Europe with its spirit, learning, and artistic innovation. The seminar explores the formation of the Early Christian Celtic synthesis, the Hiberno-Saxon connection, and aspects of the medieval world which 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. (Fall).

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)

HIS 5102: Women and Gender in Latin American History (3cr.)
This reading intensive seminar explores how women shaped political, economic and social life in Latin America beginning with independence. Emphasis is placed on gender relations and how categories of identity based on race, ethnicity, and class informed social struggle. This course interrogates specific themes such as sexuality, honor, labor, revolution, citizenship, nation building, law, and social activism to better understand how women not only participated in social change, but also how they understood themselves as actors within a historical context. (Spring)

HIS 5104: Modern Latin American Revolutions (3cr.)
This reading intensive seminar explores the social, political, economic, and geopolitical influences that led to major revolutions twentieth century Latin America. The readings for this course examine the historical circumstances that contributed to the rise of instability, the gendered, economic, and ethnic components of social change, and how the internal and external factors that contributed to revolutionary activity were both similar and different. (Fall)

HIS 5112: Africa Discovered – Africa and Africans in World History (3cr.)
Despite being the cradle of the earliest human societies, 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. A main goal is to acquaint students with the process through which the West elaborates and popularizes its vision of Africa and Africans. (Spring)

HIS 5114: History of the Ottoman Empire (3 cr.)
This course seeks to provide comprehensive coverage of the historical evolution of the Ottoman state from its beginnings as a small principality near Byzantine Constantinople to its status as a mature empire stretching from Hungary to Egypt to Arabian Peninsula, to its demise and then resurgence as a modern republic. The course will also cover Ottoman culture, that is, religion, literature, the arts, and architecture. (Spring).
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 5125: Europeans and Americans through African Eyes (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. (Fall)

HIS 5136: Crusades & Jihad (3 cr.)
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. (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
HIS 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)

ARH 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)

HIS 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)

HIS 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)
HIS 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 '09)

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 literary texts, films, and magazine articles. Students prepare oral reports and complete short written assignments. Prerequisite: Advanced Italian or its equivalent. (Spring)

ITL 5004: Advanced Italian Conversation and Composition (3 cr.)
The purpose of this course is to strengthen and refine the student's oral, written, and analytical skills. Conversation and composition will be practiced through class discussions of modern literary texts and written assignments. Prerequisite: Advanced Italian Conversation or its equivalent. (Spring)

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)

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

ITALIAN

ITL 5014: 14th Century Masters: Dante, Petrarch, and 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 '10)

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)

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 Carpentier, Garcia Márquez, Borges, Cortazar, Quiroga, F. Hernandez, Rulfo, Bioy Casares, Fuentes, Puig, and Vargas Llosa will be studied. (Spring)

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 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.

SPN 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 Alejo Carpentier.)

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 \textit{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 García Marquez.

SPN 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.

SPN 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 life-long professional and personal pursuits. \textit{(Fall) (Spring)}

\textbf{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. \textit{Prerequisite:} Fundamental Concepts of Mathematics. \texti{(Fall) (Spring)}

MATH 5031: Advanced Calculus (4 cr.)
Emphasis of this course will be on basic concepts of analysis and techniques of proofs. \textit{Prerequisite:} Calculus III. \textit{Corequisite:} Fundamental Concepts of Mathematics. \texti{(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. \textit{Prerequisite:} Calculus II. \textit{Corequisite:} Calculus III. \texti{(Fall)}

MATH 5047: 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. \textit{Prerequisite:} Fundamental Concepts of Mathematics. \texti{(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. \textit{Prerequisite:} Fundamental Concepts of Mathematics. \texti{Corequisite:} Advanced Calculus. \texti{(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, diagraphs, traversal theory and network flows. \textit{Prerequisite:} Fundamental Concepts of Mathematics. \texti{(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. \textit{Prerequisite:} Fundamental Concepts of Mathematics. \texti{(Every third year)}

MATH 5060: Topology (4 cr.)

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. \textit{Prerequisites:} Calculus III and Programming and Multimedia in Java.

MATH 5097: Mathematical Logic (4 cr.)
This course deals with propositional and predicate calculus, Godel's completeness and incompleteness theorems, and undecidable problems. \textit{Prerequisite:} Fundamental Concepts of Mathematics. \texti{(Every third year)}

** \textit{NOTE:} Not counted as liberal arts.
**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. **Prerequisites:** MUT 1033: Comprehensive Musicianship II, or permission of the instructor. (Spring '10)

MUH 5010: Haydn, Mozart and Beethoven (3 cr.)
This seminar examines a golden age of music history, the transition from the middle of the eighteenth century through the era of Beethoven. By studying 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. **Prerequisites:** Survey of Western Music I and II and one year of music theory. (Spring '11)

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. **Prerequisites:** 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 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 upon one of these music cultures. A museum visit to study musical instruments will be an important component of the course. (Spring)

MUE 5051: Resources, Materials and Literature for Teaching Instrumental and Vocal Music (3 cr.)**

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 Dalcroze, Kodály, and 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 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. (Spring) (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 Dalcroze, Kodály, and 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 5054 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

**NOTE:** Not counted as liberal arts.
formulate a personal philosophy for teaching music under the model for Comprehensive Musicanship. Prerequisite: Advanced performance ability. Open to students in the MAT program in Music Education and other by permission (Spring)

EDU 5408: Student Teaching and Seminar: Music Education
(6 cr.)*
Supervised student teaching experience divided between elementary and secondary placements in general music, vocal/choral music, and/or instrumental music (symphonic band and/or orchestra). Seminar Class meets weekly to sharpen vocal, instrumental, and conducting skills, practice pedagogy, develop repertory, and negotiate teaching and learning problems. Fulfills 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 5000: 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.

PHL 5007: Boredom (3 cr.)
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.

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.

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.

PHL 5020: 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, metaphilosophy, and the history of philosophy.

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.

PHL 5031: Gödel (3 cr.)
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.

PHL 5032: 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.

PHL 5066: Augustine and Aquinas (3 cr.)
This course has two primary objectives: (1) to introduce you to the problems discussed by two of the greatest medieval philosophers, Augustine and Aquinas; and (2) to discuss the metaphysical systems of these two great medieval philosophers. 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?

** NOTE: Not counted as liberal arts.
PHYSICS
PHY 5010: Advanced Mechanics (4 cr.)
This course offers an advanced formal treatment of classical 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 trans-formations; 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, 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, semi-conductors, 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 (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 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. (Spring ’10)

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. Delete
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 '10)

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 '10)

POS 5093: The United States as a Pacific Power (3 cr.)
This seminar 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.

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 wartorn 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, and 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 '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

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.

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.
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. (Spring '10)

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 '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 state crafters 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.

PSYCHOLOGY
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 '09) (Spring '10)

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. 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 '09)

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. (Offering is tentative based on student interest.)

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, 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). (Fall '09) (Spring '10)

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. (Offering is tentative based on student interest.)

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. 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 '09)

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. (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, 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.

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. Prerequisites: PSY 2001: Developmental Psychology: Infancy through late childhood and PSY 2002: Developmental Psychology: Early through late adolescence. (Spring '10)

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. Prerequisites: PSY 2001: Developmental Psychology: Infancy through late childhood and PSY 2002: Developmental Psychology: Early through late adolescence. (Fall '09)
PSY 5057: Biopsychology Seminar: Neurobiology of Addiction (3 cr.)
This course will focus on a single contemporary topic in neuroscience: the neurobiology of drug addiction. Students will be required to read, discuss, and critique the scientific literature in this area. 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 '09)

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 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 '10)

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. Prerequisite: PSY 2004: Physiological Bases of Behavior or similar background. (Fall '09)

SOCIOLGY AND ANTHROPOLOGY
ANTH 5024: 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.

SOC 5003: Classical Social Theory (3 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; perspectives range from ethnocentric to world-historical. Centered on a series of places, including Mexico City, Sao Paulo, Tokyo, Istanbul, Mumbai, Lagos, and Nairobi, special attention is 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. (Fall)

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 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 Carpenter, Garcia Márquez, Borges, Cortazar, Quiroga, F. Hernandez, Rulfo, Bissy Casares, Fuentes, Puig, and Vargas Llosa will be studied. (Spring 2010)

SPN 5011: 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 different genres from the comedies of Lope de Vega 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. (Fall 2009)

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 5014: Gabriel García Márquez and Magic Realism Writers (3 cr.)
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 Ferré and Carlos Fuentes.

SPN 5016: 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 legacy of indigenous populations; 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 political independence while resolving present economical
problems. The course is structured from an interdisciplinary perspective that emphasizes Latin American art, history, geography and culture. (Fall 2009)

SPN 5020: 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. (Spring 2010)

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 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. (Spring 2010)

SPN 5027: Spanish Women Writers (3 cr.) The aim of this course is to present the work of some outstanding women writers from Spain from a non-traditional perspective. Carefully selected narratives and poems from these writers allow the student to search for a diversity of voices in the realm of the feminine and the other. Using recent feminist theory we analyze the different discourse that unfolds in their works, opening new meanings in the study of literature. (Fall 2009)

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 Guillen and Alejo Carpentier. (Fall 2009)

SPN 5031: Women's Writings in Latin America (3 cr.) Through feminist and critical perspectives, this course focuses on a selection of fiction and poetry by outstanding women authors from colonial times to the present. Students will discover the different female worlds in accord with the times their works were written.

SPN 5032: Spanish Theatre (3 cr.) This course examines the development of dramatic genres in Spain from their early manifestations to the present avant-garde experimental plays of authors such as F. G. Lorca and F. Arrabal. We frame the works in their social and historical context, analyzing the evolution in the history of the stage and spectatorship. Visits to a Spanish theatre performance and screenings of films are included.

SPN 5034: Latino Literature in the United States (Taught in English) (3 cr.) The course focuses on the growing body of literature written by Latinos in recent years. Explores Latino cultural identity through analysis of narrative and poetic works. Guest Latino writers will speak in two of the class sections.

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 Marti, Rubén Dario, José Asunción Silva, etc. (Spring 2010)

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 2009)

SPN 5041: 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.

SPN 5042: Twentieth Century Latin American Poetry (3 cr.) This course analyzes the development of this genre from modernism in the 19th century to anti-poesia and more recent generations of Latin American poets. Special interest will be given to Avant-garde movements and the most contemporary poetry. The course integrates the analysis of rhetorical and expressive devices and points to the aesthetical intertextuality among different currents. Included are works by Dario, Huidobro, Mistral, Agustini, Vallejo, Paz and Parra, Neruda and Mutis. (Spring 2010)

SPN 5044: 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. (Spring 2010)

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 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.

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 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.

WREL5033: 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.
Manhattanville makes every attempt to evaluate students as intellectual, emotional, and social growth. Its Admissions Committee carefully appraises each individual, recognizing their unique capabilities, and considers a student’s active participation in the process of education. We are interested in a student’s willingness and determination to engage in a challenging liberal arts curriculum. The Admissions Committee is particularly interested in a student’s competence to engage in a challenging liberal arts curriculum. Students with academic records indicating they are capable of undergraduate degrees are considered. 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.

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.

HOLC 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, and 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?

HOLC 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.

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 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.

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 applicants’ 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 $65.00 must accompany the application.

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International Applicants
Manhattanville College is extremely proud of its longstanding 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 student 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, either 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 once the candidate's file is complete. 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 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 $60
• 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 2009-2010 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)..........................$385
Admissions Deposit (non-resident students).................$260
Application Fee..........................................................$70
Comprehensive Fee (per semester)..............................$635
Room and Board (per semester).................................$6,755
Tuition (per semester)..............................................$15,745

Part-Time Undergraduate Students
Art Laboratory Fee (per course)...............................$105
Audit Fee (per course).............................................$355
Electronic Microscopy Fee (per course)......................$180
Film Fee (per course).............................................$65
Laboratory Science Fee (per course).........................$65
Language Resource Center (per course).....................$65
Registration Fee (per semester)...............................$50
Tuition: per credit, fewer than 12 credits (per semester)........$730
Tuition: Bachelor of Science (per credit)......................$590

Graduate Students
Art Laboratory Fee (per course)...............................$105
Audit Fee (per course).............................................$355
Film Fee (per course).............................................$65
Laboratory Science Fee (per course).........................$65
Language Laboratory Fee (per course).......................$65
Registration Fee (per semester)..............................$50
Tuition: Master of Arts (per credit)..........................$700
Tuition: Master of Arts in Teaching
(per credit) ..................................................................$855
Tuition: Master of Professional Studies
(per credit) .................................................................$855
Tuition: Master of Science (per credit).......................$730
Certificate in Non-Profit Leadership
(per credit) .................................................................$730

Teacher Education
Education Laboratory Fee (per course).........................$95
Education Practicum Fee (per course).........................$270

Student Teaching:
Graduate Students (per semester)..........................$745
Graduate application fee..........................................$45

Music Lessons
Half-hour lessons in voice or instrument (per course) ....$400
Hour lessons in voice or instrument (per course) ...........$800
Instrument Rental (per semester)..............................$65

Residence Halls Fees
Board
19 Meals Per Week (per semester).............................$2,750
15 Meals Per Week (per semester).............................$2,560
10 Meals Per Week (per semester).............................$2,650
13 Block Meal Plan (per semester).........................$2,650
Room (per semester).........................$4,000

Key Replacement Fee.................................$125
Lock Change Fee..................................................$125
Room Damage and Key Deposit...............................$185
Single Occupancy Double Fee (per semester)..........$2,935
Intersession Room Rate (per week)..................$160

Interim
End of Spring Term to beginning of Summer 1 Term.....$560
End of Summer 2 Term to beginning of Fall Term......$560

Summer Room Rates
Manhattanville Students
(registered for 3 or more credits per session)
Session I or II.........................................................$800
Session I and II.......................................................$1,600
Per Week......................................................$175

All Others Per Day..................................................$95
Per Week...............................................................$540

Miscellaneous Fees
Higher Education Learning Program (per semester). $2,940

Late Registration Fee – Undergraduate
First week of registration............................................$390
Second week and thereafter.....................................$735

Late Registration Fee – Graduate
Late registration before add/drop.................................$230
Late registration after add/drop.................................$390
Late Payment Fee...................................................$555
ID Card Replacement..............................................$25
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 Intercession 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..Manhattanville College’s federal college code number is 002760. Please do not hesitate to contact the Financial Aid Office at 914-323-5357, with any questions that you may have regarding the FAFSA process.

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 Driver 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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.7**</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>1.8**</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>1.9</td>
<td>51</td>
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<tr>
<td>4</td>
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<tr>
<td>5</td>
<td>2.0</td>
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</tr>
<tr>
<td>6</td>
<td>2.0</td>
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<td>7</td>
<td>2.0</td>
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<tr>
<td>8</td>
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<td>9</td>
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<td>10</td>
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<tr>
<td>11</td>
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</tr>
<tr>
<td>12</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>

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. Undergraduate 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.
organizations, and foundations attempt to fill any remaining
appeal forms are available from the Financial Aid Office in
forwarded to academic advising.
been placed on SAP probation. This notification will be
continue to receive financial assistance or that they have
requirements will be notified that they are ineligible to
Students not meeting the minimum credit/G.P.A.
The Office of Financial Aid will review the academic
fall to “financial aid suspension” status, will be
Once they have met the appropriate G.P.A. and degree
credit requirements based on their status, their federal
financial aid will be reinstated.
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
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 AWarding 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:
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.

Freshman Awards
<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairman Award</td>
<td>$18,000</td>
</tr>
<tr>
<td>Board of Trustees Scholarship</td>
<td>$11,500 - $13,500</td>
</tr>
<tr>
<td>President’s Scholarship</td>
<td>$9,500</td>
</tr>
<tr>
<td>McCormack Scholarship</td>
<td>Meets a student’s demonstrated financial need, provides an opportunity grant of $4,000, a one time computer allowance of $1,500 and mentorship</td>
</tr>
<tr>
<td>Today’s Students, Tomorrow’s Teachers (TSTT) Scholarship</td>
<td>Half Tuition Scholarship for New York State students based on program specifications</td>
</tr>
<tr>
<td>Invest in Success</td>
<td>Essay competition resulting in a Full Scholarship for New York State minority students based on program specifications</td>
</tr>
<tr>
<td>Castle Fellowship</td>
<td>Mentorship program that meets at least 80% of tuition, room, board, and fees, provides opportunity grant of $4,000, and a laptop computer</td>
</tr>
<tr>
<td>School of Education Professional Development Schools Scholarship</td>
<td>Half tuition scholarship for students meeting a 3.5 grade point average or above, and attending the school districts of Port Chester, New Rochelle, Greenburg District 7, or White Plains</td>
</tr>
<tr>
<td>Sacred Heart Scholarship</td>
<td>Half Tuition Scholarship for candidates graduating from a school founded by the Sacred Heart Order</td>
</tr>
</tbody>
</table>

Transfer Awards
<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rockland C.C. Honors Program Scholars</td>
<td>$15,000</td>
</tr>
<tr>
<td>Westchester Community College Scholar</td>
<td>$12,000</td>
</tr>
<tr>
<td>Phi Theta Kappa Scholarship</td>
<td>$10,000</td>
</tr>
<tr>
<td>President’s Scholarship</td>
<td>$9,000</td>
</tr>
<tr>
<td>Humanities Scholarship</td>
<td>$7,500</td>
</tr>
<tr>
<td>Science/Math Scholarship</td>
<td>$7,500</td>
</tr>
<tr>
<td>Merit Award</td>
<td>$5,500</td>
</tr>
</tbody>
</table>

Freshman and Transfer Awards
<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manhattanville Advancement Program (MAP)</td>
<td>Meets a student’s demonstrated financial need and provides supplemental academic advising – student’s family income must fall within listed financial guidelines</td>
</tr>
<tr>
<td>Alumni Award</td>
<td>$2,000 (son/daughter of alums)</td>
</tr>
<tr>
<td>Duchesne Center Scholarship</td>
<td>$3,000 Community Service Award</td>
</tr>
<tr>
<td>Dance and Theatre Scholarship</td>
<td>Amount depends on audition</td>
</tr>
<tr>
<td>Music Scholarship</td>
<td>Amount depends on audition</td>
</tr>
<tr>
<td>Art Scholarship</td>
<td>Amount depends on portfolio</td>
</tr>
</tbody>
</table>

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/community service event per semester;
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 U.S. 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.
What Determines the Amount of TAP that I receive?

Eligible students must be third or fourth year matriculated students enrolled in full-time (12 credits) four year degree program, U.S. citizens or permanent residents 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 U.S., 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 receive 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.

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 or permanent residents, 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 or permanent residents 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 U.S., 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 receive 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 Undergraduate Four-Year Programs

New York State has established criteria for 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.)

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. 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 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).

Forms are available from and must be submitted to the Office of Financial Aid by specified filing deadlines. Please contact the Financial Aid Office for additional information on this program.
**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.

**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. 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.

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 the Stafford Loan can be processed. If you are a returning student whose file is complete, you will need to complete these forms online before the Stafford Loan can be processed. If you are an incoming student whose file is complete, you will need to 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.

**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. Please log onto www.HESC.com to complete the PLUS loan pre-approval process.

Once you have reviewed the borrower benefits and chosen a lender, you will need to complete a master promissory note online at www.HESC.com. 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 loan certification must be received by the Financial Aid Office no later than June 1st. The PLUS loan carries a fixed interest rate of 8.5%. If you need further assistance, please do not hesitate to contact our office directly.
Satisfactory Academic Progress for TAP Recipients Enrolled in Graduate Programs

<table>
<thead>
<tr>
<th>Before Being Certified for This Payment</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Student Must have</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Accrued at Least This</td>
<td>0</td>
<td>6</td>
<td>12</td>
<td>21</td>
<td>30</td>
<td>45</td>
<td>60</td>
<td>75</td>
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<tr>
<td>Many Credits:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>With at Least This</td>
<td>0</td>
<td>2.0</td>
<td>2.5</td>
<td>2.75</td>
<td>3.0</td>
<td>3.0</td>
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<tr>
<td>Grade Point Average:</td>
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<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

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.

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).

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. 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 from the Academic Dean of their program.

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).

Forms are available from and must be submitted to the Office of Financial Aid by specified filing deadlines. Please contact the Financial Aid Office for additional information on this program.

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/.

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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 (FWS)
The Office of Center for Career Development 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 Center for Career Development 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 Center for Career Development 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 Center for Career Development 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**

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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.

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. Please log onto www.hesc.com to complete the PLUS loan pre-approval process.

Once you have reviewed the borrower benefits and chosen a lender, you will need to complete a master promissory note online at www.hesc.com. 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 loan certification must be received by the Financial Aid Office no later than June 1st. The PLUS loan carries a fixed interest rate of 8.5%. If you need further assistance, please do not hesitate to contact our office directly.
BOARD OF TRUSTEES

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Retired CEO, Information & Publishing Group
The Thomson Corporation

Mark C. Davis (Vice Chair)
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Emblem Health

Richard A. Berman
President
Manhattanville College

Peter Bridgman
Sr. Vice President & Controller
PepsiCo, Inc.

Paula Sammons Butler '96
Vice President
Subaru Distributors Corporation

D.H. Callahan (Don) '78
Chief Administrative Officer
Citigroup Inc.

Martin Clague
Consultant
Director, Altair Engineering

Ann Conroy, RSCJ '47, '66
Administrator
Convent of the Sacred Heart (Greenwich)

Molly Crowley '61
Director
Crowley Maritime Corporation

Robert C. Cullen
Former CEO, Scientific & Healthcare Group
The Thomson Corporation

William (Bill) C. Fallon
Head of Global Structured Finance
MBIA

Sally M. Furay, RSCJ
Consultant to Higher Education

Retired Senior Minister
The Riverside Church

Duncan P. Hennes
Partner
Promontory Financial Group, LLC

Nancy Roberts King '66

P. Nicholas Kourides
Deputy General Counsel
American International Group

Ernst (Nick) Ohnell
Principal
Ohnell Capital

Karen Olson, RSCJ ‘58, ‘66
Middle School Admissions Director
Stone Ridge School of the Sacred Heart

Scott Pierce
Retired Chairman & CEO
Prudential Asset Management Company

Barbara J. Rogers, R.S.C.J. ‘74
Headmistress
Newton Country Day School

Sally J. Rogers ‘72
Senior Vice President
The United Hospital Fund

Susan A. Ross ‘72
Professor, Theology Department
Loyola University, Chicago

ADMINISTRATION

OFFICE OF THE PRESIDENT
Molly Easo Smith (effective July 1, 2009)
President and Professor of English
B.A., M.A., M.Phil., University of Madras (India)
Ph.D., Auburn University

Richard Berman (to June 30, 2009)
President
L.H.D. [h.c.], New York Medical College;
LL.D. [h.c.], Manhattanville College
(1995)

Sue Reynolds
Assistant to the President
B.A., Concordia College (Moorhead)
(1994)
OFFICE OF THE PROVOST, VICE PRESIDENT FOR ACADEMIC AFFAIRS, AND ACADEMIC DEAN

Edgar B. Schick  
Interim Provost and Vice President for Academic Affairs  
A.B., Muhlenberg College  
M.A., Ph.D., Rutgers University  
(2008)

Lea M. Rutmanowitz  
Associate Provost  
A.B., Barnard College  
M.A., M.Phil., Ph.D., Columbia University  
(1989)

Daniel Gerger  
Director of Continuing Education, Summer Session and Special Programs  
B.A., Montclair State University  
M.A., New York University, Robert Wagner School of Public Service  
(2009)

OFFICE OF THE VICE PRESIDENT FOR STUDENT DEVELOPMENT

Imma DeStefanis, RSCJ  
Vice President for Student Development, Assistant Professor of Psychology  
B.A., Pace University  
M.A., University of California, Berkeley  
Ph.D., Boston College  
(2003)

Brandon Dawson  
Dean of Students  
B.A., SUNY at Cortland  
M.A., Manhattanville College  
(2003)

Ross Novak  
Director of Residence Life  
B.S., M.E., Ohio University  
(1999)

OFFICE OF THE VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

José Flores  
Vice President for Enrollment Management  
B.A., M.L.S., Manhattanville College  
(1993)

Erica Padilla  
Director of Admissions  
B.A., Manhattanville College  
(2000)

Dale M. Sweeney  
Director of Graduate Admissions for the School of Graduate and Professional Studies  
B.A., Fairfield University  
M.A., M.Ed., Columbia University  
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Maria Barlaam  
Director of Financial Aid  
B.A., Nazareth College  
M.S., University of Bridgeport  
(1999)

Jeanine Pardey Levine  
Director of Graduate Admissions for the School of Education  
B.Mus., Manhattanville College  
M.M., University of Hartford  
(2008)

OFFICE OF THE VICE PRESIDENT FOR FINANCE

Marvin Suchoff  
Chief Financial Officer and Vice President of Finance  
B.B.A., M.B.A., Pace University; CPA, State of New York  
(2007)

Norma Bass  
Controller  
B.S., Queens College  
M.B.A., Baruch College-The City University of New York.  
CPA, State of New York  
(1997)

Robert Walker  
Assistant Controller  
B.A., Business Administration  
M.B.A., Fordham University  
(2008)

OFFICE OF THE VICE PRESIDENT AND CHIEF INFORMATION OFFICER

Larry Arps  
Vice President and Chief Information Officer  
B.A., Carleton College  
M.S., M.B.A., Columbia University  
(1997)
**Office of the Vice President for Operations**

J. Gregory Palmer  
*Vice President of Operations*  
B.S., Northeastern University  
M.B.A., University of Hartford  
(1995)

Dan Hannon  
*Director of Maintenance*  
B.A., State University of New York, Cortland  
(1990)

**Office of the Vice President and General Counsel**

Maureen Bateman  
*General Counsel*  
B.A., Manhattanville College  
J.D., Fordham University  
(2008)

**Office of the Vice President for Institutional Advancement**

Donald R. Dean  
*Director of Human Resources*  
B.A., University of South Florida  
M.A., Teachers College, Columbia University

Christine E. Hughes  
*Director of Alumni and Institutional Relations*  
B.S., Marymount College of Fordham University  
M.S., Pace University  
(2007)

Teresa S. Weber  
*Director of Annual Giving*  
B.S. Georgetown University  
(2007)

**School of Education**

Shelley B. Wepner  
*Dean, School of Education, Professor of Education*  
B.S., University of Pittsburgh  
M.S.Ed., Ed.D., University of Pennsylvania  
(2004)

Susan Jacobs  
*Associate Dean for Accreditation and Technology*  
B.A., Radcliffe College  
Ed.M., Harvard University  
Ed.D. Teachers College, Columbia  
(1990)

**School of Graduate and Professional Studies**

Ruth Dowd, R.S.C.J.  
*Dean of the School of Graduate and Professional Studies; Professor of Philosophy*  
B.A., Manhattanville College  
M.A., Ph.D., Fordham University  
(1956)

Don Richards  
*Associate Dean*  
B.A., Fordham University  
M.A., Ph.D., University of Notre Dame  
M.B.A., Long Island University  
(1991)
John A. Fontana  
*Director, M.S. Finance Program*  
*Adjunct Lecturer in Management*  
B.A., M.B.A., Fordham University  
(2008)

Karen Sirabian  
*Director, Masters in Writing Program*  
B.A., New York University  
M.A., Manhattanville College  
(2009)

Dave Torromeo  
*Director, Sports Business Management Program*  
B.A., University of Rhode Island  
MS, Iona College  
(2006)

**ACADEMIC SUPPORT SERVICES**

**LIBRARY**

Rhonna Goodman  
*Director of the Library*  
B.A., Boston University  
M.L.S., Pratt Institute  
M.S., Manhattanville College  
(1997)

Jeff Rosedale  
*Associate Director of the Library*  
(2001)

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*Librarian*  
B.S., Central Connecticut State University  
M.L.S., St. John’s University  
(2008)

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*Librarian*  
B.A., College of New Rochelle  
M.A., Long Island University  
M.L.S., Pratt Institute  
(1996)

Lauren Georger  
*Librarian*  
B.A., Ithaca College  
M.S.L.S, Syracuse University  
(2008)

Lynda Hanley  
*Librarian*  
B.A., University of Minnesota  
M.P.A. Pace University  
M.L.S., Long Island University  
(2001)

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M.L.S., Southern Connecticut State University  
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B.A., Pace University  
M.L.S., SUNY at Albany  
M.Ed., Manhattanville College  
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B.A., SUNY at Oneonta  
M.L.S., Long Island University, C.W. Post  
(2007)

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*Librarian*  
B.A., Marymount College  
M.L.S., St. John’s University  
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B.A., Pomona College  
M.L.S., University of Denver  
M.S.I.L.R., Cornell University/Baruch College  
M.A., New York University  
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Walter Valero  
*Librarian*  
B.S., York College  
M.L.S., Queens College  
(2006)

**REGISTRAR**

Joseph Redington  
*Registrar*  
B.A., University of Scranton  
M.A., University of Maryland  
(1997)
ACADEMIC ADVISING
Charlotte Christ
Assistant Dean – Senior Class
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(1986)

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Assistant Dean - Freshman Class
B.S., University of New Hampshire
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(2002)

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B.A., Fairfield University
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Associate Dean-Sophomore Class,
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B.A., SUNY at Stony Brook
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M.Div., Catholic University of America
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ENGLISH LANGUAGE INSTITUTE (ELI)
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STUDENT DEVELOPMENT
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Director, Office of International Student Services
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B.A., Boston College
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M.S., C.W. Post
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ABD, Teacher’s College Columbia University
(2003)

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Director, Center for Career Development
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(2008)
Sharlise Smith  
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(2000)

**INFORMATION AND TECHNOLOGY**  
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*Director of Administrative Systems – Operations*  
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Diploma, IT Bernard Baruch (CUNY)  
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(2005)

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*Director of Web Services*  
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**MARKETING AND COMMUNICATIONS**  
Daniel Preniszni  
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Daniel Preniszni  
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B.A., Marlboro College  
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*Design Manager, Marketing and Publishing*  
B.F.A., University of the Arts  
(2006)

Drew Zambelli  
*Communications Coordinator*  
B.A. Oberlin College  
(2007)

**PHYSICAL PLANT, OPERATIONS AND SECURITY**  
Joseph Hinchey  
*Director of Campus Safety*  
(2001)

Sam Arnoff  
*Deputy Director Environmental, Health & Safety and Security*  
B.S., The Citadel  
M.B.A., University of Southern California

**INSTITUTIONAL ADVANCEMENT, ALUMNI RELATIONS, PUBLIC RELATIONS**  
Jennifer Griffin  
*Alumni Relations Assistant*  
B.A., Manhattanville College  
(2007)

John Baldini  
*Alumni Relations Assistant*  
B.A., Manhattanville College  
(2007)

Elizabeth Baldini  
*Alumni Relations Administrative Assistant*  
B.A., Manhattanville College  
(2009)

Kaitlyn Keating  
*Annual Giving Associate*  
B.S., College of the Holy Cross  
(2008)

Audrey Nathanson  
*Major Gifts Officer*  
BA Wesleyan University  
MBA Columbia University  
(2003)

Matt Scheck  
*Major Gifts Officer*  
B.A., Colby College  
(2008)
Anne Gold
Aide to President for Community Relations and Communications
B.A. State University of New York at Oswego
M.A. Iona College
(2000)

Michael Seminara
Director of Community Relations
B.A., M.S., Manhattanville College
(2005)

FACULTY
Faculty Emeriti

Mary Lee Baranger
Art History
B.A., Barnard College
Ph.D., New York University
(1966)

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)

David Eisenhower
Sociology Department
B.A., Lincoln University
M.A., Ph.D., Rutgers University
(1978)

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)

Laura Kaufman
Art History Department
B.A. Swarthmore College
M.A., Ph.D. Washington University
(1974)

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)

Anthony LaMagra
Music Department
B.Mus., M.Mus, Yale University
Ed.D. Teacher’s College, Columbia University
(1967)

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.és 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.ÉS 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

Sandra Abt*  
*Adjunct Lecturer in Social Studies Ed*  
A.B., Vassar College  
M.Ed., Tufts University  
Ph.D., New York University  
(2002)

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)

Janet Alfieri*  
*Clinical Field Supervisor in Physical Education*  
B.S., Wittenberg University  
M.S., Columbia University  
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*Adjunct Lecture in Education*  
B.A., Pace University  
M.S., University of Bridgeport  
(1996)

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*Clinical Field Supervisor in Early Childhood,  
Childhood & Special Education*  
B.S., Boston University  
M.S., Hunter College  
(2004)

Haidee Anaya*  
*Adjunct Lecturer in Education*  
B.A., Binghamton University  
M.A., Teachers College, Columbia University  
(2004)

Gary Aronsen*  
*Adjunct Lecturer in Biology*  
B.A., Hunter College, CUNTY  
M.A., George Washington University  
Ph.D., Yale University  
(2004)

Robert Ashkinaze*  
*Adjunct Lecturer in History and Clinical Field  
Supervisor in Education*  
B.A., Long Island University  
M.A., City College of New York  
(1996)

Yayoi Asoma*  
*Adjunct Lecturer in Studio Art*  
B.F.A. Rhode Island School of Design  
M.F.A. Rutgers University  
(2007)

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

Jay Azzolina*  
*Adjunct Lecturer in Music and Musician (Jazz  
Guitar)*  
B.Mus., Berklee College of Music  
M.F.A., SUNY at Purchase  
(1997)
David Baer*
Adjunct Lecturer in Studio Art
B.A./L.A. SUNY at Purchase
(1998)

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B.B.A., Iona College
M.B.A., Pace University
(1994)

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B.A., Brooklyn College
M.S., College of New Rochelle
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B.A., Harpur College, SUNY at Binghamton
M.A., Hunter College
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(2006)

Beverley Barr*
Clinical Field Supervisor in TESOL
B.A., M.A., Brooklyn College
(2007)

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B.A., M.S., New York University
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(1998)

Kate Bauer*
Adjunct Lecturer in Studio Art
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(2008)

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(2004)

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B.A., Brown University
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M.F.A., Warren Wilson College
(2001)

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Assistant Professor of Sociology and Anthropology
B.A., M.S., University of Bridgeport
Ph.D., University of Illinois
(1998)

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B.S., Western Michigan University
M.F.A., M.A., SUNY at Purchase
(2004)

Richard Alan Bernsley*
Adjunct Lecturer of Political Science and Legal Studies
B.S., M.A., New York University
J.D. Rutgers University School of Law
(1998)

Annemarie Bettica
Associate Professor of Biology
B.S., Fordham College
M.S., Ph.D., Fordham University
(1987)
Laura Betz*
Adjunct Lecturer in Literacy Education
B.A., Manhattan College
M.A., Lehman College
(2005)

Laurie Bilik*
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B.A., Skidmore College
M.A., M. Phil., New York University
(1999)

Robert Biolsi*
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B.A., M.B.A., St. John’s University
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B.A., M.A., Fordham University
M.A., Manhattan College
(2002)

Andrew Bodenrader*
Director of Academic Writing and Composition Program
B.A., Emerson College
M.A., New York University
(2000)

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Adjunct Lecturer in Education
B.S., State University of New York College at Cortland
M.S., Southern Connecticut State University
(2003)

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B.A., Hofstra University
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(1998)

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