UNDERGRADUATE COLLEGE CATALOG 2017-2018
ABOUT MANHATTANVILLE

The Seal

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.

Important Notice: Catalog Revisions

Manhattanville College reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of the College without notice. Tuition and fees set forth in this publication are similarly subject to change by Manhattanville College. The College regrets any inconvenience this may cause.

The responsibility for compliance with the regulations in each Academic Catalog rests entirely with the student. The Catalog is not a contract, and nothing in this Catalog can be construed as the basis for a contractual claim. The curricular requirements in this Catalog apply to those students matriculated in the 2017-2018 academic year. This Catalog reflects policies, fees, curricula, and other information as of September 2017.

Last modified: September 29, 2017

Manhattanville College Mission

The mission of Manhattanville College is to educate students to be ethical and socially-responsible leaders in a global community.

We are committed to:

- Ensuring the intellectual, ethical and social development of each student within a community of engaged scholars and teachers.
- Encouraging each student to develop as an independent and creative thinker in pursuing career and personal goals.
- Providing a diverse, inclusive and nurturing environment which develops in each student a commitment to service and leadership within a global community.
Equal Employment Opportunity and Affirmative Action Policy

Non-Discrimination and Harassment Policy

Manhattanville College adheres to all federal, state, and local civil rights law banning discrimination in higher education institutions. The College prohibits discrimination and harassment against any employee, applicant for employment, volunteer, student, or applicant for admission on the basis of age, race, creed, color, religion, national origin, alienage or citizenship status, ethnicity, sexual orientation, military status, sex, gender, disability, predisposing genetic characteristics, criminal conviction, marital status, familial status, domestic violence victim status, gender identity, transgender status, or gender dysphoria.

Please click the link below for the Non-Discrimination and Harassment Policy in its entirety:


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.

Letter to Parents

Dear Students, Parents, families and friends,

Welcome to Manhattanville College! Manhattanville, founded in 1841 by the Sisters of the Sacred Heart, but with an over 40-year history as an independent and comprehensive institution focused on both undergraduate and graduate learning, is strongly committed to continuing its tradition of preparing students for service and civic engagement in an increasingly diverse and global community.

Our mission remains a vital source of inspiration to our faculty, staff, and students:

The mission of Manhattanville College is to educate ethically and socially responsible leaders for the global community. Manhattanville is committed to fulfilling that mission by:

Ensuring the intellectual, ethical, and social development of each student within a community of engaged scholars and teachers.

Encouraging each student to apply his or her development as an independent leader and creative thinker, to career and personal goals.

Providing a diverse campus community whose members know, care about, and support each other and actively engage the community beyond.
Manhattanville College today sees the liberal arts as a wellspring from which students draw passion, intellectual depth and breadth, and inspiration. We believe the liberal arts allow students to integrate their career aspirations into a strong and flexible educational program. We provide outstanding career development services, beginning in the freshman year, to help students explore options, develop skills, and find internship, service, and study abroad opportunities. Manhattanville’s signature Portfolio System helps every student develop a profile of their growth and achievements that they can present to their peers, their faculty, and to the outside world.

Please explore the Manhattanville College catalog to learn about our academic offerings, as well as our policies. Then learn more by exploring our website, www.mville.edu.

With best wishes,

Provost and Vice President for Academic Affairs

**Brief History of Manhattanville: History and 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 many alumni who have become successful teachers and leaders 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 worldwide 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 purchased. 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 in 1952 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.

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 remade and reinterpreted by science and technology, and, perhaps, threatened by the very success of human ingenuity.

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; 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.

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.
Inventory of Undergraduate Programs

Manhattanville is accredited by the Middle States Association of Colleges and Secondary Schools and is chartered by the Regents of the State of New York. Each program registered with the New York State Education Department is assigned a Higher Education General Information Survey (HEGIS) code number, which can be found below. Only those programs currently offered are listed. Manhattanville also offers several minors and areas of concentration. Completion of a minor is not a graduation requirement. Students may choose to complete an optional minor, pending the availability of courses. The College will offer courses that are required for minors at its discretion. Substitutions for courses that are required for minors may be permitted, pending approval of the Department, the Dean of Undergraduate Studies, and the Academic Policy Committee.

Students must discuss their academic plan with their advisors, as enrollment in programs other than those registered or otherwise approved may jeopardize their eligibility for certain student aid awards.

Bachelor of Arts Degrees and Concentrations

<table>
<thead>
<tr>
<th>Code</th>
<th>Program</th>
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</thead>
<tbody>
<tr>
<td>0313</td>
<td>American Studies</td>
</tr>
<tr>
<td>1002</td>
<td>Art (Studio)</td>
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<tr>
<td></td>
<td>Digital Media/Graphic Design</td>
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<tr>
<td></td>
<td>Two-Dimensional Design</td>
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<tr>
<td></td>
<td>Three-Dimensional Design</td>
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<tr>
<td>1003</td>
<td>Art History</td>
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<tr>
<td>0301</td>
<td>Asian Studies</td>
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<tr>
<td>0414</td>
<td>Biochemistry</td>
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<tr>
<td>0401</td>
<td>Biology</td>
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<tr>
<td>0506</td>
<td>Business Management</td>
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<td>Accounting</td>
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<td>Human Resources</td>
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<td>International Management</td>
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<td>Marketing</td>
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<tr>
<td>1905</td>
<td>Chemistry</td>
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<tr>
<td>0601</td>
<td>Communication and Media</td>
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<tr>
<td>0701</td>
<td>Computer Science</td>
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<tr>
<td>1008</td>
<td>Dance and Theatre</td>
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<tr>
<td></td>
<td>Dance</td>
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<tr>
<td></td>
<td>Theatre</td>
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<tr>
<td></td>
<td>Dance Therapy</td>
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<tr>
<td></td>
<td>Theatre Education (no longer accepting students into the program)</td>
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<tr>
<td>0605</td>
<td>Digital Media Production</td>
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<td>2204</td>
<td>Economics</td>
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<tr>
<td>1501</td>
<td>English</td>
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<tr>
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<td>Literature</td>
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<td>Creative and Professional Writing</td>
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<td></td>
<td>English Education</td>
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<td>Film Studies</td>
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<td>0420</td>
<td>Environmental Studies</td>
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<td>0504</td>
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<tr>
<td>1102</td>
<td>French</td>
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<tr>
<td>2205</td>
<td>History</td>
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<td></td>
<td>Social Studies</td>
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<tr>
<td>0399</td>
<td>International Studies</td>
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<td>1701</td>
<td>Mathematics</td>
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<tr>
<td>1005</td>
<td>Music</td>
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<td></td>
<td>Music Business</td>
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<td></td>
<td>Music Technology</td>
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<td>1509</td>
<td>Philosophy</td>
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<td>1902</td>
<td>Physics</td>
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<td>2207</td>
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<td>Criminal Law</td>
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<td>Legal Studies</td>
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<td>2001</td>
<td>Psychology</td>
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<td>2208</td>
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<td>1299.30</td>
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<td>1105</td>
<td>Spanish</td>
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<td>1510</td>
<td>World Religions</td>
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### Bachelor of Fine Arts

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<tr>
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<th>Program</th>
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<tbody>
<tr>
<td>1002</td>
<td>Fine Arts</td>
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<tr>
<td>1005</td>
<td>Musical Theatre</td>
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### Bachelor of Arts Programs in Teacher Education

#### Childhood and Early Childhood:

<table>
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<tr>
<th>Code</th>
<th>Program</th>
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<tbody>
<tr>
<td>0823.00</td>
<td>Early Childhood Education</td>
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<tr>
<td>0802.00</td>
<td>Childhood Education</td>
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<td>0802.00</td>
<td>Childhood Education and Early Childhood</td>
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#### Middle Childhood & Adolescence (Grades 5 – 12):

<table>
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<tr>
<th>Code</th>
<th>Program</th>
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<tr>
<td>0401.01</td>
<td>Adolesc Ed:Biology &amp; Mid Child Ed:Bio</td>
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<tr>
<td>1905.01</td>
<td>Adolesc Ed:Chem &amp; Mid Child Ed:Chem</td>
</tr>
<tr>
<td>1902.01</td>
<td>Adolesc Ed:Physics &amp; Mid Child Ed:Physics</td>
</tr>
<tr>
<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>
</tr>
<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>
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<tr>
<td>1007.00</td>
<td>Theatre Education (All Grades)</td>
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### Bachelor of Fine Arts in Art Education

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<tr>
<th>Code</th>
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<tr>
<td>1002.00</td>
<td>Visual Arts Education</td>
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### Bachelor of Music Education

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<tr>
<td>0832.00</td>
<td>Music Education</td>
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### Bachelor of Arts and Master of Arts in Teaching (Dual Degree Honors Program)

#### Childhood and Early Childhood

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<th>Code</th>
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<tr>
<td>0802.00</td>
<td>Childhood, Grades Gr 1-6</td>
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<tr>
<td>0823.00</td>
<td>Early Childhood, Birth-Gr 2</td>
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<tr>
<td>0802.00</td>
<td>Childhood</td>
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#### Middle Childhood and Adolescence (Grades 5 – 12)

<table>
<thead>
<tr>
<th>Code</th>
<th>Program</th>
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</thead>
<tbody>
<tr>
<td>0401.01</td>
<td>Biology 7-12; Biol 5-9 (Specialist Option)</td>
</tr>
<tr>
<td>1905.01</td>
<td>Chem 7-12; Chem 5-9 (Specialist Option)</td>
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### Bachelor of Arts and Master of Professional Studies (Dual Degree Program)

<table>
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<tr>
<th>Code</th>
<th>Program</th>
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<tbody>
<tr>
<td>1508.00</td>
<td>Tchg of English to Speakers of Oth Langs (TESOL)</td>
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### Bachelor of Fine Arts and Master of Arts in Teaching (Dual Degree Program)

<table>
<thead>
<tr>
<th>Code</th>
<th>Program</th>
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</thead>
<tbody>
<tr>
<td>1002.00</td>
<td>Visual Arts Education</td>
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### Bachelor of Music and Master of Arts in Teaching (Dual Degree Program)

<table>
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<tr>
<th>Code</th>
<th>Program</th>
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<tbody>
<tr>
<td>0832.00</td>
<td>Music Education</td>
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### Bachelor of Science and Master of Arts in Teaching (Dual Degree Program)

<table>
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<tr>
<th>Code</th>
<th>Program</th>
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<tbody>
<tr>
<td>0802.00</td>
<td>Childhood, Grs 1-6</td>
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<tr>
<td>0823.00</td>
<td>Early Childhood, Birth – Gr 2</td>
</tr>
<tr>
<td></td>
<td>Childhood, Gr 1-6 and Early Childhood, Birth-Gr 2</td>
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### Bachelor of Science and Master of Professional Studies (Dual Degree Program)

<table>
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<th>Code</th>
<th>Program</th>
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<tbody>
<tr>
<td>0808.00</td>
<td>Childhood Ed 1-6 &amp; Spec Ed: (Childhood)</td>
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### Bachelor of Science Degree

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<td>2201</td>
<td>Behavioral Studies</td>
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<tr>
<td>0506</td>
<td>Business Management</td>
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<tr>
<td>0506</td>
<td>Organizational Management</td>
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<tr>
<td>0699</td>
<td>Communication Management</td>
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<tr>
<td>0502</td>
<td>Accounting</td>
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<tr>
<td>0509</td>
<td>Marketing</td>
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### Bachelor of Science and Master of Science (Dual Degree Programs)

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<th>Code</th>
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<tbody>
<tr>
<td>2201/</td>
<td>BS Behavioral Studies/ MS Leadership &amp; Strategic Management</td>
</tr>
<tr>
<td>0506</td>
<td>Management</td>
</tr>
<tr>
<td>2201/</td>
<td>BS Behavioral Studies/MS Organizational</td>
</tr>
</tbody>
</table>
0515  Management & Human Resource Development
0699  BS Communications Management/MS Integrated Marketing Communications
0506  BS Organizational Management/MS Leadership & Strategic Management
0506/0515  BS Organizational Management/MS Organizational Management & Human Resource Development
0506/0513  BS Organizational Management/MS International Management

Undergraduate Certificate Programs
5003  Finance
5004  Business Management

Inventory of Graduate Programs

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

Master of Arts Degree
4901.00  Liberal Studies

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 Fine Arts Degree
1507  Creative Writing

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
0808.00  Special Ed.: Early Childhood & Special Education

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)
Advanced Certificate (Post Masters)
0830.00  Science of Reading: Multisensory Instruction
9

Adolescence and Middle Childhood Certificate
0401.01  Biology (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)

Health & Wellness Specialist Certificate
0837.00  Health Education

Education for Sustainability Certificate
0899.00  Education for Sustainability

TESOL Certificate Programs
1508.00  Teaching English to Speakers of Other Lang.
1508.00  Teaching English to Speakers of Other Languages: (TESOL), Adult & International Students

Certificate of Advanced Studies
0899.00  Bilingual Education Extension

Annotation(Childhood/Spanish)

Educational Leadership Degree Programs
0828.00  Teacher Leaders (non-certification)
0827.00  Educational Leadership (SBL)
0827.00  Educational Leadership (Ed.D)

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
0599  Sport Business Management
0699  Marketing Communications Management
0513  International Management
0515  Human Resource Management & Organizational Effectiveness
0506  Business Leadership

Graduate Programs List

Manhattanville believes that education is a life-long process. Graduate programs are offered in the same mission-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 Business

The School of Business offers the following programs:
Master of Science in Finance, Master of Science in Business Leadership, Master of Science in Human Resource Management and Organizational Effectiveness, Master of Science in Marketing Communications Management, Master of Science in International Management, Master of Science in Sport Business Management and a Certificate in Nonprofit Management.
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.

Master of Fine Arts in Writing

Manhattanville College offers a Master of Fine Arts in Creative Writing
Decisions regarding the admission status of applicants are made without regard to race, color, creed, gender, national or ethnic origin, sexual orientation or disability.

**Undergraduate Admissions**

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 his or her own unique capabilities for learning, and to appraise each one's capacity for intellectual and emotional growth.

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 online or paper application.

**Application Procedure**

**Applicants must submit the following materials to the Office of Admission (Reid Hall) for evaluation:**

1. Application for admission;
2. An application fee of $50.00 must accompany the application;
3. Official transcript(s) of grades earned to date from secondary school or college;
4. Two (2) letters of recommendation to include one from a guidance counselor/transfer counselor and one from a current or former teacher;
5. Personal essay describing applicants’ goals and objectives;
6. Standardized test scores (ACT or SAT), unless applying test optional;

**Admissions Interview**

A personal interview is 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 Monday through Friday and on select Saturday dates during the academic year. Tours of the campus are also available.

**Art, Music, Dance and Theatre Students**

In addition to following the normal application procedures:

- Bachelor of Arts or Bachelor of Fine Arts candidates who wish to specialize in art must present a varied portfolio of their best artwork to the Art Department.
- Bachelor of Music candidates who wish to specialize in voice or instrumental music must audition with the Music Department. The audition consists of: Performance of three pieces from different musical periods, and a test of general musicianship.
- Bachelor of Arts candidates who wish to specialize in Dance and Theatre must audition with the Department of Dance & Theatre.

Portfolio review and audition appointments may be made through the Admissions Office. If distance makes it impossible to visit in person, applicants may request permission to submit slides or DVD recordings through the Office of Undergraduate Admissions.

**International Applicants**

Manhattanville College is extremely proud of its long-standing history of having international students as active members of our community. 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.

Manhattanville College offers academic (non-need based)
scholarships and some financial aid to international applicants deemed to be eligible. All applicants who speak or write English as a second language are required to submit either the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System.) The minimum score required for consideration is 80 on the internet-based TOEFL or 6.5 on the IELTS. Official Test results must be sent to Manhattanville College. Information concerning these tests may be obtained directly by logging onto www.ets.org or www.ielts.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 all supporting documents are received. Once an application is received and reviewed, a decision is forwarded to the applicant on a rolling basis. Some accepted students may be required to register for non-credit, preparatory English courses. These courses, which are conducted at the English Language Institute of Manhattanville College, will involve additional expense and extend the time normally required to complete studies for a degree.

Individuals With a Disability

All applicants to Manhattanville College are considered equally, regardless of disability. Applicants are not required to disclose their disability and will not be asked to provide that information. Disclosure of a disability is voluntary. If an individual chooses to disclose a disability, they may do so during the application process or after acceptance at any time during their tenure as a student at Manhattanville. Please contact the Director of Disability Services at 914-323-7127 for more information on accommodations and services available to students with disabilities. Additional information may also be found in this catalog under The Office of Disability Services. If you require a disability related accommodation for a tour of our campus, or for an interview with admissions, please contact the Director of Disability Services.

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 transfer up to 90 credit hours. They may enter either in the fall or spring semester and are required to submit official transcripts of all undergraduate coursework. 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. 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, music, or studio art should refer to procedures for acceptance in the appropriate department sections above.

Acceptance Plans (Early Action and Rolling Admission)

**Early Action:** Manhattanville College offers an Early Action option for students who have decided that Manhattanville is their top choice.

- Apply early for admission and be notified of our decision early. Stop wondering about the admissions process and start planning your freshman year.
- Applications must be received by December 1 of your senior year in secondary school.
- To apply, check off the Early Action box on the application.
- Decisions will be communicated to students no later than December 25.
- Apply early for financial assistance and receive a financial aid package earlier.
- Upon admission to Manhattanville, you will have until May 1 to decide whether or not to attend and confirm your enrollment with a nonrefundable tuition deposit of:
  - $500 for a resident student
  - $300 for a commuter student
Rolling Admission: Manhattanville’s Admissions Office will process applications throughout the year, as long as enrollment space remains available.

- Priority deadline for students are:
  - March 1 for fall applicants
  - January 1 for spring applicants

Under the Rolling Admission Plan, fall candidates will receive an acceptance, denial or deferment on a rolling basis beginning in January once the candidate’s file is complete. (Only Early Action applicants will receive notification of their admission status prior to January 1.) Accepted students must confirm their intention to attend by submitting their enrollment deposit fee ($500 for residents; $300 for commuters) by May 1, unless the acceptance letter states another due date. Deposit fees are not 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 per test toward their Manhattanville degree. If students wish to use these credits toward fulfillment of major requirements, they should consult the Registrar’s Official webpage for equivalencies. Students who have taken college courses while in high school may receive credit if the course is reported on a college transcript at a level of C- or above. 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 at the time of matriculation a maximum of 12 semester hours of credit through subject examinations of the College Level Examination Program (CLEP). Students who intend to transfer credits for courses taken at international institutions are required to provide evaluation reports (translated and verified with grade equivalencies) from agencies that prepare Foreign Academic Credential Evaluations (FACES). The evaluation must examine and equate all course work on a “course-by-course” basis and include grading equivalents to US colleges. Evaluators charge to have an evaluation prepared.

Transcript of Record

Manhattanville College’s 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.

Adult Undergraduate Admissions: APPEAL degrees

APPEAL offers undergraduate degrees for those 21 years of age and older. Admissions is rolling; students can apply and enroll in classes six times a year: spring, summer or fall terms.

Application procedures:
1.) Submit an on-line application for admission
2.) An application fee of $50.00 must accompany the application;
3.) Official transcript(s) of grades earned to date from secondary schools or college;
4.) Two (2) letters of recommendation- professional and/or academic.
5.) Personal essay describing applicants’ goals and objectives.
6.) Professional resume

Send materials to:
Manhattanville School of Business
APPEAL Admissions
2900 Purchase Street-Reid G5
Purchase, NY 10577

Adult Transfer Students: APPEAL degrees

The college will accept 6 CLEP credits, but the Deans of the various schools will consider individual waivers of up to 12 credits. Students must obtain permission from their academic deans to take CLEPs after matriculation.

Post Baccalaureate Pre-health (PBPH)
The Post Baccalaureate Pre-Health (PBPH) is geared toward students interested in applying to graduate or professional
preparation in the Health Sciences, particularly in the fields of Medicine (M.D., D.O., D.V.M.), Dentistry, Physical Therapy, and Optometry.

Application procedures:

1. Submit an on-line application for admission
2. An application fee of $75.00 must accompany the application;
3. Official transcript(s) of grades earned to date from all colleges attended;
4. Two (2) letters of recommendation- professional and/or academic.
5. Personal essay describing applicants' goals and objectives.
6. Curriculum vitae or professional resume is optional.

Send materials to:
Manhattanville School of Business
PBPH Admissions
2900 Purchase Street-Reid G5
Purchase, NY 10577

School of Business
Admissions is rolling for the School of Business. There are several entry points throughout the year (fall, winter, spring, summer), depending on the program.

School of Business Master’s Degree Program Requirements
Program Requirements:
Bachelor’s Degree from an accredited college or university
3.0 GPA from previous college course work
2 years relevant work experience or appropriate internship experience

Application procedures:

1. Submit an on-line application for admission
2. An application fee of $75.00 must accompany the application;
3. Official transcript(s) of grades earned to date from all colleges attended;
4. Two (2) letters of recommendation- professional and/or academic.
5. Personal essay describing applicants’ goals and objectives;
6. Professional resume

Send materials to:
Manhattanville School of Business
Graduate Admissions
2900 Purchase Street-Reid G5
Purchase, NY 10577

School of Business Advanced Certificate Requirements
Program Requirements:
Bachelor’s Degree from an accredited college or university, Minimum of 3.0 Cumulative GPA from previous college course work. Exceptions made be made for those with significant work experience.
2 years relevant work experience or appropriate internship experience (not required for Sport Business and Entertainment Management and Finance).

Application procedures:

1. A completed and signed application with fee made payable to Manhattanville College.
2. Official transcripts from all colleges attended
3. A personal essay of 500 - 700 words on why the selected master’s program is a good match for the candidate's future goals, what the candidate can bring to the classroom and what skills, leadership, volunteer or other life experiences make them a good fit.
4. Two letters of recommendation (either professional or academic).
5. GRE or GMAT testing is not required and is an optional submission component if the candidate wishes us to consider their test score to support their application.

Send materials to:
Manhattanville School of Business
Graduate Admissions
2900 Purchase Street-Reid G5
Purchase, NY 10577

International Applicants

The School of Business Master’s degree programs welcomes international applicants. All international applicants who speak or write English as a second language are required to submit
either the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System.) The minimum score required for consideration is 85 on the internet-based TOEFL or 7 on the IELTS. Official Test results must be sent to Manhattanville College School of Business. Information concerning these tests may be obtained directly by logging onto www.ets.org or www.ielts.org.

All documents written in languages other than English must be accompanied by certified English translations through University Language Services.

International undergraduate and graduate transcripts must be evaluated through World Education Services (WES) or similar service that is a current member of the National Association of Credential Evaluation Services (NACES).

Proof of ability to meet the full cost of attendance must be supplied. The Certificate of Finances Form for international students must be filled out and submitted.

On-campus housing is available for graduate students (limited basis). If a sponsor is providing housing, then additional documents (cash support or housing) need to be completed and notarized.

A 400 USD deposit is required prior to issuing an I-20. This is a non-refundable deposit.

All international graduate students are required to be covered under a health insurance plan whether it be through Manhattanville or a comparable insurance plan you bring in on your own.

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 all supporting documents are received. Once an application is received and reviewed, a decision is forwarded to the applicant on a rolling basis.

Send materials to:
Manhattanville School of Business
Graduate Admissions- International Applicants
2900 Purchase Street-Reid G5
Purchase, NY 10577

Master of Fine Arts Program

There is rolling admissions for the Graduate Business and Writing Programs. There are several entry points for the programs throughout the year (fall, winter, spring, summer).

School of Business and Master of Fine Arts Program Requirements

Program Requirements:

- Bachelors Degree from an accredited college or university
- 3.0 GPA from previous college course work
- 2 years relevant work experience or appropriate internship experience (not required for Sport Business Management, Finance, Writing, Liberal Studies programs)

The application process is as follows:

- A completed and signed application with fee made payable to Manhattanville College. The fee is waived for applications submitted online.
- Official transcripts from all colleges attended
- A 2-3 page typewritten autobiographical essay describing your educational and career experiences. The essay should be creative and reflective in nature and be responsive to the following questions: How and why did you decide to pursue this program? How can this program further your personal and/or professional goals? What special abilities, personal qualities, and life experiences do you bring to the program?
- Resume inclusive of business and educational experience (not required for the Writing program)
- Two (2) letter of recommendation from employers or educators who can attest to your potential for graduate-level work (not required for the Writing program) Interviews will be arranged for those with acceptable completed application files. Proof of the required immunizations against measles, mumps, and
rubella in compliance with New York State regulations for those born on or after January 1, 1957.

For MFA in Writing only:
- A 10-12 page sample of your writing including at least 5 pages of prose. A combination of separate writing samples is acceptable (poetry, essay, short story, novel excerpt, etc.)
- A letter of recommendation

Send Materials to:
Manhattanville College
Graduate Admissions
Reid Castle, Room 313
2900 Purchase Street
Purchase, NY 10577

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 $75
- 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 GRE scores on the Verbal, Quantitative, and Analytical tests or Miller Analogies Test (MAT) scores (for all programs leading to State certification)
- 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.

School of Education Eligibility Requirements

Eligibility Requirements:
- 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)
- All candidates seeking NYS certification must submit GRE scores on the Verbal, Quantitative, and Analytical tests or Miller Analogies Test (MAT) scores
- A demonstrated aptitude for graduate study
- Strong recommendations
- A strong desire to teach
- A strong, liberal arts based college preparation which includes satisfactory completion of prerequisites for the graduate program

Doctoral Program in Educational Leadership Ed.D

Admission to the doctoral program is competitive and it will not be possible to accept all qualified applicants into a doctoral cohort. Doctoral students are mentored and supported by the doctoral faculty and the number of students admitted each year must be strictly limited so that we can provide an outstanding doctoral experience to each cohort.

Doctoral Program in Educational Leadership Eligibility Requirements

Eligibility Requirements:
- Have a Bachelor’s degree and a relevant Master’s degree
- Have at least three years of successful experience in education after completing your Bachelor’s degree
• Have a record of leadership as a teacher, leader, and/or manager.
• Administrative certification and 2 years of administrative experience are strongly preferred

Applicants should submit the following credentials to the School of Education Admissions Office:

• Completed application and application fee of $80
• Two References and One Nomination Letter
• A statement of purpose essay
• Official copies of transcripts of all undergraduate and graduate work
• GRE scores on the Verbal, Quantitative, and Analytical tests or Miller Analogies Test (MAT) scores
• An Electronic Portfolio, or Professional Resume Plus a Work Sample
• An interview with the Doctoral Committee

Registration Requirements, Online Student Resources & Emergency Notification

Manhattanville College provides all students with a full array of online services through the College’s WebAdvisor system. WebAdvisor is available 24 hours a day on and off campus and is accessible on the College website by visiting the “MyMville” link button. Students access WebAdvisor to register and drop classes, view schedules and grades, communicate with advisors, order transcripts, and access financial aid and tuition bill information.

Registration for our main Fall and Spring terms opens online as per the dates published on the Academic Calendar. Online access appointments are assigned to students. Online access appointments are visible on WebAdvisor, emailed to students and are available on a schedule on the Registrar’s Office website.

• **Undergraduates:** Undergraduates may use WebAdvisor to drop most courses from their schedules. However, they cannot remove every section. If an undergraduate will not be attending Manhattanville College after starting registration for an upcoming term, they must contact the Office of Academic Advising. After appropriate forms are submitted, Academic Advising will contact the Registrar’s office to remove all courses from the registration.

• **Graduate & Doctoral Students:** These students may use WebAdvisor to drop ALL courses from their schedule before an upcoming term begins. If a graduate or doctoral student will not be attending Manhattanville College, they must remove all courses from their registration and contact their advisor or appropriate program office to alert them of their intention not to attend.

**NOTE:** Registered courses are NOT REMOVED AUTOMATICALLY from a student’s schedule if they decide not to attend Manhattanville College. Please follow the course drop instructions above. You will be held liable for tuition charges and fees for classes that remain on your registration after a term begins.

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 semester, each summer session and intersession. A pre-registration period for undergraduates is held during each preceding semester for scheduling convenience. Note that space availability is sometimes limited for classes and that pre-registration is strongly advised. Students can register on the web. A mail-in option for registration is available for graduates and part-time undergraduates.

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

**Registration Conditions**

Manhattanville College reserves the right to make changes at any time in admission requirements, fees, charges, tuition, regulations and academic programs, if deemed necessary, prior to the start of any class. The College also reserves the right to divide, cancel,
reschedule classes or reassign instructors if enrollment or other factors require. If course cancelations occur, students will be notified in order to adjust their schedules. Places in limited enrollment courses cannot be held after classes begin. An instructor has the right to notify the Registrar’s Office to admit someone else to a limited enrollment course if a student fails to attend the first class meeting.

Attendance Policy

Students are required to check their course syllabus and must follow the attendance policy stated therein to avoid penalty that could include failing or being dropped from the class.

Attending class is vital to academic success. Accordingly, Manhattanville College expects attendance and punctuality at all classes. Students are expected to accept personal responsibility for any absences, and will be held responsible for all course content, requirements, and assignments, whether or not they are present in class. Individual instructors may establish course attendance policies, including penalties for absences and lateness. The responsibility for explaining and/or documenting individual absences rests with the student, who must understand that instructors are not obligated to grant requests for make-up or supplementary work.

Emergency Notification

The college uses the RaveAlert emergency notification system to notify students or parents registered with RaveAlert of emergencies on campus. The college highly recommends that students register with Rave Alert at https://www.getrave.com/login/mville. Please safely store the username (Mville e-mail username) and password in a secure location for future reference.

Emergency Registration Deregistration

To stop receiving RaveAlert messages sign onto the website above and deregister. Texting STOP to 67283 or 226787 will also stop RaveAlert messages.

Student Statuses by Credit

The following is a list of student statuses by credit:

Undergraduate Students are considered full-time when they are enrolled in 12 credit hours or more. Undergraduates registered for a total of 6 credit hours are considered half-time, below 6 credit hours is considered part-time.

Graduate students (MA, MFA, SOED students, MS non-module students) are considered full-time when they are enrolled in 9 credit hours or more. Graduate students registered for 5 credit hours are considered half-time, below 5 credit hours is considered part-time.

Graduate students in the MS Module programs are considered full-time when they are enrolled in 6 credit hours or more. Graduate students in the MS Module programs are considered half-time when they are enrolled in 3 credit hours, below 3 credit hours is considered part-time.

Doctoral students As of January 2014, Doctoral students are considered full-time when they are enrolled in 6 credit hours or more or are enrolled in EDAD 8190 for two credit hours. Doctoral students are considered half-time when they are enrolled in 3 credit hours or are enrolled in EDAD 8190 for 1 credit hour, below 3 credit hours is considered part-time.

Official & Unofficial Transcripts

Official transcripts bear the seal and an authorized signature of the College Registrar or Associate Registrar. Requests for transcripts may be made in writing using a Transcript Request Form. The appropriate fee for an official transcript must accompany the request. Unofficial transcripts (plain paper only) are issued without charge. All Transcripts request are fulfilled within seven business days, except during periods of registration, examination or commencement when additional time should be allowed.
Withholding Transcripts

Transcripts will not be released if there is any outstanding indebtedness to the College or the student has not completed certain procedures to satisfy compliance requirements for the closure of certain financial aid obligations.

New York State Enough is Enough Legislation: Transcript Notation Policy

Per New York State Legislation Article 129-B, Manhattanville College will record the outcome of certain disciplinary actions on a student's transcript in the form of a transcript comment. This includes but is not restricted to crimes of violence, sexual misconduct, hazing, and conduct which lead to the death or serious physical injury to another person. In disciplinary cases involving withdrawal prior to a disciplinary hearing, Interim Suspension, Suspension, or Expulsion, the student’s academic transcript shall be noted as follows:

**Withdrawal:** Student receives W, WA or WF grade according to established guidelines. Transcript comment reads: “Readmission subject to Dean of Students approval.” Comment is removed, if a student is readmitted, once pending resolution of the alleged violation is resolved.

**Interim Suspension:** Student receives W, WA or WF grade according to established guidelines. Transcript comment reads: “Disciplinarily interim suspended on (date).”

**Disciplinary Suspension:** Student receives W, WA or WF grade according to established guidelines. Transcript comment reads: “Disciplinarily suspended until (date).” Comment is removed when the term of suspension expires.

**Disciplinary Expulsion:** Student receives W, WA or WF grade according to established guidelines. Transcript comment reads: “Disciplinarily expelled on (date) for a code of conduct violation.”

This notation will not be removed from transcript.

After one year from the date of the student leaving the College for withdrawal pending disciplinary hearing, Interim Suspension, or Disciplinary Suspension, the student may appeal to the Vice President for Student Affairs to have the transcript comment removed. It is the student’s responsibility to provide substantial evidence, which supports the appeal and provides documentation of their activities (work, education, etc.) since their exit from Manhattanville College.

Other disciplinary records maintained by the Dean of Students office are not reflected upon a student’s academic transcript, but are maintained in the Dean of Students office in accordance with college policy.

**Appeal’s Process for Seeking Removal of Notation**

Any decision of the Conduct Process may be appealed in writing within 48 hours to the Vice President for Student Affairs for cases heard by the Director of Residence Life or Dean of Students. Once an appeal is submitted the appeals officer will determine if a face to face meeting is warranted. An appellate decision for this purpose is defined as having the power to review the conduct findings of another conduct officer. Appellate decisions of the Director of Residence Life, Dean of Students, Vice President for Student Affairs are final, and will be rendered after receiving the appeal.

The appeal form must include the grounds for the appeal as well as the supporting facts and arguments. The following are grounds for an appeal:

1. The conduct process was not in accord with the rules and regulations governing the College’s conduct process, and this deprivation materially affected the decision; and/or
2. The finding of the violation is contradicted by new evidence and would have resulted in a different decision.

On appeal, sanctions can be increased or decreased. If an appeal is heard, the following actions may be taken:

1. Possible modification of the sanction, including increasing the penalty.
2. Ordering reconsideration by the original conduct officer or designee based on:
   a. *Alleged new evidence* – only if the new evidence is of such a nature as to be reasonably likely to change the outcome of the original investigation and was unavailable at the time of the original investigation.
   b. *Alleged defect in procedure* – only if the defect in the original investigation is sufficiently substantial to be reasonably likely to change the outcome.

3. Ordering dismissal of the case where false evidence was presented.

**Transfer Credit Policy**

Manhattanville College welcomes transfer students and encourages the educational enrichment of all its students. The policies stated below are intended to facilitate the evaluation and awarding of transfer credit. Students are advised to consult with the appropriate department chair prior to enrolling in any course at another institution.

Coursework eligible for transfer must come from regionally accredited institutions or from non-regionally accredited institutions with comparable curricular and standards to those at Manhattanville College.

While the evaluation of transcripts is made by the transfer credit evaluator, the criteria by which equivalencies are determined and credits are accepted are established by the Manhattanville faculty.

Transfer credit may be earned prior to matriculating at Manhattanville and also while a student is a degree candidate, as for example during summer sessions or during a leave of absence.

Pre-approval for transfer credit is required of matriculated students who plan to take courses at institutions other than Manhattanville.

Courses submitted for transfer of credit must be:

- part of the normal undergraduate curriculum published in the institution’s catalog
- recorded on an official transcript of the credit-granting institution

If a student has an Associate’s degree (AA, AS & AAS) and a cumulative GPA of 2.0 for all courses taken toward that degree, then he/she will receive full credit for all the courses successfully completed toward that degree.

Transfer students who hold an AA or AS degree from an accredited institution are exempt from completing Manhattanville College’s General Education requirements. Please note that this exemption does not apply to those transfer students holding an AAS degree from an accredited institution.

**Please Note:**

- All external course work to be evaluated for transfer and posting to the student’s academic record must be submitted to Manhattanville College via an official transcript or appropriately certified document. The College reserves the right to determine the authenticity of all transcript records and may refuse to process transfer credits if questionable conditions exist.
- Except in cases of verifiable clerical error, transfer course work that has been evaluated and entered on the student’s academic record cannot be removed.
- After submission to Manhattanville College, official transcripts and documents become the property of the College and join the student’s permanent academic record. Documents will not be released in any form to a current or former student for reuse for any purpose.

Prospective Students Entering Degree Programs

Prospective transfer students are eligible to receive a maximum of 90 transfer credits. Coursework eligible for transfer must come from regionally accredited institutions, and be comparable to the liberal arts curriculum offered at Manhattanville. Transfer credit is awarded only for courses in which students earn grades of C- or higher.

Accepted credits will be issued only as total transfer credits; individual courses and grades will not appear on the Manhattanville transcript, and grades earned at a prior institution are not factored into the Manhattanville GPA.
1. Official college transcripts for prospective students should be sent to the Office of Admissions for processing;
2. Students will be contacted with a preliminary evaluation of their official transcripts indicating the number of credits to be awarded;
3. Upon depositing, new transfer students will be given an official transcript evaluation, including total number of transfer credits and Manhattanville course equivalencies for all credits, prior to their first semester at the College;
4. Transfer students must have specific courses approved by their department chairpersons to apply such courses to requirements in the major and/or minor.

Prospective Non-Matriculated Students (Non-Degree)

Non matriculated students are not required to submit college transcripts and transfer credit will not be awarded if an official transcript is received. Students may be asked to produce transcripts of previous college coursework if they are seeking to register for a Manhattanville course that requires completion of certain prerequisites.

Advanced Standing (AP, IB, British General Certificate, CLEP, Military Credits, College Credits Completed in High School)

New Transfer Students & Incoming Freshmen

Advanced Placement (AP): College credit will be awarded to incoming students based on their AP Coursework & AP Examination completed while in High School. Credit is awarded in all subjects for Exam scores of 4 and 5; for a complete listing of how AP credits transfer toward your Manhattanville degree, view the AP Subject List.

British General Certificate: Six semester hours of credit (for a maximum of 28 credits) for each Advanced (“A”) level examination of the British General Certificate of Education for which the student received a grade of C or better.

International Baccalaureate (IB): College credit will be awarded to incoming students based on their IB Coursework. Credit is awarded for courses completed at the Higher Level with scores of 5, 6, and 7; a maximum of 18 IB credits may be awarded.

College Level Examination Program (CLEP):
The college will accept 6 CLEP credits, but the Deans of the various schools will consider individual waivers of up to 12 credits. Students must obtain permission from their academic deans to take CLEPs after matriculation.

Military Credits: Manhattanville College will award credit for military education based on the guidelines presented by the American Council on Education (ACE). Students must present a military transcript – AARTS (Army), SMART (Navy and Marine) and CCAF (Air Force) – and credits will be awarded by the Registrar’s Office. Military coursework may be equated to equivalent Manhattanville courses, but in most cases students will be awarded general, non-liberal arts credit which can be applied to their 120-credit graduation requirement. Students should consult the appropriate department chairperson should they wish to apply military credits toward major and/or minor requirements.

College Credits Completed in High School: Incoming Freshmen who have earned college credit while enrolled in high school may have these credits transferred to Manhattanville and applied to their degree requirements. Courses must be comparable to Manhattanville offerings and either taken at an accredited institution or completed at a high school under the oversight of an accredited institution. All college coursework taken as a high school student must be recorded on an official college transcript and must carry a minimum grade of C-.

Deposited students are instructed to have all official college transcripts, AP Transcript, IB Transcripts, CLEP Transcripts, and Military Transcripts mailed to the Registrar’s Office.

Credit for Course Work from International Institutions

Students who intend to transfer credits for courses taken at international institutions are required to provide evaluation reports (translated and verified with grade equivalencies) from agencies such as the World Education Service (WES).
Continuing Manhattanville Students

Students seeking to have courses taken at another institution count toward the major or minor must have the relevant department approve the courses. The College will only award transfer credit toward the student’s degree for coursework approved in advance. Certain departments require higher than a C- for major or minor credit.

The maximum amount of transfer credit that may be applied to the Manhattanville transcript is 90 credits for students matriculating as of Fall 2009; students who enrolled prior to Fall 2009, may transfer in a maximum of 60 credits. In either case, one half of the courses for the major, and one half of the courses for the minor must be completed at Manhattanville.

All accepted transfer credit, except for courses that are part of cooperative programs, will be issued only as total transfer credits; individual courses and grades will not appear on the Manhattanville transcript, and grades earned at a prior institution are not factored into the Manhattanville GPA. Students considering study abroad should note that not all study-abroad programs are cooperative; those who are interested in transferring specific course grades earned during study abroad should consult with the study abroad advisor as early as possible.

Pre-approval is required of matriculated students who plan to take courses at other accredited institutions during the Summer and Winter terms only, or a leave of absence (special approval is necessary if students wish to take courses elsewhere in the Fall or Spring terms.) An evaluation of official transcripts will be completed based on students pre-approval. Credits will not be awarded if the student has not obtained pre-approval. The approval procedure requires completion of the Request for Transfer Credit Approval Form. This form can be obtained on the Registrar’s Office website. The department chair as well as the student’s advisor must sign the form, which must indicate the Manhattanville equivalency for the course that will be taken at another institution. The form should be submitted to the transfer credit evaluator.

Please allow 1-2 weeks for processing of transcripts after they have been received in the Registrar’s Office.

At the completion of the course, the student must request that an official transcript of the completed course work be sent to the transfer credit evaluator. Upon receipt, the course work will be evaluated and credit will be applied as appropriate.

All Students with External and International Credits

Viewing Course Equivalencies

Students may view their transfer credits and credit by examination in WebAdvisor by selecting the Transcript button. This shows external credits among students' institutional credits earned at Manhattanville. For a specific listing of external credits accepted, students may click on Transfer Equivalencies button in Webadvisor. This screen will show all accepted credits that students have earned, along with specific Manhattanville equivalencies. Though many courses transfer to Manhattanville with a specific equivalent (i.e. SOC 1001 or HIS 1011), many courses will have a generic course equivalent. For more information on these generic courses, read this explanation of Manhattanville Course Equivalencies on the Registrar’s Office web page.

Matriculated Graduate Students

If you have external coursework that must be evaluated as part of your graduate curriculum (either as pre-requisite, co-requisite, or transferable coursework), your official transcript(s) should be mailed to the appropriate program director.

Conversion of Credits from Quarter to Semester Value

Credits will be converted by multiplication at the rate of 2/3rds.

Courses Not Eligible for Transfer

When considering courses at other institutions for purposes of transfer credit, students should be aware that certain courses may not be approved for transfer. Such courses include:

- physical education courses
- pre-professional courses
- vocational courses
- remedial courses
- English as a Second Language
- courses taken at institutions without regional accreditation

Institutions with which Manhattanville has Established Articulation Agreements:

Westchester Community College
Rockland Community College

**AP Exam Subjects Accepted by Manhattanville (Minimum Score: 4)**

<table>
<thead>
<tr>
<th>AP Subject</th>
<th>ID/Subject Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American History</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 1011</td>
<td>Development of America I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 1012</td>
<td>Development of America II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Art History</strong></td>
<td></td>
<td></td>
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<tr>
<td>ARH ELEC</td>
<td>Art Hist. Elective</td>
<td>3</td>
</tr>
<tr>
<td>ARH ELEC</td>
<td>Art Hist. Elective</td>
<td>3</td>
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<tr>
<td><strong>Art - 2D Design</strong></td>
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<tr>
<td>ART ELEC</td>
<td>Art Studio Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Art – Drawing</strong></td>
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<tr>
<td>ART ELEC</td>
<td>Art Studio Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td></td>
<td></td>
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<tr>
<td>IDS SCIENCE</td>
<td>Scientific Reasoning &amp; Science Distribution</td>
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</tr>
<tr>
<td><strong>Calculus AB</strong></td>
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<tr>
<td>MATH 1030</td>
<td>Calculus I</td>
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<tr>
<td><strong>Calculus BC</strong></td>
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<tr>
<td>MATH 1030</td>
<td>Calculus I</td>
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<tr>
<td>MATH 1032</td>
<td>Calculus II</td>
<td>4</td>
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<tr>
<td><strong>Chemistry (Score of 4)</strong></td>
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<td></td>
</tr>
<tr>
<td>CHM 1001</td>
<td>Principles of Chemistry I</td>
<td>3</td>
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<tr>
<td>CHM 1003</td>
<td>Principles of Chemistry Lab I</td>
<td>1</td>
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<tr>
<td><strong>Chemistry (Score of 5)</strong></td>
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<tr>
<td>CHM 1001</td>
<td>Principles of Chemistry I</td>
<td>3</td>
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<tr>
<td>CHM 1002</td>
<td>Principles of Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHM 1003</td>
<td>Principles of Chemistry Lab I</td>
<td>1</td>
</tr>
<tr>
<td>CHM 1004</td>
<td>Princ of Chemistry Lab II</td>
<td>1</td>
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<tr>
<td><strong>Computer Science A</strong></td>
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<tr>
<td>MAC 1010</td>
<td>Computer Programming I</td>
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<tr>
<td><strong>Computer Science AB</strong></td>
<td></td>
<td></td>
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<tr>
<td>MAC 1010</td>
<td>Computer Programming I</td>
<td>4</td>
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<tr>
<td>MAC 2017</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
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<tr>
<td><strong>Economics – Macro</strong></td>
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<tr>
<td>ECO 1002</td>
<td>Principles of Macroeconomics</td>
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<tr>
<td><strong>Economics – Micro</strong></td>
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<tr>
<td>ECO 1001</td>
<td>Principles of Microeconomics</td>
<td>3</td>
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<tr>
<td><strong>European History</strong></td>
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<tr>
<td>HIS ELEC</td>
<td>History Elective</td>
<td>3</td>
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<tr>
<td>HIS ELEC</td>
<td>History Elective</td>
<td>3</td>
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<tr>
<td><strong>English Language and Composition</strong></td>
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<tr>
<td>IDS LIBARTS</td>
<td>General Liberal Arts</td>
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<tr>
<td><strong>English Literature and Composition</strong></td>
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<tr>
<td>ENG 1009</td>
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<tr>
<td><strong>Environmental Science</strong></td>
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</tr>
<tr>
<td>IDS SCIENCE</td>
<td>Scientific Reasoning &amp; Science Distribution</td>
<td>3</td>
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<tr>
<td><strong>French Language</strong></td>
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<tr>
<td>FRN 1001</td>
<td>Introductory French I</td>
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<tr>
<td>FRN 1002</td>
<td>Introductory French II</td>
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</tr>
<tr>
<td><strong>French Literature</strong></td>
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<tr>
<td>FRN 1001</td>
<td>Introductory French I</td>
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<tr>
<td>FRN 1002</td>
<td>Introductory French II</td>
<td>4</td>
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<tr>
<td>FRN 2001</td>
<td>Intermediate French I</td>
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<td>FRN 2002</td>
<td>Intermediate French II</td>
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<tr>
<td><strong>German Language</strong></td>
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<tr>
<td>GER 1001</td>
<td>Introduction to German Language and Culture I</td>
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<tr>
<td><strong>Italian</strong></td>
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<td>IDS FL</td>
<td>General Foreign Lang.</td>
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<tr>
<td><strong>Latin Literature (Score of 4)</strong></td>
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<td>CSS 1013</td>
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<tr>
<td><strong>Latin Literature (Score of 5)</strong></td>
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<tr>
<td>CSS 1013</td>
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<tr>
<td>CSS 1014</td>
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<tr>
<td><strong>Music Theory</strong></td>
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<tr>
<td>IDS LIBARTS</td>
<td>General Liberal Arts</td>
<td>3</td>
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<tr>
<td><strong>Physics C – Electromagnetism</strong></td>
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<tr>
<td>PHY 1003</td>
<td>University Physics I</td>
<td>5</td>
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<tr>
<td>PHY 1004</td>
<td>University Physics II</td>
<td>5</td>
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<tr>
<td><strong>Physics C-Mech</strong></td>
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<td>PHY 1003</td>
<td>University Physics I</td>
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<td><strong>Physics B</strong></td>
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<tr>
<td>PHY 1001</td>
<td>College Physics I</td>
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<tr>
<td>PHY 1002</td>
<td>College Physics II</td>
<td>4</td>
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<tr>
<td><strong>Psychology</strong></td>
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<td>PSY 1017</td>
<td>INTRODUCTION TO PSYCHOLOGY</td>
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<tr>
<td>Subject</td>
<td>Course Code</td>
<td>Course Name</td>
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<tr>
<td>Spanish Language</td>
<td>SPN 1005</td>
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<tr>
<td>Spanish Literature</td>
<td>SPN 2001</td>
<td>Intermediate Spanish I</td>
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<td></td>
<td>SPN 2009</td>
<td>More Effective Reading in Spanish</td>
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<tr>
<td>Statistics</td>
<td>ECO 2060</td>
<td>Economic Statistics</td>
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<tr>
<td>U.S. Government and Politics</td>
<td>POS 1031</td>
<td>Intro to American Government</td>
</tr>
<tr>
<td>World History</td>
<td>HIS 1050</td>
<td>Traditional Europe</td>
</tr>
<tr>
<td></td>
<td>HIS 1051</td>
<td>Modern Europe: 1648 to Present</td>
</tr>
</tbody>
</table>

**Re-Taking Course at another Institution (Transfer Credit)**

If a student takes a course at another institution that is equivalent to a Manhattanville course that the student previously completed, the same repeat policies apply as if the course were taken at the College. Re-taking a course in which the original grade was “F” at Manhattanville will allow the student to earn transfer credit for the repeated course. Re-taking a course in which the original grade was “D” or higher prevents the student from receiving transfer credit, though earning a higher grade may fulfill a specific major or minor requirement.
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 2016-2017 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 Tuition and Fees

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Board (per Semester)</td>
<td>$2,920</td>
</tr>
<tr>
<td>Comprehensive Fee (per semester)*</td>
<td>$725</td>
</tr>
<tr>
<td>Room (per semester)</td>
<td>$4,340</td>
</tr>
<tr>
<td>Room Deposit Resident Students*</td>
<td>$200</td>
</tr>
<tr>
<td>Laundry Fee (per semester)</td>
<td>$60</td>
</tr>
<tr>
<td>Tuition (per semester)</td>
<td>$18,230</td>
</tr>
<tr>
<td>Tuition Deposit First Year International Students*</td>
<td>$1,300</td>
</tr>
<tr>
<td>Tuition Deposit Commuter Students*</td>
<td>$300</td>
</tr>
<tr>
<td>Tuition Deposit Resident Students*</td>
<td>$500</td>
</tr>
<tr>
<td>Medical Insurance (prices subject to change)</td>
<td>[Domestic Fall and Spring] $2,215</td>
</tr>
<tr>
<td></td>
<td>[Domestic Spring] $1,108</td>
</tr>
<tr>
<td></td>
<td>[International Per Term (Fall/Spring)] $1,108</td>
</tr>
</tbody>
</table>

### Additional Fees

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education Learning Program Fee (per semester)*</td>
<td>$3,175</td>
</tr>
<tr>
<td>Instrument Rental Fee (per semester)*</td>
<td>$300</td>
</tr>
<tr>
<td>Late Registration Fee after add drop*</td>
<td>$785</td>
</tr>
<tr>
<td>Late Registration Fee before add drop*</td>
<td>$420</td>
</tr>
<tr>
<td>Music Lessons Fee in voice or piano (per course per ½ hr*)</td>
<td>$500</td>
</tr>
<tr>
<td>Parking Fee Full-time Commuter*</td>
<td>$50</td>
</tr>
<tr>
<td>Parking Fee Full-time Residents*</td>
<td>$100</td>
</tr>
<tr>
<td>ID Replacement Fee*</td>
<td>$10</td>
</tr>
<tr>
<td>Late Payment Fee (per month)*</td>
<td>$100</td>
</tr>
<tr>
<td>Transcript Fee (per copy)*</td>
<td>$8</td>
</tr>
<tr>
<td>Manhattanville Payment Plan Fee Fall &amp; Spring</td>
<td>$100</td>
</tr>
<tr>
<td>Manhattanville Payment Plan Fee All Other Terms</td>
<td>$50</td>
</tr>
</tbody>
</table>

For Full-Time students, tuition covers 19 credits (except in Music or Dance & Theater majors and Castle Scholars, where the maximum is 21). Credits in excess of these amounts will be billed per the credit rate above. Please note fees are non-refundable.

### Credit Overload

For Full-Time students, tuition covers 19 credits (with the exception of Castle Scholars, Music and Dance & Theatre majors, where 21.0 is the maximum). Credits in excess of these amounts will be billed per credit.

### Part-Time Undergraduate Students Tuition and Fees

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (per credit)</td>
<td>[B.S. Program - Adult Accelerated Degrees (APPEAL)] $670</td>
</tr>
</tbody>
</table>
Fewer than 12 credits per semester (including Post Baccalaureate Pre-Health) $845

Course Fee (per course, non-refundable)

Art Laboratory Fee* $115
Audit Fee* $510
Electron Microscopy Fee* $205
Film Fee* $75
Instrument Rental (per semester) $300
Laboratory Science Fee* $75
Language Resource Center * $75
Music Lessons Fee in voice or instrument (per course per ½ hr). * $500

Other Fees (per course, non-refundable)

Higher Education Learning Program (per semester)* $3,175
ID Replacement Fee* $10
Late Payment Fee(Per month)* $50
Late Registration Fee – after add/drop* $785
Late Registration Fee – before add/drop* $420
Registration Fee* $60
Transcript Fee (per copy)* $8
Manhattanville Payment Plan Fee Fall & Spring $100
Manhattanville Payment Plan Fee All Other Terms $50
Resident Part-Time Undergraduate Students Comprehensive Fees $250

Graduate Students Tuition and Fees

Tuition (per credit)

Master of Arts/Master of Fine Arts $770
Master of Science $915
Room (per semester) $5,425
School of Education (MAT, MPS, EdD) $915
School of Education EdD ABD $1000

Course Fees*

TK Technology Fee* $45
Art Laboratory Fee* $115
Audit Fee* $510
Education Laboratory Fee* $95
Education Practicum Fee* $279
Film Fee* $75
Instrument Rental (per semester)* $300
Laboratory Science Fee* $75
Language Laboratory Fee* $75
Music Lessons Fee in voice or instrument (per course per ½ hr*). $500
Student Teaching Fee (per semester) $745

Other Fees (per course, non-refundable)

Graduate Application Fee* $75
Doctoral Application Fee* $80
Higher Education Learning Program (per semester)* $3,175
ID Replacement Fee* $10
Late Payment Fee(Per month)* $50
Late Registration Fee – after add/drop* $415
Late Registration Fee – before add/drop* $245
Registration Fee* $60
Transcript Fee (per copy)* $8
Manhattanville Payment Plan Fee Fall & Spring $100
Manhattanville Payment Plan Fee All Other Terms $50
Resident Graduate Student Comprehensive Fees $200
Resident Graduate Laundry Fee $60

Nonprofit Management Certificate:

Tuition

The Nonprofit Landscape (two week comprehensive overview/prerequisite course) $195
Nonprofit Modules 1 – 5 (per individual module-take all 5 for the certificate) $495
Capstone (The C-Suite Perspective) two week capstone course) $295
Registration fee per module: If tuition is paid in $35
full for the entire certificate pay only one registration fee.

### Teacher Education Tuition and Fees
- Education Laboratory Fee (per course): $95
- Education Practicum Fee (per course): $279

### Student Teaching Tuition and Fees
- Graduate Students (per semester): $745
- Graduate application fee: $75
- Doctoral application fee: $80

### Music Lessons Tuition and Fees
- Music lessons in voice or instrument (per course per 1/2 hr): $500
- Instrument Rental Fee (per semester): $300

### Residence Halls Fees
- **Full-Time Undergraduate Students Room & Board Fees**
  - Room (per semester): $4,340
  - Meal Plans
    - 19 Meals per Week + 100 points per semester*: $2,920
    - 15 Meals per Week + 150 points per semester: $2,720
    - 10 Meals per Week + 250 points (per semester): $2,810
    - Block Plan: 135 Meals + 150 points (per semester): $2,810

*Please note all incoming Freshmen must have a 19 meal per week meal plan for their first year. Meal plans for 2nd, 3rd, and 4th year students can be changed up until the first Friday of the Semester.

### Miscellaneous Fees
- **Higher Education Learning Program (per semester)**: $3,175
- Late Registration Fee – Undergraduate: $785
- Late Registration Fee before add drop: $420
- Late Payment Fee (per month): $100
- Late Registration Fee – Graduate: $245
- Late registration after add/drop: $415
- Late Payment Fee (per month): $50
- ID Card Replacement: $10
- Parking Fee: $100
- Residents (per year): $100

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### Manhattanville Students registered for 3 or more credit per session or working 30 or more hours per week
- Session I or II: $825
- Session I and II: $1,650
- Per week: $180

### Manhattanville Students not registered for courses on campus as stated above
- Per Week: $250

### Full-Time Graduate Students Room & Board Fees
- Room (per semester): $5,425
- Meal Plans
  - 19 Meals per Week + 100 points per semester*: $2,920
  - 15 Meals per Week + 150 points per semester: $2,720
  - 10 Meals per Week + 250 points per semester: $2,810
  - Block Plan: 135 Meals + 150 points per semester: $2,810

Meal plans for 2nd, 3rd, and 4th year students can be changed up until the first Friday of the semester.

- Dorm Damage Key Deposit: $200
- Lock Change Fee: $200
- Graduate Resident Student Comprehensive Fee: $200
- Graduate Resident Laundry Fee

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**Note:**

- Dorm Damage Key Deposit: $200
- Lock Change Fee: $200
- Graduate Resident Student Comprehensive Fee: $200
- Graduate Resident Laundry Fee

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**Note:**

- Dorm Damage Key Deposit: $200
- Lock Change Fee: $200
- Graduate Resident Student Comprehensive Fee: $200
- Graduate Resident Laundry Fee
Full-time Commuters (per year) $50
Graduate and part-time students (per semester) $15

Official Transcript Fee
Transcript Fee (per copy) $8

Audit and Senior Audit Fee

Individuals may audit courses on a space-available basis and with permission of the instructor. Auditors may register for lecture style courses (i.e. History, English, Philosophy). Auditors may not register for courses that require lab or class participation (i.e. Art, Dance, Foreign Languages). Audit courses are recorded on a transcript but receive no grade or credit and may not be applied to any degree. Auditors may register only after the regular add/drop period for the term has passed. Auditors are required to pay an audit fee listed in the schedule of fees. Senior citizens (age 62 and older) may have this fee waived upon presentation of proof of age at the time of registration.

Refund Policy

The following refund schedules apply to all students who officially withdraw from classes. Refunds will be computed as of the official withdrawal date. Tuition will be refunded in accordance with the schedules below. Room and board will be refunded on a pro-rated basis if the student is released from the Housing Contract by Residence Life. Fees are not refundable. Refunds will be offset by appropriate reduction in financial aid, scholarships and loans. Refunds of credit balances must be requested in writing.

Full-time undergraduate students must contact the Academic Advising Office in order to formalize their withdrawal.

Students who withdraw or leave the College for disciplinary reasons are not entitled to a refund.

Please Note:
If payment was made by cash or check the refund will be made by check, please allow two to three weeks for processing. If payment was made by credit card, the refund will be made to the credit card used to make the payment. Credit Card refunds will be processed within 7 to 10 business days.

Withdrawal date is approved by either Academic Advising or Registrar’s Office, as appropriate:

BEFORE FIRST DAY OF THE SEMESTER 100%
FIRST TWO WEEKS OF THE SEMESTER 80%
THIRD WEEK OF THE SEMESTER 60%
FOURTH WEEK OF THE SEMESTER 40%
FIFTH WEEK OF THE SEMESTER 20%
NO REFUND AFTER THE FIFTH WEEK OF THE SEMESTER

Tuition Refund Schedule for Summer Sessions:

Once the Summer Session begins, 100% will be refunded for the first two days of the semester, 80% of tuition will be refunded on the third day of the semester; 50% will be refunded for fourth day of the semester and 0% after the fourth day of the semester. Refunds of credit balances must be requested in writing.

Tuition Refund Schedule for Winter Sessions:

Students are eligible for full refunds ONLY for drops made before the first day of the semester, 50% of tuition will be refunded until the close of business hours on the first day of the semester. No refunds after that date. Refunds of credit balances must be requested in writing.

Tuition Refund Schedule for Module Programs:

Once the session begins, 80% of tuition will be refunded for the first two days of the semester; 50% will be refunded for the third and fourth days of the semester and 0% after the fourth day of the semester. Refunds of credit balances must be requested in writing.

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
Tuition and Fees

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.

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.

Bursar Tuition Appeal Committee

Tuition Appeal Forms are for students who are requesting a refund, credit or balance waiver of their tuition charges due to extenuating circumstances that occurred during a given term. Grades received and recorded on the student’s transcript will not be affected by this process and will remain as part of the student’s academic record.

The Bursar Tuition Appeal Committee will consider requests for adjustments to tuition charges when a student can document extenuating circumstances such as:

- Student Illness
- Illness of immediate family member
- Death of immediate family member
- Military deployment
- Change in employment schedule beyond the student’s control
- Verifiable Advising Error

In all cases, the situation must have interrupted your ability to:

- Adhere to the standard drop or withdrawal procedures.
- Attend class(es) for a substantial length of time.
- Complete the semester

Exceptions to this policy do apply.

Appeals must be received within sixty days from the end of the term in which the course was offered. Appeals older than that will be denied. The College considers the decision of the Bursar Tuition Appeal Committee final.

Grading, class assignments and other academic issues are not within the scope of this committee. Please contact your instructor, department chair, or academic dean.

Students should be aware that if a Tuition Appeal is submitted and they have received Financial Aid, their Aid may be impacted and they may potentially owe money to the college. We strongly suggest you meet with a Financial Aid Counselor before you file an appeal.

To obtain a copy of the Bursar Tuition Appeal Form visit the student accounts website or contact the office directly at 914-323-5266.

Residence Halls Fees

Room and board charges for the Fall and Spring semesters apply for the two periods beginning when the residence halls open at the beginning of each semester through the end of each final exam period. Students wishing to remain in the residence halls beyond the Fall and Spring semesters, most notably during the Intersession period and during the summer, must obtain permission from and register with the Office of Residence Life and pay additional fees. All students residing in the residence halls during the Fall and Spring semesters must participate in the College’s board program. All first-time freshmen students residing in the residence halls must participate in the 19-meal plan during their first year of residence.

Admissions Deposit

To reserve a place at the College, all new and continuing 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 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:

- Be U.S. Citizens or permanent resident aliens;
- Be formally accepted as degree candidates;
- Maintain satisfactory academic progress;
- Not owe a refund of any Title IV funds;
- 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:

- A Verification Worksheet (Please make sure that you have completed all the sections (A through E).
- A signed, complete copy of your parents’ federal income tax return, including all schedules, attachments and copies of W-2 statements.
- 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/uneearned income received and attach copies of all W-2 statements.
- Itemization Worksheet
- Stafford Loan Master Promissory Note
- Loan Entrance Interview
- Copy of Student’s Drivers License
- 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 Student Financial Aid

All International Students need to complete the College Board International Student Financial Aid Application. This application is available on the Manhattanville website: www.mville.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.
Undergraduate Satisfactory Academic Progress

Undergraduate 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:

- Federal Supplemental Education Opportunity Grants
- Federal Perkins Loans
- Federal Work Study
- Federal Pell Grants
- Tuition Assistance Grants
- Aid for Part-time Study
- One or more of the Federal Direct Loan Programs including Stafford Student Loans and Parent PLUS loans.
- Manhattanville Grants
- Manhattanville Scholarship(s)

A college’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 at Manhattanville College:

<table>
<thead>
<tr>
<th>FULL-TIME SEMESTERS*</th>
<th>CUMULATIVE GPA (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></td>
</tr>
<tr>
<td>3</td>
<td>1.9</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2.0</td>
<td>51</td>
</tr>
<tr>
<td>6</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2.0</td>
<td>72</td>
</tr>
<tr>
<td>8</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>2.0</td>
<td>96</td>
</tr>
<tr>
<td>10</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>2.0</td>
<td>120</td>
</tr>
<tr>
<td>12</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>

Most undergraduate programs at Manhattanville are completed in one-hundred and twenty (120) credits. A student in the majority of majors at Manhattanville must complete their program within attempting 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. NOTE: If you are enrolled in any of the following majors, please consult your Academic Advisor for the specific number of credits required for completion of your program:

- Art [Studio] – BA
- Art [Studio] – BFA
- Biochemistry
- Chemistry
- Dance & Theatre – BA
- Musical Theatre – BFA
- Music – BMus

Every semester the Office of Financial Aid reviews the academic progress of all students who are in receipt of financial aid. Students not meeting the minimum credit or G.P.A. requirements will be notified that they are ineligible to continue to receive financial assistance or that they have been placed on Satisfactory Academic Progress warning or probation. This notification will be mailed to students at the end of each semester, with copies forwarded to the Office of Academic Advising.

Students that fail to meet the standards listed above are placed on “Financial Aid Warning”. Students on “Financial Aid Warning” may receive one additional semester of aid and will be evaluated at the end of that semester. A student may not have consecutive semesters of “Financial Aid Warning”.

Students who, after one semester of “Financial Aid Warning”, still are not making Satisfactory Academic Progress will be placed on “Financial Aid Probation”. Students that are on “Financial Aid Probation” may appeal for one additional semester of aid. For more information on the appeal process please see below.

Students that are placed on “Financial Aid Probation” that: a) do not submit an appeal, b) have had their appeals denied or c) have had an approved appeal but still are not making Satisfactory Academic Progress after the end of
the subsequent semester, may not receive any financial aid until they meet the credit or Cumulative G.P.A. standards. Because credits obtained from other colleges or universities do not count toward the Cumulative G.P.A. students that fail to meet Manhattanville’s Cumulative G.P.A. requirement must take courses at Manhattanville College at their own expense. Students that fail to meet the cumulative credit requirement may transfer credits from another college. When the student meets the minimum credit and G.P.A. requirements, financial aid eligibility will be restored.

Students that have questions regarding the Satisfactory Academic Progress Policy or financial aid eligibility should contact the Financial Aid Office at (914) 323-5357.

Financial Aid Satisfactory Academic Progress Appeals

When a student loses aid eligibility because they failed to make satisfactory progress, the student may appeal that result on the basis of: injury or illness, death of a relative, or other special circumstances. All appeals must include third party documentation of the circumstances. The appeal should be titled “Satisfactory Academic Progress Appeal” and must explain why the student failed to make satisfactory progress and what has changed in the situation that will allow the student to make satisfactory progress at the next evaluation (end of the semester).

Appeals for Financial Aid Satisfactory Academic Progress should be submitted to:

Robert Gilmore, Director of Financial Aid
Manhattanville College
Reid Hall
2900 Purchase Street
Purchase, NY 10577
Fax: (914) 323-5382

Email: Robert.Gilmore@mville.edu (please do not send Personally Identifiable Information via email)

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:

- Federal Work-Study
- Perkins Loan
- 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.

<table>
<thead>
<tr>
<th>Scholarship Name</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairperson’s Award</td>
<td>$21,000</td>
</tr>
<tr>
<td>Board of Trustees Scholarship</td>
<td>$20,000</td>
</tr>
<tr>
<td>President’s Scholarship</td>
<td>$17,000</td>
</tr>
<tr>
<td>McCormack Scholarship (All students must file FAFSA)</td>
<td>Meets a student’s demonstrated financial need, less any applicable government grants, provides an opportunity grant of $4,000, and mentorship</td>
</tr>
<tr>
<td>Today’s Students, Tomorrow’s Teachers (TSTT) (All students must file FAFSA)</td>
<td>Half Tuition Scholarship for New York State students based on program specifications</td>
</tr>
<tr>
<td>Invest in Success (All students must file FAFSA)</td>
<td>Essay competition resulting in a Full Scholarship for New York State minority students based on program specifications, less any applicable government grants</td>
</tr>
<tr>
<td>Scott Pierce Scholarship (All students must file FAFSA)</td>
<td>Mentorship program that meets at least 80% of tuition, room, board, and fees, less any applicable government grants</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, less any applicable government grants, and attending the school districts of Port Chester, New Rochelle, Greenburgh District 7, or White Plains, Ossining, Bedford, or Elmsford</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>
<tr>
<td>Rockland C.C. Honors Program Scholars</td>
<td>$15,000</td>
</tr>
<tr>
<td>Westchester Community College Scholar</td>
<td>$13,000</td>
</tr>
<tr>
<td>Phi Theta Kappa Scholarship</td>
<td>$13,000</td>
</tr>
<tr>
<td>President’s Scholarship</td>
<td>$12,000</td>
</tr>
<tr>
<td>Humanities Scholarship</td>
<td>$10,000</td>
</tr>
<tr>
<td>Science/Math Scholarship</td>
<td>$10,000</td>
</tr>
<tr>
<td>Merit Award</td>
<td>$5,500</td>
</tr>
<tr>
<td>Manhattanville Advancement Program (MAP) (All students must file FAFSA)</td>
<td>Meets a student’s demonstrated financial need and provides supplemental academic advising – student’s family income must fall within listed financial guidelines, less any applicable government grants</td>
</tr>
<tr>
<td>Alumni Award</td>
<td>$2,000 (son/daughter of alums)</td>
</tr>
<tr>
<td>Duchesne Center Scholarship</td>
<td>$2,000 Community Service Award</td>
</tr>
<tr>
<td>Dance and Theatre</td>
<td>Amount depends on audition</td>
</tr>
</tbody>
</table>
Scholarship
Music Scholarship  Amount depends on audition
Art Scholarship  Amount depends on portfolio

Student Statuses by Credit

The following is a list of student statuses by credit:

Undergraduate Students  are considered full-time when they are enrolled in 12 credit hours or more. Undergraduates registered for a total of 6 credit hours are considered half-time, below 6 credit hours is considered part-time.

Graduate students (MA, MFA, SOED students, MS non-module students)  are considered full-time when they are enrolled in 9 credit hours or more. Graduate students registered for 5 credit hours are considered half-time, below 5 credit hours is considered part-time.

Graduate students in the MS Module programs  are considered full-time when they are enrolled in 6 credit hours or more. Graduate students in the MS Module programs are considered half-time when they are enrolled in 3 credit hours, below 3 credit hours is considered part-time.

Doctoral students  As of January 2014, Doctoral students are considered full-time when they are enrolled in 6 credit hours or more or are enrolled in EDAD 8190 for two credit hours. Doctoral students are considered half-time when they are enrolled in 3 credit hours or are enrolled in EDAD 8190 for 1 credit hour, below 3 credit hours is considered part-time.

Rights and Responsibilities of Scholarship Recipients

Annual renewal of all scholarships is based on:

- Meeting Manhattanville’s Standard of Satisfactory Academic Progress requirement
- Attending each semester on a full-time basis (14-16 credits)

Graduate School of Education: Alumni and Graduate Scholarships

Manhattanville alumni whose undergraduate degree date is May, 1999 or thereafter, whose final cumulative GPA is 3.00 or above, and who are matriculated in a Manhattanville Masters program in education within two years of the undergraduate degree date, are eligible for scholarship aid of $1,000 per semester. Students must be registered full-time (9 or more graduate credits).

Manhattanville alumni whose undergraduate degree date is May 2005 or thereafter and who pursue full-time graduate study immediately after graduation are eligible for the Fast Start program which provides a 20% discount for all coursework. Fast Start students who have a 3.6 GPA are eligible for an additional $1,000 during the first semester.

Graduate scholarships will be awarded to any incoming graduate student possessing an overall grade point average of 3.2 or higher who registers for six credits or more for the first graduate semester, for one semester only:

GPA Scholarship If Taking At LEAST AMOUNT
3.70 - 4.0 Board of Trustees
9 credits $2,000.00
3.50 - 3.69 Presidents
6 credits $1,000.00
3.20 - 3.49 Merit Award
9 credits $1,500.00
6 credits $1,200.00

Dual-degree (BA/MAT, BA/MPS) students are not eligible for any of the above discounts or scholarships.
District Partnerships and Tuition Discounts

Full-time teachers, administrators, and paraprofessionals teaching in districts, schools, or networks with which the School of Education has a partnership may be eligible for a tuition discount, for any semester in which they are employed full-time by the institution.

Faculty in districts where Manhattanville maintains a professional development school are eligible for a 30% discount. Faculty in districts which belong to the Changing Suburbs Institute are eligible for a 20% discount. Faculty in districts belonging to the Teacher Center of Central Westchester are eligible for a 30% discount for up to 9 credits. For a complete, current list of specific districts, consult the college website or the Office of Graduate Advising.

Faculty who teach in accredited religiously-affiliated institutions, at Churchill School, Summit School, or at Keio Academy are also eligible for a tuition discount.

Those claiming eligibility for a discount must complete a “tuition verification form,” available from Graduate Advising and must annually submit proof of employment, at the time of registration and no later than the official ADD/DROP deadline.

For further information, see Admissions & Financial Aid websites.

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)

This grant is 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.

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 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.

Effective for the 2010-11 academic year and thereafter, New York State Education Law requires a non-remedial student, whose first award year is in 2010-11 and thereafter, must meet new standards of satisfactory academic progress (SAP). Non-remedial students whose first year is 2007-08 through 2009-10 must meet the SAP requirements enacted in 2006. Those meeting the definition of “remedial student” are not subject to the new SAP standards, but will use the requirements established in 2006. The law enacted in 2006 mandated minimum standards of satisfactory academic progress for students receiving their first State award in academic year 2006-07 year.

Standard of Satisfactory Academic Progress for the Purpose of Determining Eligibility for State Student Aid Effective 2010-11 for non-remedial students receiving first NYS award payment in 2010-11 and thereafter. Remedial students and students enrolled in an approved certificate program will use the 2006 SAP charts.

Calendar: Semester 2010-2011 and thereafter (non-remedial students)

<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>
</tr>
</thead>
<tbody>
<tr>
<td>A student must have accrued at least this many credits:</td>
<td>0</td>
<td>6</td>
<td>15</td>
<td>27</td>
<td>39</td>
</tr>
<tr>
<td>With at least this grade point average:</td>
<td>0</td>
<td>1.5</td>
<td>1.8</td>
<td>1.8</td>
<td>2.00</td>
</tr>
<tr>
<td>Before being certified for this payment:</td>
<td>6th</td>
<td>7th</td>
<td>8th</td>
<td>9th</td>
<td>10th</td>
</tr>
<tr>
<td>A student must have accrued at least this many credits:</td>
<td>51</td>
<td>66</td>
<td>81</td>
<td>96</td>
<td>111</td>
</tr>
<tr>
<td>With at least this grade point average:</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

* 9th and 10th payments of TAP are available only to students in five-year programs approved by NYS Commissioner of Education.

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. 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:**

- Vietnam and Gulf War Veteran Tuition Awards,
- NYS Memorial Scholarships for Families of Deceased Police Officers and Firefighters,
- Children of Deceased or Disabled Veteran Awards,
- Military Service Recognition Scholarship,
- World Trade Center Memorial Scholarship

For additional scholarship information, please log onto: http://www.hesc.com/.

Individuals with disabilities may contact the ACCES-VR (formerly known as Office of Vocational and Educational Services for Individuals with Disabilities (VESID)), NYS Education Department Albany, NY 12234. They may provide funds to be used for tuition, tutoring, books fees, etc., if deemed eligible.

Aid programs for the visually impaired are available through the NYS Commission for the Blind, Department of Social Services, Albany, NY 12243. Additionally, students may be eligible for a Lavelle Fund Scholarship, awarded to full time students from NY, NJ and CT. Please contact the Director of Disability Services at (914)323-7127 for details.

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 57 credits, you are eligible for an annual maximum of up to $4,500. Once you have completed or transferred in with at least 58 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.

Federal Work-Study

Federal Work-Study Program (FWSP)

The Federal Work-Study (FWS) Program, along with the Campus Employment Program, is administered by the Center for Career Development (CCD) is responsible for the administration of the Student Employment Program. Student may consult the Job Board at CCD or visit Experience for available opportunities. As part of the financial aid package, FWS is a financial award which allows an undergraduate student to earn a portion of his/her educational expenses by working in a position on campus or approved off campus jobs. Money earned can be used at the student’s discretion. It may be used to pay for books, living expenses, or other college costs. If a student does not find suitable employment and cannot earn the awarded FWS amount, the student will not receive the money allotted.

Students can earn their FWS award by working in community service for in approved not-for-profit organizations. Van transportation is available to some of these positions.

Once hired, students will be required to complete employment paperwork for each position obtained. Jobs are available for the fall and spring semesters.

The Center for Career Development is open during posted times and by appointment.
Educational Support

Academic Advising

Academic Advising at Manhattanville is shared among both professional advisors and the faculty. Full-time faculty members serve as advisors to students who have declared a major in their respective academic department. This merger of instructional and advising functions is the key to Manhattanville's special commitment to mentoring students.

The Office of Academic Advising provides a wide array of advising services and its staff serves as the primary Academic Advisors for Freshmen and Sophomores at the College through their declaration of a major.

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.

For additional information, call 914-323-5474.

Higher Education Learning Program (HELP)

The Higher Education Learning Program (HELP) is a fee based tutoring center that serves as a center of support for students with learning disabilities. It is structured to assist students to meet the academic challenges of the Manhattanville College curriculum. The HELP Center offers individualized one-to-one tutoring services provided by professionals who are trained and experienced in working with this special population. For further information please contact The HELP Center at (914) 323-5313 or the Director of Disability Services at (914) 323-7127.

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. Students must comply with the following program requirements in order to maintain their MAP status.

Program Requirements:

- Complete all courses and achieve a minimum 2.8 GPA during the residential Pre-Freshman Summer Program. Continuing at Manhattanville College is contingent upon completion of the residential summer program for incoming MAP students.
- Attend and pass Mville 101 in your first semester
- Meet with their MAP counselor on a regular basis
- Maintain full-time status
- Complete and log 15 community service/social justice hours per semester
- Maintain a minimum GPA of 2.8
- Attend two MAP sponsored events per semester
- Freshmen participate in the MAP Mentoring Program
- Participate in individual or group tutoring through the ARC during first year
- Meet with a Career Counselor each academic year
- Adhere to the MAP Policies
For more information about the program, please contact: Loren McDermott, Director of the Center for Student Success, 914-323-5476 or loren.mcdermott@mville.edu.

Transitional Program

A transitional student is one who has been admitted under the premise that he or she may need additional support in order to be successful in college. Students are classified as transitional by the Office of Admissions.

Students admitted through the Transitional Acceptance Program fall under the oversight of Academic Advising during their first semester. Students are required to pass the Mville 101 course which will ease the transition to Manhattanville. Students must also successfully complete 12 credits with at least a 2.0 grade point average by the end of their first semester. Although 12 credits must be successfully completed by the end of the first semester, we recommend that students register for no fewer than 15 to 16 credits per semester. If these criteria are met, the student will no longer be considered a transitional student. If these criteria are not met, the student could be placed on academic probation or dismissed from the college.

Manhattanville Mentoring Program

In keeping with the values and mission of Manhattanville College, the Manhattanville Mentor Program was created to encourage camaraderie, support and success amongst fellow students. The Mentor Program was developed to provide an opportunity for students, matched with upperclassmen, to ease the transition process of entering a new and challenging environment. Mentors help to foster the social, intellectual and ethical maturity of every student entering the college and that they are given every opportunity to be fully explored. Each first year student, enrolled in the First Year Program courses will have a mentor matched to their course. These first year mentors will visit their classes and hold mentor office hours in the Spellman Hall Mentor Center (Room #111) each week.

Students looking for more personalized support are encouraged to visit the Mentor Program website (www.mville.edu/mentorprogram) and apply online for an individual mentor. Mentees will be matched with an upperclassman according to similar academic background and/or interests. It is important that both the mentor and mentee(s) feel comfortable working with each other. The expectation is mentors and mentees will meet once a week for an hour each week of the semester to work on meeting goals. Mentees will also be invited to a number of developmental programs sponsored by the mentors and the Center for Student Success.

For more information about the program, please contact: Loren McDermott, Director of the Center for Student Success, 914-323-5476 or loren.mcdermott@mville.edu.

Disability Services

The Office of Disability Services works in collaboration with all departments of the college, whether academic, student services, facilities, etc. to ensure accessibility and to assist students and advocate to maximize student independence and success. Disability Services arranges, facilitates and/or coordinates reasonable accommodations and academic adjustments to meet individual students’ needs.

In accordance with Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act, 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.” As per federal law:

An individual is defined as having a disability if they are an individual who (1) has a physical or psychological impairment which substantially limits one or more major life activities; or (2) has a record of such impairment; or (3) is regarded as having such an impairment.

Self-Identification and Notice of Accommodations

Students with documented disabilities who are seeking accommodations may voluntarily register with the Office of Disability Services by scheduling an intake appointment with the Director. Students may be asked to provide documentation of their disability. The Director can provide a form for the student’s provider, if no
documentation is available. Documentation should be current, completed by a qualified professional and should include: Identification of the disability; impact on academic functioning; statement of the recommended accommodations.

Reasonable accommodations are determined by the Director on an individual basis considering both documentation and intake interview. Accommodations may include but are not limited to the following: Extended time for tests; readers; sign language interpreters; note taking accommodations, alternate format text, and classes in accessible locations. At the beginning of each semester, a student who is registered with the Office of Disability Services should request in writing from the Director, their accommodation needs for the semester. The Director provides each of the students’ professors with a letter outlining the approved accommodations. The letter includes the student’s accommodations only, unless otherwise requested in writing by the student. While the Director informs the students’ professors of the needed accommodations, it is the students’ responsibility to make arrangements with his/her professor each time the accommodation is to be provided (i.e. before each test).

Documentation

Students diagnosed with a disability that request services or reasonable accommodations may be asked to provide appropriate and current documentation. In the case of multiple disabilities, students may be asked to provide documentation for each disability for which accommodations are requested. Prior documentation such as an Individualized Education Program (IEP) or a history of receiving accommodations from a former school does not necessarily validate the need for services or continuation of accommodations at the college level. This history can, however, be attached to the current documentation as part of a comprehensive assessment battery. The determination of reasonable accommodations on campus is based on satisfying the documentation guidelines outlined below and a clear demonstration of the functional limitations on the student’s performance in an academic setting. These guidelines apply to all disability types recognized by the ADA.

Documentation should meet the following guidelines:

- A qualified professional should conduct the evaluation and provide name, title, professional credentials.
- The evaluation should include the diagnosis and be signed and dated.
- The evaluation must be current. Disabilities may change in severity over time and documentation should support current accommodation needs.
- Recommendations and rationale for accommodations and/or assistive technology must be based on the analysis of the functional impact of the diagnosis.

The Higher Education Learning Program (Help)

The Higher Education Learning Program (HELP) is a fee based tutoring center that serves as a center of support for students with learning disabilities. It is structured to assist students to meet the academic challenges of the Manhattanville College curriculum. The HELP Center offers individualized one-to-one tutoring services provided by professionals who are trained and experienced in working with this special population. For further information please contact The HELP Center at (914) 323-5313 or the Director of Disability Services at (914) 323-7127.

Contact Information

Director of Disability Services
Library, room 134
(914) 323-7127

Grievance Procedure

Grievance Procedure

Section 504 of the Rehabilitation Act and The Americans with Disability Act 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 Vice President for Student Affairs. Reasonable accommodations may, at the discretion of the Vice President, be provided in the meantime.
Library Information Services

The Library creates community at the center of Manhattanville College. Collections and services reflect the diverse information needs of our students and faculty members. The Library prepares Manhattanville students for lifetime learning by facilitating access to a vast array of information and technologies. At the same time, the Library empowers faculty in their teaching, scholarship and research. Manhattanville College endorses Information Literacy instruction across the curriculum. Our teaching librarians develop and deliver credit-bearing Information Literacy courses and also assist faculty within both undergraduate and graduate courses. The Library has a strong tradition of offering accurate, thorough, prompt, courteous, and confidential service. Extensive service hours and 24/7 online access make it easy to use Library resources.

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 nearly 250,000 volumes of books and journals. Our web site provides access to thousands of electronic journals and multimedia resources. Wireless network access extends through all common spaces except the stacks. Computers, with Internet access, Microsoft Office and other educational software, are located in the Reference Commons, the stacks, the News and Events Room, the Cafe, the Digital Innovations lab, and the Educational Resource Center. Laptops and other portable devices are available for loan.

The public spaces of the Library offer comfortable areas for study and research. Large rooms on the main (first) floor provide tables for comfortable, quiet study. A group study area with whiteboards is located on the second floor. There are carrels for private study on each of the stack tiers, including computers in each carrel on the third, fourth and fifth tier. The Educational Resource Center provides materials for teacher training and children’s literature. Video viewing areas are available for individuals and groups. An electronic classroom provides the ideal environment for learning about Information Literacy.

The Library offers modern facilities for printing and scanning. Touch-screen, self-service scanners make document conversion a breeze. High-speed printing is available on the first and second floors. There are dozens of public computers for writing papers, watching videos, doing homework, and connecting with friends.

The Digital Innovations lab has both Macs and PCs, and movable furniture adaptable to group study. The Rare Books Room contains unique manuscripts, incunabula and historic records. Archives of Manhattanville College history are also housed in the Library building.

The Library Café on the first floor is one of the most popular spots on campus. Here students can study, use technology, and talk while enjoying coffee, sandwiches and salads.

Collections

In addition to the quarter of a million volumes and 20,000 bound periodicals, the Library holds extensive audiovisual and microform collections. The Library subscribes to a core list of essential print journals, and, through various electronic services, has access to more than 46,000 electronic journals. The Library also has thousands of electronic books, an exceptional array of online reference tools and full-text databases. These can all be discovered using the Library’s web site, custom-created library guides for every academic department, and our online catalog. This online catalog is accessible to anyone with an Internet connection.

Subscription databases can be remotely accessed off-campus 24/7 by members of the Manhattanville community. Reserve collections consist of special materials requested by professors for class use. These are kept at the Circulation Desk and/or made available through the Blackboard learning management system.

Expanded Hours

The Library is open around the clock Sundays-Thursdays starting the third week of each semester until the end of final exams. Limited hours apply during holidays, between
semesters, and in both winter and summer sessions. The Library's web page always links to the most current schedule information.

**Rare Book and Archives**

The Rare Books collection contains 2,320 volumes consisting of manuscripts, incunabula, 17th Century prints, first editions and other valuable items. Subject areas of special interest include: 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 materials relating to Manhattanville College history.

**Audio/Visual Services**

The library has comfortable listening and viewing areas for videos, CDs, streaming video, etc.

**Extended Access to Resources**

The Library is a portal to libraries and repositories from all over the world. Books and periodical articles may be borrowed using 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 just a couple of miles away. Students may also borrow materials from any Westchester County Public Library with a Westchester Library System library card provided by the Purchase Free Library. The White Plains Public Library, 10 minutes from campus, holds an extensive Children’s Literature collection of great value to Education students. A METRO card, obtainable at the Library's reference desk, admits students with special research needs to member libraries throughout the New York metropolitan area.

**Reference**

The Reference Commons houses a collection of 2,000 volumes; the Library web site provides access to premier scholarly reference databases. Reference sources include both print and electronic encyclopedias, dictionaries, directories, and indexes. Reference librarians are available most days from 10:00 AM until 9:00 PM. Individual consultations are also available by appointment using an online form. The Library offers SMS text reference services with next-business day response.

**Workshops**

A wide variety of workshops are offered on research techniques and tools for specific groups and applications.

**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. Housed 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 on-line catalog, databases, journals and books of the College as well as the holdings of libraries all over the world. All of the computers in the computing labs and in the library are enabled with audio connections for students to connect headphones to listen to audio based media (CD’s, mp3’s etc.) and USB ports to connect flash memory sticks to store and transfer their personal papers and files.

Students have access to the Center for Computing Resources (CCR) that is housed in the basement of the College Library. In the CCR facility, there are twelve additional state-of-the-art Dual Core Pentium computers, two Macintosh 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 accompaniment skills by playing along with a computer generated orchestra or music group. The Music Department also has a state of the art computer enabled music studio that aids students in learning how to make professional recorded music. The Studio Art Department has fourteen state-of-the-art 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.

Manhattanville also provides on-line instruction to enhance learning by making course material available through the College’s Internet based course delivery system, Blackboard: http://blackboard.mville.edu/. Classroom materials for over 260 College courses can be accessed remotely.

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

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 Brand printing presses and a Vandercook 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 Arthur M. Berger Gallery of Art, located in the new Students’ 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 Arthur M. Berger 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.

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 undergraduate and graduate students, beginning in their first year, to foster the integration of academic studies with career aspirations. Students and alumni are provided with advice, on-line resources and experiential opportunities to explore all aspects of their career development. In addition to administering the College’s Internship Program, the Center for Career Development provides a wide range of individual services that include self-assessment, career exploration, resume and cover letter writing, interviewing skills training, and job search strategies. Career related events are offered throughout the year to assist students and alumni explore career options and prepare for the job search process. The Center for Career Development maintains an ongoing relationship with employers from the New York Metropolitan area who recruit students and alumni on campus and by posting opportunities on a database of jobs and internships exclusive to Manhattanville College students and alumni.

Campus Employment Program

Students who do not have Federal Work-Study may apply for a campus job under the Campus Employment Program at the beginning of each semester. Limited Non-Federal Work-Study positions are available during the Fall, Spring, and Summer semesters.

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.

Performing Arts Facilities

The Berman Student Center contains a 200 seat performance space, a dedicated music rehearsal room for large ensembles, with a recording console, and a percussion practice studio. The Center also houses a modern dance studio with mirrored walls and dressing facilities with showers. The performance space has professional lighting and sound facilities and a digital projection system. The space 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. An 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; vending machines; kitchens (with the exception of Dammann Hall) (for light cooking); and for a nominal fee, washers and dryers. Cable TV services are provided in each student room. All student rooms have phone jacks that provide local and long distance service which may be activated through the Department of Information Technology. (Details are available when students check into the residence halls.) Although the majority of rooms on campus are doubles, there are also single, triple, and quad (four-person) room options. 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 an Agilent Technologies 7820A Gas Chromatograph, an Agilent Technologies 5975 series Mass Spectrometer, a Perkin Elmer Spectrum 100 FT-IR spectrometer, a Varian 920 Liquid Chromatograph, a Varian Cary 100 Bio UV-VIS spectrophotometer, two Barnstead / Turner SP-830 spectrophotometers, a PicoSpin-45 NMR spectrometer, and an Anasazi 60 MHz NMR spectrometer. The Department has computers 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.

Safety in the laboratories is a serious concern. The science departments have procedures in place for their respective labs. Students should consult the Director of Laboratory Management and Safety or the appropriate department for these procedures.

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 desktops 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.

**Athletics**

Manhattanville has one of the most extensive small college intercollegiate programs in the East. The Manhattanville Athletics Department sponsors 20 intercollegiate teams that compete in NCAA Division III as a member of the Middle Atlantic Conferences and the ECAC. At the intercollegiate level, women compete in basketball, cross country, field hockey, ice hockey, golf, lacrosse, soccer, softball, indoor and outdoor track & field, and volleyball. Men compete in nine sports — baseball, basketball, cross country, ice hockey, golf, lacrosse, soccer, indoor and outdoor track & field.

**Wellness**

The Student Center houses the Fitness Center complete with aerobic machines, weights and fitness classes.

**Facilities**

Manhattanville’s indoor athletic facilities are located in Kennedy Gym and include a newly renovated gymnasium; a 25-yard, six-lane pool; and a state-of-the-art strength & conditioning facility. A large mirrored dance/exercise studio is available for various kids of dance, as well as aerobics and martial arts.

Outdoor athletic facilities include GoValiants.com Field, a state-of-the-art FieldTurf playing surface that fields the Valiant soccer, field hockey and lacrosse teams; baseball and softball diamonds, a full-size grass field for practice and games, and six Har-Tru surfaced tennis courts.

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

**Student Affairs**

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**

The Advisory Committee of Campus Safety will provide, upon request, all campus crime statistics as reported to the United States Department of Education. Vice President of Student Affairs and Dean of Students Sharlise Smith-Rodriguez, will provide this information. He can be reached at (914) 323-5194. Crime statistics can also be viewed at the Manhattanville web site (www.mville.edu) or the Campus Safety Pamphlet, which is distributed. If a reported crime is investigated by the law enforcement authorities and found to be false or baseless, the crime is considered “unfounded” and is not included in our institution’s statistics. Manhattanville’s crime statistics detailed report can be found on the U.S. Department of Education: (http://www.ope.ed.gov/Security/search.asp). OPE ID of Institution is 00276000.

**Vice President for Student Affairs**

The Vice President for Student Affairs oversees and coordinates the services of a number of offices whose focus is specifically on Manhattanville students: Athletics, Commuter Students, Counseling Center, Dean of Students, Disability Services, Higher Education Learning Program (HELP), Health Services, Residence Life, Student Activities, Duchesne Center, International Student Services, Transitional Program, Mentor Office, and the Manhattanville Advancement Program.
Dean of Students

As part of the Student Affairs Division, the Dean of Students provides programs and services to support the development of students’ personal growth. The Dean of Students oversees the management and leadership of the Office of Student Activities and the Centers for Academic Success. The Dean’s role includes interpreting and applying policies and procedures including the student code of conduct. The Dean of Students office is located on the first floor of the Berman Student Center. 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 Students and Scholars

The Office of International Students & Scholars (OISS) provides assistance to international students (undergraduate, graduate, English Language Institute students and alumni) in many ways. Its staff counsels students on immigration matters, administers health insurance, provides tax information, assists with social security enrollment and guides students through the
cultural adjustment process. The office also connects students to other 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 or J-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).

It is anticipated that by Fall 2014 Manhattanville will participate in the State Department’s J-1 Exchange Visitors Program and will provide services for incoming Exchange Visitor faculty in J-1 status.

Commuter Life

Commuter students comprise approximately 20 percent of the Manhattanville community. They are encouraged to participate in all aspects of campus life, including academic and student organizations and other on-campus activities. Student lounges located in Brownson Hall, lobby of Spellman Hall, Library, and Berman Student Center provide spaces to study individually or in groups, as well as a place to relax and meet other students between classes. Food services are available at Benziger Dining Hall during normal meal times, the Pub, the Brownson Cafe, and the Library Cafe. Please contact the Office of Student Activities at 914-323-5154.

Residence Life

The College employs eight full-time professional staff members, including five Resident Directors, a Director, an Associate 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 Resident Director is on call 24 hours a day, seven days a week. In addition, there are Resident Advisors on duty, daily, from 7 pm to 9 am on weekdays and 7 p.m. to 7 p.m. on weekends 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.

Connie Hogarth Center for Social Action

Professor of Sociology David Eisenhower, Professor of Political Science Ken Pittman, and long time community organizer Connie Hogarth founded the Connie Hogarth Center at Manhattanville College in 1997. Connie Hogarth, for whom the Center has been named, was the Executive Director of the Westchester People’s Action Coalition for over twenty years. The Hogarth Center has an office in Founder’s Hall where its student leaders and participants meet weekly.
The organization’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.” The Hogarth Center’s mission is carried out in student activities designed to raise awareness on campus of current social issues. In recent years, students at the Center have organized film series, lectures, and teach-ins on a variety of issues and have attended local and national assemblies. Speakers who have been invited to campus by the Hogarth Center have ranged from New York environmentalists and UN representatives to international human rights activists.

Assistant Professors of Sociology Beth Williford and Elizabeth Cherry currently serve as faculty advisors for the Hogarth Center. In addition to helping students hone their organizational skills, Professors Williford and Cherry offer a one-credit seminar focused on the Hogarth Center lecture series, which is offered every fall and spring semester.

The Hogarth Center relies on two sources of funding: private fundraising and the allotment distributed through the Office of Student Affairs for student clubs. Currently, the Hogarth Center depends mostly on the private fundraising to meet the Center’s needs.

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 community service and reflection as inseparable components of this development. Community Service, Academic/Service-Learning, Global Citizenship, and Religion and Spirituality are Duchesne’s four core areas designed to enhance the Manhattanville student college experience embedded in social responsibility. 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, the Duchesne Center also sponsors programs and opportunities for national and international service-learning.

Duchesne Center programs provide 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.

Student Complaint and Concern Procedures

Manhattanville College and its staff strive to improve student services and welcome input regarding our policies and procedures. All student concerns or complaints should be written and directed to the appropriate departmental or division/Dean office. If said response does not adequately address a student’s concerns, the complainant is encouraged to contact the Office of the Provost (Reid Castle, 2nd floor, Room 207, 914-323-5340) for academic concerns and the Office of the Vice President of Student Affairs (Reid Castle, 2nd Floor, Room 227, 914-323-5294) for all other concerns.
All written complaints/concerns should be accompanied by relevant documentation. The Provost or Vice President for Student Affairs will review the documents and the circumstances with the appropriate area and will either respond personally to the complaint, or direct the appropriate member of the institution to do so within 10 days of receipt of the written complaint.

Please note: Due to Federal regulations the College generally only corresponds with students, not parents or guardians.

Student Directory and Restricted Information

Directory Information

The following data are considered public information and may be released to individuals or organizations at the discretion of the office to which the request is made:

1. Name
2. Citizenship
3. Date and place of birth
4. Local address (campus address for residents, home address for commuters, not telephone numbers)
5. The facts and dates of enrollment
6. Major
7. The awarding of degrees and honors
8. Publications
9. Records of campus co-curricular activities
10. Names of officers of chartered student organizations
11. Weight and height of athletic team members

Restricted Information

The following information may only be released by the College with the consent or waiver of the student: Parents may be entitled to academic and financial records under FERPA with written consent of the student, or if the student is a dependent for tax purposes (in which case the parent's request for information must be accompanied by a copy of the first page of their tax return which shows the student as a claimed dependent; financial information may be blacked out). Parents are not entitled to medical or counseling information without written consent of the student.

1. Academic records
2. Financial information
3. Private correspondence
4. Conduct records
5. Medical records
6. Information about participation in counseling
7. Recommendations from faculty and employers
8. Campus employment records

Consent will be inferred in the case of (1) a request from another educational institution in which the student intends to enroll or from an appropriate educational institution in which the student intends to enroll or (2) from an appropriate educational, government funded agency, or (3) in the event of litigation or quasi litigation instituted by the student against the College.

Additional Sources of Information Surveys

The results of surveys that ask questions about Manhattanville students may be released as public information with the understanding that individual names will not be disclosed. A student who is approached directly by outside sources for interviews is advised to confirm the identity of the interviewer with the Office of Communications.

Official Record

At Manhattanville College, a student's official record is on file at the Registrar's Office. A student may review his/her file. Upon graduation, records and memos made obsolete by the awarding of the degrees are destroyed.
Specific Student File

Individual offices at the College keep files on students in order to serve the informational needs of those offices. The offices that maintain student files are the following: Registrar, Advising, Student Affairs, Business, Financial Aid, Health Center, Residence Life, Center for Career Development, Graduate Studies, Teacher Education, Student Employment, and Research and Records in the Resource and Development Office. Since the main purpose of these files is to aid the personal and academic growth of the student, the student has the right to review the contents of each file except confidential recommendations placed in the file prior to January 1, 1975, or if the student has waived the right to access in writing. Upon twenty-four hour written notice, student may question the existence, the contents or availability of any of his/her records before the official having control of them.

Official Access to Records

Officials may have legitimate and demonstrable need for information concerning students in connection with their duties and responsibilities and may have access without prior written permission. Each office that keeps records maintains a list, available for inspection, of those persons that have legitimate need for files and access to them. Whenever possible, the official responsible for the records themselves will provide the information needed by such persons.

Waiver

A student may elect to waive any or all of his or her rights with respect to confidentiality of records in any given matter.

Sanctions

Disciplinary materials may not be released without written permission of the student involved, except as required by law.

Private Records

Records kept by faculty or staff members regarding students, such notes taken at meetings and during conversation with students, are not official records. They are regarded as extensions of the memory of the individual who keeps them, and as such, private records. Each individual is held accountable for the consequence of keeping such private records and is responsible for preventing disclosure. Notwithstanding all of the above, all records of the College are subject to disclosure in compliance with a subpoena issued in accordance with the appropriate law. A student has the right to file a complaint with the U.S. Department of Education. Any member of the College who willingly and knowingly falsifies or misrepresents information pertaining to student records or wrongfully discloses such records is guilty of grave misconduct and will be subject to appropriate discipline.

Privacy Rights

Privacy is essential to individuals and to community living. To the extent permitted by law, the College will protect the right of privacy of its students.

Policies Governing Confidentiality

1. Manhattanville College respects the privacy and confidentiality of its students. It believes that the educational venture on which its students have embarked is best furthered by the development of individual responsibility and independent decision-making. The right to confidentiality is crucial to the development of these characteristics. The College complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), which can be found under the Office of the Registrar | Manhattanville College web page. Students may issue confidentiality waivers to identify parties that can have access to their educational records by accessing their secure WebAdvisor account and choosing the “Maintain FERPA information” link on the Student menu.

2. Officers of the College and employees involved with the students’ records are not permitted to release those records to other persons except as specified in FERPA. Students may inspect and review their education records upon request to the appropriate
record custodian and in accordance with the procedures outlined below.

3. The College does not mail grade reports. Students may view grades within their WebAdvisor account.

4. Except as required by law, the College does not release information about disciplinary action to third parties (other than parents/guardians) unless permission is given by the student or is required in a recommendation sent by a student to the College (for example with a transfer application). The College may disclose the results of disciplinary proceedings to the victim.

5. The College reserves the right to send copies of letters of an undergraduate dismissal, suspension, and residence hall suspension, academic or disciplinary actions to the student’s parent or designated guardian.

6. The College’s Health and Counseling Services observe the traditional guarantees of confidentiality necessary to the physician/patient relationship.

7. The College reserves the right to contact a parent, spouse, guardian, or emergency contact designee in the event of an emergency or important situation.

8. The College acknowledges the student’s right to withdraw any previously given confidentiality waivers at any time. This is also done by accessing WebAdvisor and choosing the “Maintain FERPA information” link.
   a. The College may disclose student records to a third party without obtaining the student’s consent if the student has provided written consent to a third party. A copy of such consent MUST be presented to the College.
   b. Manhattanville will comply with subpoenas regarding student records in accordance with relevant law.

Family Education Rights and Privacy Act (FERPA)

Manhattanville College FERPA Policy Statement

Manhattanville College follows student records privacy guidelines set forth by the Family Educational Rights and Privacy Act of 1974 (the “Buckley Amendment”). The College’s policy text refers to this act by its more familiar name of “FERPA”.

A Student’s FERPA Rights

In accordance with FERPA, Manhattanville College requires that every student who chooses to have the College release copies of grades, transcripts, or any other data pertaining to academic performance to either parents, guardians, spouses, life partners, bill-payers, prospective employers, or governmental agencies must authorize the College to do so. Therefore, all requests to release such information must be accompanied by a written authorization which has been signed by the student. Without such authorization, the College will not release information. This policy extends and applies to parents who request access and disclosure of their child’s educational records. A student’s record is never released without written consent, except to College faculty and staff who have demonstrated a clear “need to know and legitimate educational interest”. Other exceptions to the above policy include compliance with a judicial order, the Solomon Amendment, subpoena or an emergency involving the health or safety of a student, another person or the campus-at-large.

In addition, Manhattanville College designates the following categories of student information as public or "Directory Information." Unless specifically requested by the student within ten (10) days of the beginning of each semester to withhold disclosure of this information, such information may be disclosed by the institution for any purpose, at its discretion.

Category I: Name, dates of attendance, classification, major/degree program.
Category II: Previous institution(s) attended, awards, honors, degree(s) conferred, including dates.
Category III: Past and present participation in officially recognized activities.

Currently enrolled students, or any who have previously attended Manhattanville College, may inspect their academic records by making an official request in writing to the Registrar and obtaining an appointment to do so. A student may challenge possible inaccuracies or misleading items in his/her record during the course of such an
inspection. Students also have the right to file a complaint with the United States Department of Education over alleged failures by the College to comply with the requirements of FERPA. NOTE: The fairness of grading by any Faculty member may NOT be challenged under FERPA.

Students will be notified each year of their rights under FERPA through the annual edition of this College Course Catalog (published online) and through the Registrar’s Office web portal at www.mville.edu/registrar.

**Student Review of Official College Records**

A. Type and Location of Education Records; Officers Responsible

1. The principal education record for every current student and for graduates of the College is kept in the Registrar’s Office. The Registrar and his/her representative are responsible for these records.

2. For the purposes of defining an education record, the College also recognizes the following types of administrative records as educational and, hence, protected by the provisions of FERPA.

   a. Student Financial Records (Officers responsible: VP Finance and Director of Student Accounts)

   b. Admission Records [prior to transmitting files to the Registrar’s Office] (Officer responsible: Vice President for Enrollment Management)

   c. Financial Aid Records (Officer responsible: Director of Financial Aid)

   d. Records Pertaining to Student Athletes: (Officer responsible: Director of Athletics)

   e. Student Health Records (Officer responsible: Director of Health Services). Health records and HIPAA policy may apply here as well.

   f. Cumulative Academic Records [former students; permanent transcript] (Officer responsible: Registrar)

   g. Disciplinary Records [Academic] (Officer responsible: Provost’s Office)

   h. Disciplinary Records [Non-Academic and those records which are not “law enforcement unit records”] (Officer responsible: Director of Student Life)

   i. Records Pertaining to Student Academic Advisement: (Officer responsible: Dean of Academic Advisement Office)

   j. Learning Assistance Center Student Records (Officer responsible: (Director: Academic Resource Center)

B. Inspection & Review of Records

1. Any student may inspect and review his/her educational records upon written request to the person in charge of the records, as listed above. If the written request is directed to any person other than the Registrar, a copy of that request must also be forwarded to the Registrar for inclusion in the student’s academic file. That person is expected to comply as soon as possible; this must be done not later than 45 days after the request has been made and received.

2. The student has the right to review and inspect all the documents in his/her record EXCEPT:

   a. Confidential evaluations and letters of recommendation filed before January 1, 1975;

   b. Evaluations and recommendations after that date if the student has waived his/her right to see them;

   c. Financial records and statements of the student’s parents or guardians submitted to assess eligibility for financial aid; and,

   d. Those documents classified by the law as non-educational. These include personal and procedural notes maintained by Faculty such as grade books, class room notes, etc.

3. If, after inspecting and reviewing his/her records, the student has any question about them, he/she may request an oral or written explanation and interpretation of them.

4. The student may also secure a copy of every document in the record which is open to him/her. These copies will be made by the Registrar or other designated officer under the same terms, conditions, and charges as for a copy of an official transcript at $8.00 for each request. Copies will be ready within 10 working days of the request. Copies will NOT be released if the student has an overdue debt owed the College.

5. The student has a right to file a complaint with the United States Department of Education over alleged
failures by the College to comply with the requirements of FERPA; and

6. The student also has a right to obtain a copy of this policy. The publication of this FERPA statement within Manhattanville’s annual College catalog serves as yearly notification of our FERPA policy.

C. Amendment of an Education Record

1. If, after inspecting and reviewing his/her records, the student believes that any information contained in them is inaccurate or misleading or violates his/her privacy or other rights, he/she may request, in writing to the Registrar, that the officer who is responsible for maintaining those records amend them. A copy of the request will be included in the student’s file and in the record of inspection requests maintained by the Office of the Registrar.

2. That officer, in consultation with the Registrar, must reach a decision and inform the student of this decision in writing within a reasonable period of time after receipt of the request. A copy of this decision must also be forwarded to the Registrar for inclusion in the student’s permanent academic record.

3. If the officer refuses to amend the record in accordance with the student’s request, the student has the right to a hearing.

4. This hearing will be conducted by a committee appointed by the Provost and will consist of persons who do not have a direct interest in the outcome of the hearing.

5. The hearing will be held within a reasonable period of time after the student has made the request. The Provost’s Office will provide the student with the date, place, and time of the hearing, reasonably in advance of the hearing.

6. The student will be afforded a full and fair opportunity to present evidence relevant to the issue raised, and may be assisted or represented by individuals of his/her own choice at his/her own expense, including an attorney. The hearing shall be presided over by a college official who shall not have a direct interest in the outcome of the hearing. The College may, in its discretion, decide to also have counsel present to assist the presiding officials.

7. The committee will make its decision in writing within a reasonable time period after the conclusion of its hearing.

8. The decision of the committee will be based solely upon the evidence presented at the hearing and will consist of a written statement given to all parties concerned, summarizing the evidence and stating the reasons for the decision.

9. If, as a result of the hearing, the committee supports the complaint of the student, the education records of the student will be amended accordingly, and the student will be so informed.

10. If the committee decides against the student, he/she has the right to place in his/her record a statement commenting on the information in the record and/or stating his/her reasons for disagreeing with the decision. This explanation will be maintained by the College in the office of the individual designated as custodian of the record in question as part of that education record of the student for as long as those records are maintained; and, whenever a copy of those records is sent to any party, the explanation will accompany it. A copy of this statement will also be forwarded to the Registrar for inclusion in the student’s permanent file.

D. Disclosure of Information From Records

1. No office maintaining an education record of a student will disclose any personally identifiable information from that record to anyone other than the student without the written consent of the student, except to the extent that FERPA authorizes disclosure without consent. Manhattanville College requires that every student who chooses to have the College release copies of grades, transcripts, or any other information relative to academic performance to either parents, guardians, bill-payers, prospective employers, or governmental agencies, must authorize the College to do so. Therefore, all requests either to secure or release these types of information must be accompanied by a written authorization which has been signed by the student. Without such authorization, the College will not release such information. This policy extends and applies to parents who request access and disclosure of their child’s
educational records. The student's written consent shall:

a. Specify the records that may be disclosed
b. State the purpose of the disclosure
c. Identify the party or class of parties to whom disclosure may be made

2. The records of a student will be disclosed without his/her written consent to academic and administrative officers within the College who have a legitimate educational interest in the information. “Legitimate educational interest” means the demonstrated need to know by those persons who act in the student’s educational interest or require such information to carry out their usual duties. These individuals include the following persons as well as their professional and clerical staff acting under their instruction: the President and Vice-Presidents; The Provost’s office; the Registrar; the Finance and Student Accounts offices; the Director of Financial Aid; Divisional Deans; the Director of the Academic Resource Center; the Director of Student Life; the Director of Health Services; the Director of Athletics; the Director of Campus Safety; and any other faculty member or administrator to whom, or to whose office, the student has addressed an educational request, application, or inquiry, for the records as needed to prepare a reply.

3. The records of a student will be disclosed without his/her written consent to those federal and state government agencies and officials provided by law.

4. The records of a student will be disclosed without his/her written consent to an agency to which the student has applied for or from which he/she has received financial aid, or which has made decisions concerning eligibility, amount, conditions, or enforcement of terms of such aid.

5. The records of a student will be disclosed without his/her written consent to certain educational agencies and institutions, as permitted by law.

6. The records of a student will be disclosed without his/her written consent to comply with a judicial order or subpoena.

7. The records of a student will be disclosed without his/her written consent in a health or safety emergency, as provided by law.

8. DIRECTORY INFORMATION: The college reserves the right to disclose directory information to anyone inquiring without the student's consent unless the student, within ten days of the beginning of each semester, informs the Office of the Registrar, in writing, that any or all such information about him/her is not to be made public without his/her written permission: student’s name, dates of attendance, classification, program of study, previous institution(s) attended, awards, honors, degree(s) conferred (including dates), and past and/or present participation in officially recognized activities.

9. A record of all disclosures will be maintained in the office of the education record with a copy of the disclosure sent to the Office of the Registrar. This record will be subject, upon written request by the student, to inspection and review.

10. The Solomon Amendment (10 U.S.C. § 982; 32 C.F.R. 216, 65 F.R. 2056) is not a part of FERPA, but it allows military organizations access to information ordinarily restricted under FERPA for the purpose of military recruiting. Specifically, the Solomon Amendment allows armed forces entities to recruit students 17 years old or older, and to obtain students' names, addresses, phone numbers, age, class, and degree program one or more times per year. Institutions are only exempt from these requirements if they do not collect this information, or if they do not normally provide this information to prospective employers. Institutions that violate the Solomon Amendment risk loss of funding from several federal agencies, including the Departments of Defense, Education, Health and Human Services, and Labor. If a component of the institution violates the Solomon Amendment, larger system funding may be affected.

E. Right of Complaint

Students who believe that Manhattanville College is not complying with the requirements of FERPA or with the regulations issued by the Department of Education implementing that Act, may file complaints in writing with:
Academic Information and Policies

Types of Courses

New York State Liberal Arts Requirements

According to Regents Rule 3.47(c), undergraduate degrees are distinguished by the minimum number of Liberal Arts credits required for each degree.

Minimum number of Liberal Arts credits for degrees:

- B.A. degree: 90 Liberal Arts credits
- B.S. degree: 60 Liberal Arts credits
- B.F.A. degree: 30 Liberal Arts credits
- B.Mus degree: 30 Liberal Arts credits

New York State considers Liberal Arts courses to be those that are either of a general and/or theoretical nature that are designed to develop judgment and understanding about one’s relationship to the social, cultural, and natural facets of the total environment. Working corollaries for counting Liberal Arts courses are:

1. Independent of specific application
2. Theoretical understandings as opposed to practical application
3. Breadth and scope in principle covered
4. Not definitely directed toward particular career or specific professional objectives
5. Not chiefly “how to” in manipulative skills or techniques

Examples of Liberal Arts courses: Courses in English, some Communication courses, some Dance and Theater courses, Languages, Music History and Theory, Art History, Philosophy, Religion, Mathematics, Natural Sciences, Social Sciences and some Sport Studies courses, among others, are considered Liberal Arts.


Consult with an academic advisor, check the WebAdvisor schedule of classes and course listings in this catalog to identify courses that count towards Liberal Arts.

Fourth Credit Option for Service Learning & Civic Engagement

The 4th Credit Option awards students one additional credit for performing 30 hours of civic engagement activities and service that is linked to a course. Under this option students may earn up to three Liberal Arts credits during their college career that may be used as electives toward graduation.

The 4th Credit Option for ACADEMIC SERVICE LEARNING allows students to integrate their academic studies with service to disadvantaged and underserved individuals or groups in the community with a particular academic course. Together with the facilitation of the professor of the course and with a supervisor at the site, students are challenged to find the connection between academic content of a course and experiential learning at a site. This opportunity is available to all students of and all courses in the college.

The 4th Credit Option for ACADEMIC SERVICE LEARNING consists of a student’s commitment to:

- 30 hours per semester, beyond classroom time;
- setting and meeting learning goals agreed upon by the student, the agency and the professor;
- attending an initial orientation; participating in two discussion sessions- mid-semester and end of semester meetings
- Black board journal entries throughout the semester
- completion of a final project.

The goals of the program are to provide students the opportunity to:
• Integrate coursework and experiential learning through service, research, and volunteering
• Reflect, with peers, staff and faculty, on experiences and academic links discovered through their civic engagement
• Develop critical analytical skills while exploring underlying problems that face agencies and communities served.

Internship

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.

Internship Requirements

In order to be eligible to register an internship for credit, students must have the following requirements:

• Completed 30 credits of coursework
• Declared their major
• Must be a matriculated student

After completing 30 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 advisor from that department. They may also do one internship outside the department for interdisciplinary credit. Working with their faculty advisor, students identify learning objectives and formulate an academic project related to the internship. The Center for Career Development also supports students in a variety of ways during their internship course and acts as a liaison between student, employer and faculty. In addition, the employer evaluates the student’s work. 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 should 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 standard deadlines regarding add/drop apply to independent study courses. The proposal for Independent Study work must be approved by the faculty supervisor, 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 supervisor. 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 supervisor, along with an appraisal by the fieldwork supervisor. Normally the equivalent of only one semester of fieldwork can be applied toward the degree.

Audit

Individuals may audit courses on a space-available basis and with permission of the instructor. Auditors may register for lecture style courses (i.e. History, English, Philosophy). Auditors may not register for courses that require lab or class participation (i.e. Art, Dance, Foreign Languages).
Audit courses are recorded on a transcript but receive no grade or credit and may not be applied to any degree. Auditors may register only after the regular add/drop period for the term has passed. Auditors are required to pay an audit fee listed in the schedule of fees. Senior citizens (age 62 and older) may have this fee waived upon presentation of proof of age at the time of registration.

Credit Hour Policy

Manhattanville College complies with Federal (U.S. Department of Education) and Middle States Commission of Higher Education (MSCHE) regulations pertaining to degree requirements and credit hours. Manhattanville College undergraduate degrees require the successful completion of a minimum of 120 semester credit hours. The MFA degree in the School of Arts and Sciences is a 36 credit program. Master of Arts in Teaching and Masters of Professional Studies range from 35 to 49 credits, depending on the certificate or certificates that they may lead to. Advanced certificate programs leading to a college recommendation for certification, including the Professional Diploma in Education Leadership, range from 11 to 36 credits. The Master of Education Studies, not leading to certification, is a 30 credit program. The Doctor of Education program is a 59-credit program. All graduate programs in the School of Business are 36 credits, with the exception of the MS in Business Leadership, which is 39 credits.

Manhattanville’s academic year is separated into fall, spring and summer semesters for traditional undergraduate programs offered by the School of Arts and Sciences. The Fall and Spring semester are fifteen weeks in length. Our accelerated undergraduate degree completion program, offered through the Manhattanville School of Business, works on seven week semesters. SOE semesters are separated into fall, winter, spring, and summer. Classes run for fifteen weeks in the Fall and Spring, and begin a week after the School of Arts and Sciences commence in the Fall semester. Summer classes generally run between five and ten weeks. The Winter semester runs three weeks. All formats, including traditional semester-length classes and the accelerated and summer formats, must comply with the university credit hour policy.

All new courses are vetted by the appropriate curriculum committees (School of Arts and Sciences, School of Education, School of Business) to ensure requirements meet with credit hour regulations. In addition, existing courses are reviewed periodically by the School Deans, Office of the Registrar, and assessment committees to ensure that the work load is consistent with the potential credits to be earned.

Background

The U.S. Department of Education, at 34 CFR Section 600.2, defines “credit hour” as:

“...an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or,

(2) at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

The Middle States Commission on Higher Education, in its Credit Hour Policy, effective August 23, 2013, requires institutions to verify compliance with Credit Hour regulations.

Grading and Grading Policies

Grading

The following table lists the grades that are used at Manhattanville College:
<table>
<thead>
<tr>
<th>GRADE</th>
<th>GRADE POINT EQUIVALENT</th>
<th>PERCENTAGE EQUIVALENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.66</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89.9</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>2.66</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>77-79.9</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-76.9</td>
</tr>
<tr>
<td>C-</td>
<td>1.66</td>
<td>70-72.9</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-69.9</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0-59.9</td>
</tr>
</tbody>
</table>

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.)

NP  No grade point value  Doctoral Program only. For work that demonstrates limited mastery of the material or method of inquiry. NP grades are non-punitive and do not calculate in the GPA.

W  No grade point value  For a course from which the student has withdrawn, with the approval of the instructor and advisor, or Provost or relevant Dean, before the withdrawal deadline. W grades are non-punitive and do calculate in the GPA.

WA  No grade point value  Academic or administratively initiated withdrawal. WA grades are non-punitive and do calculate in the GPA.

WF  0.0  Academic or administratively initiated withdrawal while failing or for sanction. The WF grade is similar to an F and is calculated in the GPA. This grade is a terminal grade and changes are not accepted.

* This scale will change in the 2017-18 academic year

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 (NOTE: In the Master of Science Programs the grade of D cannot be awarded).

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.

NP.  (no grade point value) Doctoral program only. For work that demonstrates limited mastery of the material or method of inquiry. NP grades are non-punitive and do not calculate in the GPA.

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

WA.  Academic or administratively initiated withdrawal.

WF.  0.0  Academic or administratively initiated withdrawal while failing or for sanction.

Z.  (no grade point value), used as a temporary placeholder for coursework that extends beyond the end date of the course’s term. Used in rare cases for doctoral dissertations, certain internships and one-year courses. It is still assigned a conversion date, similar to the
Incomplete (GD) grade as listed below. Cannot be awarded using online grading.

Incomplete (GD) is given only for extraordinary reasons and means that an instructor granted an extension for a period established by the Provost or relevant Dean. Only students may request incompletes. Cannot be awarded using online grading. Incomplete requests must be finalized one week before the last day of classes or the last day of final exams for the semester within which they apply.

Incompletes must be finished by the following dates:
- Fall Semester - February 1st
- Wintersession - March 1st
- Spring Semester - July 1st
- Summer Session - October 1st

School of Graduate & Professional Studies Module Terms
- Fall 2M Module - January 15th
- Winter Module - April 1st
- Spring 2M Module - July 1st
- Summer Module - October 1st

Until then, a GD grade is entered on the transcript. If the work is not completed by the stipulated deadline, the student receives an F.

Pass/Fail Option

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 otherwise. The single exception to this is the internship taken on a pass/fail basis. Students who wish to fulfill a major or minor requirement with an internship on a pass/fail basis, must have approval from the department chair.

Grade Changes & Appeals

Grade Changes

Grades may be changed due to clerical or calculation error on the part of the instructor or the Registrar’s Office ONLY, not for work submitted after the end of the term (unless the previous grade was an incomplete) Requests for change of grade are to be made by the instructor on the student’s behalf to the provost (undergraduate) or dean of the appropriate graduate or doctorate program. Grade change requests must be made within 1 calendar year of the grade due date (as published in the Academic Calendar) of the term in which the coursework was taken. However, grade changes will not be accepted more than 45 days after the conferral of a degree, at which time the Registrar’s Office officially closes the student’s degree record. Exception: transcript remains open if there is pending grade appeal. This applies to grads and undergrads.

Grade Appeals

The instructor of a course is responsible for the evaluation of a student’s work in the classroom. If students believe that they can objectively demonstrate that a course grade is in error, or that some documented extenuating circumstance was not taken into consideration, they may pursue a Grade Appeal. Please note that the only permissible reason for a Grade Appeal is the unfair evaluation of academic work, and that only final course grades are subject to appeal. Course grades assigned as a result of academic dishonesty are overseen by the Board on Academic Standards and should not be appealed using the procedure here; see the section on Academic Dishonesty. NOTE: In accordance with FERPA, only the student may petition for an appeal. Parents, guardians, or other parties cannot initiate an appeal. Such individuals may participate in the process provided the student has identified them with FERPA waivers of confidentiality with the College.

Before submitting an appeal, students should consider the following questions:

- Does the calculation of final numerical grades match the percentages stated in the instructor’s syllabus?
• What was your true attendance record?
• Have all course requirements been met, as stated in the syllabus? Does your submitted work satisfy the requirements for each assignment?
• If, after answering these questions, the student believes that a grade appeal is needed, he/she must first make every effort to contact the course instructor and attempt to resolve the situation. If the instructor is difficult to reach or unresponsive, the student should request that the department contact the instructor.
• If the student is unable to reach a resolution after consulting the instructor, or if the instructor cannot be contacted, the student may then file a Grade Appeal with the chair of the relevant academic department. (If the instructor and the department chair are one and the same, the appeal should be made to the relevant Dean.) A student’s appeal should demonstrate an objective discrepancy between the way in which s/he was evaluated and the grading standards outlined in the syllabus.
• Grade appeals must be made in writing and must be filed within 45 days of the grade award date. By submitting a grade appeal, the student acknowledges that the final grade resulting from the process may be the same as the original, higher, or even lower.
• The student’s appeal will be considered by an ad hoc departmental or divisional committee. After considering the student’s appeal and consulting with the instructor, the department will notify the student of its decision in writing. This notification will be no later than the end of the semester following the one in which the grade was given.
• If the student believes that the departmental appeal process failed to consider important evidence, or was procedurally incorrect, s/he may further appeal the grade to the Grade Appeals Committee by filing a second Grade Appeal within 14 days of the department’s decision. Such an appeal will only be considered on the basis of new evidence or a lack of due process. The Grade Appeals Committee is convened by the relevant Dean and consists of faculty members with relevant academic expertise. The decision of the Grade Appeals Committee is final.

**Undergraduate Grade Replacement Policy**

Starting in Fall 2012, undergraduates who re-take a course below the 4000 level will have the lower of the two grades removed from the GPA calculation as long as the initial grade was C- or lower. If a repeat attempt results in the same grade being earned, the previous attempt will be removed from the GPA. There is a limit of 5 grade replacements that may be applied within a degree program career. A course taken prior to the activation of this policy can still have its grade replaced, as long as the course is re-taken in Fall 2012 or later. This policy is not retroactive. Courses already repeated prior to Fall 2012 will stay with the old rules.

**Undergraduate Grade Replacement Policy highlights and quick reference:**

• The policy applies to repeated course work taken during the Fall 2012 term on forward. This policy is not retroactive. Courses already repeated in previous terms will stay with the old rules.
• Grade Replacement may only be applied to a course if the previous grade earned was a C-, D or F. The replaced grade will appear on grade displays and transcripts with a “#” sign to the left of the grade letter, appearing as a #C-, #D or #F.
• Grade replacements may only be applied for courses retaken in the 1000, 2000 and 3000 levels. The lower of the two grades will be replaced and removed from both the term and cumulative GPA calculations for the term containing the course. If a repeat attempt results in the same grade being earned (“Grade Tie”), the previous attempt will be removed. All 4000-level courses are excluded from this policy.
• Credit is granted only once for any repeated course. The earlier course attempt will be the course that will carry the completed credit value.
• There is a limit of 5 grade replacements that may be applied within a degree program career.
• Degree Audit and grade replacement: Since Degree Audit displays only course work that carries earned credit, the previously taken course with the “#” replaced grade will appear on a student’s audit lists to fulfill requirements. This is not a cause for concern as Degree Audit’s focus is to track and tally courses that
Undergraduate Grade Replacement Policy

- Only the last grade earned will count in the grade point average (GPA). However, all grades for the course will remain on a student’s transcript.
- Faculty do not assign replacement grades. The posting of #C-, #D or #F replacement grades and administration of the grade replacement policy is managed by the Registrar’s Office. Students must continue to consult with their advisors on whether repeating a course for an improved grade fits with their particular program requirements and academic goals.
- Grade replacements must match course for course. Example: PSY.1004 for PSY 1004. Independent Studies taken as equivalents for standard courses may not be used for grade replacement.
- A student receiving a letter grade can only replace that grade with another letter grade. Students may not elect to retake a course for a Pass/Fail (“P”) or Audit (“AU”) grade and then use it for grade replacement.
- A “W” grade (Withdrawal) cannot replace previous letter grades under this policy. Also, this policy will not remove previous “W” grades from a term record or transcript.
- Only Manhattanville courses are eligible for grade replacement. Transfer coursework may not be used to replace an earlier grade on a Manhattanville transcript.
- Grade Replacement is an automatic policy that cannot be applied selectively on an individual course basis.
- Undergraduate term academic standings such as “Deans List”, “Good Standing” and “Probation” are awarded at the completion of each Fall and Spring term. Previously awarded standing distinctions will not be re-evaluated or adjusted when grade replacements occur in past terms.
- When a student submits an official transcript to apply for admission or transfer to another academic institution, that institution may include all grades in the calculation of GPA’s for admission purposes, including replaced grades under this policy. Always review and understand a prospective institution’s admission and transfer policies before applying.
- In accordance with Department of Education regulations, all attempted coursework is included to determine Financial Aid eligibility; no portion of the academic transcript can be excluded. Consult with the Financial Aid Office for more information.

Withdrawal and Leave of Absence Policies

Undergraduate Withdrawal and Leave of Absence Policies

Withdrawals

Students who intend to withdraw from Manhattanville College should arrange for an exit interview by contacting the Office of Academic Advising. Withdrawn students (either administratively withdrawn or self-withdrawn) who subsequently wish to reapply to the College must submit a formal letter of appeal for readmission to the Office of Academic Advising at least one month prior to the first day of classes in the semester of intended return. This appeal should include the following: the reason(s) for departure from the College, how the student has spent his/her time while away and why he/she feels prepared to resume studies at Manhattanville. If time away included completion of coursework at another college, the student should request an official transcript be sent to the attention of the Office of Academic Advising in support of his/her request for readmission; if the student’s time away has included employment and/or volunteer work, he/she should request that a letter of recommendation be sent to the attention of the Office of Academic Advising in support of his/her request for readmission. Finally, if conditions for return were stipulated at the time of the student’s departure then the appeal letter should also include information and all applicable documentation of how the conditions have been met.

The Director of Academic Advising will consult with all relevant offices of the College regarding the request for readmission (Student Accounts, Financial Aid, Residence Life, Health Center, Counseling Center, the Dean of
Students and the Vice President for Student Affairs) and regarding possible holds. In doing so, if the Director determines the student can be academically approved and any outstanding holds have been resolved to the satisfaction of the applicable College office, the student can be readmitted to the College. Withdrawn students who are approved for readmission may register after the designated registration dates for continuing students. Though withdrawn students are not eligible to participate in room lottery, they may apply for a room in the residence halls once they have been approved for readmission and have registered for a full-time course load. A student’s finalized readmission AND/OR placement on a housing waitlist does not guarantee that the student will receive a housing assignment for that semester.

Leaves of Absence

In general, a leave of absence is intended to provide a student time away from his/her studies due to a temporary circumstance or situation (financial, personal or medical). Any student wishes to request a leave of absence should contact the Office of Academic Advising for additional information and guidance as to next steps to formalize a leave from the College. Students must request a leave in writing to the Director of Academic Advising and in making the request, include the following information: the specific reason/purpose for the leave, how the student plans to spend his/her time while away and confirmation of the semester intended semester of return (a leave is normally granted for one semester). In addition, if the reason for a leave of absence is medical in nature, students must also provide a letter from their current medical provider in support of the leave that includes the student’s current diagnosis as well as offering his/her support of the leave of absence. If applicable, the letter from the medical provider should be sent to the attention of the Director in the Office of Academic Advising.

Students who have been granted a leave of absence must contact the Academic Advising Office at least one month prior to the first day of classes in the semester of anticipated return to request reinstatement. This appeal should include the following: the reason(s) for departure from the College, how the student has spent his/her time while away and why he/she feels prepared to resume studies at Manhattanville. If time away included completion of coursework at another college, the student should request an official transcript be sent to the attention of the Office of Academic Advising in support of his/her request for reinstatement; if the student’s time away has included employment and/or volunteer work, he/she should request that a letter of recommendation be sent to the attention of the Office of Academic Advising in support of his/her request for reinstatement. At times, there may be conditions attached to a student’s possible return as stipulated at the time the student is granted the leave of absence. In these cases, the student should provide evidence and all applicable documentation of having met these conditions. The Director of Academic Advising will contact relevant offices of the College regarding the request for reinstatement (Academic Advising, Student Accounts, Financial Aid, Residence Life, Health Center, Counseling Center, the Dean of Students and the Vice President for Student Affairs) and regarding possible holds. In doing so, if the Director determines the student can be academically approved and any outstanding holds have been resolved to the satisfaction of the applicable College office, the student can be reinstated at the College. Students approved for return from a leave of absence may register after the designated registration dates for continuing students. Though students on an approved leave are not usually eligible to participate in room lottery, they may apply for a room in the residence halls once they have been approved for readmission and have registered for a full-time course load. A student’s finalized readmission AND/OR placement on a housing waitlist does not guarantee that the student will receive a housing assignment for that semester.
Undergraduate and Graduate Commencement Participation

As a general policy, Commencement celebrates the accomplishments of students who have successfully completed all the requirements necessary for their degrees. Students who have completed all degree requirements are considered eligible to walk at Commencement.

Students who have not completed all the requirements necessary for their degree, may, under strict eligibility criteria outlined within this policy, be granted permission to “walk” in Commencement exercises. Walking in Manhattanville’s Commencement exercises, however, does not indicate degree completion nor does it indicate that a degree will be awarded in the future. Only when all requirements are completed will a student’s degree be awarded.

Permission to Walk
School of Arts and Sciences and School of Education
Undergraduate Students
Students who have not yet completed all degree requirements may participate in Commencement exercises if they have six credit hours or fewer remaining toward completion of their degree(s), and can demonstrate that they are registered for the remaining credits. A student may file a request to participate in Commencement exercises with the Office of the Registrar, which will approve the request upon verification of registration status. No Education student with student teaching credits left to complete will be allowed to participate in the College’s Commencement ceremony.

School of Business – Graduate and APPEAL Students
Students, including, APPEAL (adult/accelerated) and graduate students who have not completed all of their degree requirements may, with the approval of the School of Business Dean’s Office, walk in the College’s Commencement ceremony. The student must provide proof of a recent term (previous fall, winter or current spring) grade deferral or registration for all remaining requirements in an upcoming summer session and must be within three credits of degree completion. No MSB student with more than three credits remaining towards completion of his/her degree will be allowed to participate in the College’s Commencement ceremony. The Dean’s office will be responsible for maintaining the record.

School of Education – Graduate Students
Students who have not completed all of their degree requirements may not walk in the College’s Commencement ceremony.

MFA
MFA students who have not completed all of their degree requirements may, with the approval of the director of the MFA, walk in the graduate Commencement ceremony. The student must provide proof of a recent term (previous fall, winter or current spring) grade deferral or registration for all remaining requirements in an upcoming summer session and must be within three credits of degree completion.

Diploma Distribution— Undergraduate and Graduate Students

THIS PROCESS IS CURRENTLY UNDER REVIEW AND MAY BE CHANGED.

Graduate and undergraduate students who have completed their degree requirements before Commencement will receive their diplomas by mail following their commencement ceremonies.

Graduate and undergraduate students who have not completed all of the requirements for graduation prior to Commencement will receive their diplomas after completion of all requirements.

Honors Options

Castle Scholars Honors Program

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 Honors Program

The Castle Scholars Honors Program offers students of exceptional ability a broader and more intensive program of study than the usual college curriculum. It provides motivated students in any major field with challenging, cross-disciplinary courses that encourage their academic and personal growth. Participation in the Castle Scholars...
Program encourages intellectual exchange among students and faculty and fosters independent initiative in academic and creative realms. Castle Scholars are well prepared for success in graduate and professional schools, as well as in the professional world.

Honors seminars are the core of our program. Manhattanville’s most engaging faculty offer innovative and often interdisciplinary seminars that are limited to 15 students, a format that ensures in-depth discussion and exploration of the subject matter. In addition, many of our seminars incorporate experiential learning through trips into New York City and other sites in the region. These classes provide high-achieving students with the opportunity to explore areas within and without their intended major, and all of them will fulfill some of Manhattanville College’s General Education Requirements.

Benefits

Castle Scholars in good standing are accorded the following privileges:

- Priority registration privileges (early registration to ensure optimal course selection)
- Permission to register for up to 21 credits per semester without financial penalty
- Honors housing options
- Opportunities to apply for special funding for research projects
- Participation in on-campus Castle Scholars social events, including regular dinners with the college president
- Contribution to the intellectual and social life of the college through the organization of college-wide events, such as Human Rights Awareness Day and the Undergraduate Research and Creative Achievement Fair
- Participation in Castle Scholars field trips to New York City and beyond
- Mentoring by the Castle Scholars Director and the Honors Program faculty
- Recognition at college-wide awards ceremonies
- Recognition of successful completion of the program on college transcripts and on all printed graduation materials.

Eligibility

Incoming first-year students with a demonstrated record of achievement based on the following criteria are eligible to apply:

- A combined SAT score of 1160 or greater (critical reading and math), or an ACT score of 25 or greater
- A high school GPA of 3.4 or greater
- An exceptional record of extracurricular activity or unique achievement

If incoming first-year students have achieved two or more of the above, or if they feel strongly that the Castle Scholars Honors Program is right for them, they may apply to join the honors program.

Transfer students with up to 60 credits may also apply; students who have been enrolled in honors courses at other institutions should consult with the Castle Scholars Honors Program Director regarding approval of transfer courses towards completion of the Castle Scholars Honors Program.

Continuing students who have earned at least a 3.6 cumulative GPA at Manhattanville by the end of their second semester are eligible to apply for admission to the program, up to the fall semester of their junior year.

Castle Scholars Honors Program Requirements

Program requirements consist of five components in the following categories:

- An Honors First Year Seminar (students who join the program after their first year will substitute a 3000-level CSCH seminar for this requirement.)
- 2 3000-level CSCH seminars (for sophomores, juniors and seniors)
- 1 Independent Research Project OR Internship, both subject to approval by the Castle Scholars Honors Committee
• An approved, credit-bearing service project, which can be fulfilled in one of two ways (students may take both):
  • CSCH 4500 - fall semester Castle Scholars service course organizing Human Rights Awareness Day (1.5 credits)
  • CSCH 4501 - spring semester Castle Scholars service course organizing the Undergraduate Research and Creative Achievement Fair (1.5 credits)
  • CSCH 3080 Senior Capstone (1.5 credits): Coordinated by the Honors Program faculty, students will participate in a formal program evaluation of a college-wide program and will share the results of their research at the Undergraduate Research and Creative Achievement Fair.

In addition, Castle Scholars must:

• Earn a grade of B or better in Honors courses in order to receive Honors credit
• Maintain a cumulative grade point average of 3.6 or higher
• Participate actively in the Castle Scholars Honors Program by attending at least two events per semester
• Remain in good standing in their non-academic activities
• Be positive role models for academic integrity

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.

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.

Latin Honors

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
• summa cum laude – 3.9

Pre-Professional Studies

Law

Manhattanville offers several options for students interested in pursuing a career in law. Students interested in the legal profession may major in Legal Studies or Criminal Justice and Law. They may also major in Political Science with a concentration in Legal Studies or Criminal Law. Alternatively, they may pursue a major in another field, while minoring in Legal Studies or Criminal Law. Details regarding the majors in Legal Studies and Criminal Justice and Law, as well as the concentrations and minors in Legal Studies and Criminal Law, may be found under Political Science in the Academic Departments section below. Students interested in law should seek advice early on from the pre law advisor or the Director of Legal Studies.

Pre-Health Professions

The Pre-Health Professions Advisory Committee (PHPAC) and a campus pre-health advisor are 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 the pre-health advisor 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.
Manhattanville. The pre-health advisor will help students prepare a four-year plan of study.

A pre-health 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 in his/her application year. The following courses are recommended as a minimal program of preparation for the entrance exams and for admission to graduate programs:

**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
- College or University Physics I, II
- First-Year Writing Seminar
- One course in English Literature (not a film course)
- Highly Recommended: Statistics, Biochemistry (note: Biochemistry is required for those applying for a Committee Letter; see below.)
- Recommended: Psychology, Sociology

**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 (2 semesters)

Additional courses directly related to the chosen profession may also be needed for admission. It is highly recommended that two or more of the courses listed above be taken in the first semester at Manhattanville.

The sequence in which these courses are taken should be discussed with the pre-health advisor as early as possible in the academic career to ensure the best possible outcome. Pre-Medical/Pre-Dental Studies and Health Sciences minors are available for students majoring in most academic areas.

Admission to graduate programs in the health professions is highly selective. To compete successfully for admission, students must maintain a minimum 3.3 cumulative G.P.A. and a 3.3 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 3.3. Students should also be aware that some professional schools require a very strong performance on a standardized entrance exam (MCAT or DAT, for example).

Manhattanville offers an Official Committee Recommendation Letter to qualified students when they are ready to apply to a professional program, e.g., medical school. Requests for this letter are reviewed by the Pre-Health Professions Advisory Committee (PHPAC) in the student’s application year and the student may receive one of the following ratings: Highly Recommended, Recommended, Recommended with Reservation, or Not Recommended. Students are also given the opportunity to practice their interview skills with the PHPAC members.

Questions or comments may be sent to prehealth@mville.edu.

**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 Pre-Health 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 Post Bacc course of study 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 course of study. Required courses are offered in the Summer Session as well as during the academic year. Students apply for admission through the School of Business Admissions Office.

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 Office of Academic Advising and assists students in researching study abroad possibilities. There are literally hundreds of options for study abroad through reputable American and foreign 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.”

“Cooperative” Study Abroad Programs

Manhattanville College encourages students to consider enriching their undergraduate academic experience through study abroad. The director of Study Abroad works out of the Office of Academic Affairs and assists students in researching study abroad possibilities. There are literally hundreds of options for study abroad through reputable American and foreign institutions in countries around the world for which students can receive academic credit. For students with high G.P.A.’s (at least 3.0) there exists the possibility of acceptance to one of the Manhattanville “cooperative programs.” All student desiring to study abroad must visit and be listed with the Office of Study Abroad.

Policy on enrollment in study abroad

The policy for enrollment for study abroad programs while attending Manhattanville College can be found on the following website pages:

Outgoing students:

1. For general application requirements and application forms see: Study Abroad Outgoing
2. For requirements and financial information for students and parents see: Study Abroad Costs

Incoming students requesting to study and live at Manhattanville College:

For general information to attend Manhattanville College as an exchange student see: Study Abroad Incoming

Participation in Manhattanville’s “cooperative programs” for study abroad means that accepted students pay Manhattanville tuition for that designated semester abroad. Students are able to use most of their Manhattanville institutional aid as well as federal financial aid. Students are eligible to access a maximum $10,000 in Manhattanville aid towards the actual tuition cost at Manhattanville College. All remainder balances on total cost of tuition must be paid to Manhattanville. Housing is paid by the student to their host program abroad, not to Manhattanville. 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 3.0 or better) and present a convincing rationale. Priority is given to students who have never had a sustained global experience abroad. Low priority is given to students who have already experienced living and studying abroad or outside the U.S. Students must submit their application by the published deadline. All course work taken while abroad need prior departmental approval. In addition, for some 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 can be approved. Spaces on Manhattanville’s cooperative programs are reserved exclusively for those students approved by the College. Students are encouraged to prepare a strong rationale and work with the Study Abroad director before the published deadline.
Applications for both the Fall and Spring of the following academic year must be submitted by the Spring deadline of the previous academic year.

Please click on the link below for a list of the Cooperative Study Abroad Programs: Study Abroad Cooperative http://annex.mville.edu/about/social-action/duchesne-center-for-religion-a-social-justice/study-abroad/how-to-apply.html

Direct Exchange Programs

The programs and institutions listed below are either direct exchange agreements between Manhattanville College and the academic institution cited, or is an affiliation agreement between Manhattanville and the provider, called “cooperative” programs. Please click on the link below for a list of the Direct Exchange Programs: Study Abroad Cooperative http://annex.mville.edu/about/social-action/duchesne-center-for-religion-a-social-justice/study-abroad/how-to-apply.html

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, inter-culturally 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.

“Non-cooperative” Study Abroad Programs

For students who cannot meet the criteria of the cooperative programs, many “independent” possibilities exist. In contrast to Manhattanville’s cooperative programs, students on independent programs are not able to take their Manhattanville institutional aid. Financing independent 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.

AFRICA

Syracuse in Zimbabwe
College Consortium for International Education Programs in Ghana
South Africa and Tunisia

ASIA

Yonsei University in Korea
Ewha Women’s University in Seoul, Korea
Long Island University in Bangladesh, India
University of North Carolina at Chapel Hill in New Delhi, India
Antioch College in Bodh Gaya, India (Buddhist Studies)
Brown University in India
Brethen Colleges in Cochin, India
Davidson College in India
Rutgers in India
University of Colorado in Nepal
Temple University in Japan
The Universities of the South Pacific
Syracuse University in Hong Kong
Beijing Language and Culture University in Beijing, China
Long Island University - Friends World Programs in China, East Asia, and South Asia
Institute of Asian Studies Programs in Beijing and Hong Kong, China, Nagoya and Tokyo, Japan
Council for International Educational Exchange Programs in China, Indonesia, Japan, Thailand, and Vietnam
College Consortium for International Studies Programs in China, India, and Japan

AUSTRALIA
Marymount College at University of Melbourne,
Macquarie University and Manos University
Butler University Programs in Australia and New Zealand
Colorado State University with Australearn Program
Northern Illinois University in Melbourne
Beaver College in Australia
Australian Education Connection in Australia
Institute of Asian Studies in Adelaide, Canberra
Council of International Educational Exchange Programs in Australia and New Zealand
College Consortium for International Studies Programs in Australia

CARIBBEAN MIDDLE AND SOUTH 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.
Institute of European Studies Programs in La Plata, Argentina

College Consortium for International Education Programs in Ecuador, Jamaica, Mexico, Nicaragua
Center for International Educational Exchange Programs at the University of Guadalajara, Argentina, Buenos Aires, Argentina, Sao Paulo, Brazil, Santiago, Chile, Monteverde, Costa Rica, Santiago, and Dominican Republic
Butler University in Argentina and Chile
ITESM in Mexico Center for Bilingual Multicultural studies at the Universidad Autonoma del Estado de Morelos in Cuernavaea, Mexico

EUROPE
A. England
Butler University – 21 different programs
College Consortium for International Studies London at Thames Valley
SUNY London Center
Boston University London
The American College London
Kings College London
University College London
Carnegie Mellon University London
Central College London
UW Madison London and Warwick
SUNY Brockport in London
University Delaware London
Oswego State University London at Thames Valley
Queen Mary and Westfield College University of London
Marymount College London Drama Program
Beaver College Institute of Economics and Political Studies London and Cambridge
University of New Hampshire Cambridge
Oakland University Oxford
SUNY Brockport in Oxford
University of Northumbria Newcastle
University of Liverpool
Drexel University at LIAPA (Liverpool Institute of Performing Arts)
University of St. Andrews
Lancaster University
Leicester University
University of Reading
College Consortium for International Studies in Olmskirk
University of Wisconsin – Platteville
Duke University in England
The Institute of European Studies Programs
Council on International Educational Exchange Rutgers

B. Scotland
University of Glasgow
University of Strathclyde Glasgow
Butler University in Scotland
Council on International Educational Exchange
The Institute of European Studies Programs

C. Holland
Center of European Studies in Maastricht
UW Madison in Utrecht
Council on International Educational Exchange

D. Belgium
Bentley College in Brussels
Penn State University in Leuven
Council on International Educational Exchange

E. Scandinavia
Denmark’s International Study Program – Copenhagen
UW Madison – Umea Sweden
UW Madison – Copenhagen
Lulea University – Sweden
University of Karlstad Sweden

F. Hungary, The Czech Republic and Poland
UW Madison in Budapest
Council on International Educational Exchange
Council on International Educational Exchange in Prague and Warsaw

G. Russia
UW Madison in Moscow
Boston University in Moscow
SUNY Brockport in Moscow
College Consortium for International Studies in Moscow
Duke University in St. Petersburg
The Institute of European Programs
Council on International Educational Exchange

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)
  International 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)

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.

In order to be eligible to register an internship for credit, students must have the following requirements:

- Completed 30 credits of coursework
- Declared their major
- Must be a matriculated student

After completing 30 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 advisor from that department. They may also do one internship outside the department for interdisciplinary credit. Working with their faculty advisor, students identify learning objectives and formulate an academic project related to the internship. The Center for Career Development also supports students in a variety of ways during their internship course and acts as a liaison between student, employer and faculty. 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.

**Full-Time Undergraduate Degree Requirements**

General Degree Requirements for All Undergraduate Students

**General Degree Requirements for All Undergraduate Students**

To qualify for a Bachelor’s degree and be eligible for participation in the College’s commencement ceremony, undergraduate students must complete all of the following degree requirements:

General Education requirements (for ALL students regardless of major or program)

A minimum of 120 total credits (though some major programs may exceed 120)

A minimum cumulative G.P.A. of 2.0

Completion of a Major (normally with final grades of C or better, though some majors accept C- or higher)

Minimum number of liberal arts credits for their degree:

- B.A. degree: 90 liberal arts credits
- B.S. degree: 60 liberal arts credits
- B.F.A. degree: 30 liberal arts credits
- B.Mus degree: 30 liberal arts credits

Ultimately, it is the responsibility of the student to make certain that all requirements for degree completion and graduation are met.

**General Education Curriculum: Manhattanville's Inquiry**

All undergraduate students must complete all of the following general education credit requirements within Inquiry. A minimum letter grade of “C-” must be earned to fulfill a requirement.

Manhattanville College welcomes transfer students and encourages the educational enrichment of all its students. Transfer students who matriculate at the College having earned an A.A. or A.S. degree from an accredited institution are exempt from completing Manhattanville College’s General Education requirements. Please note that this exemption does not apply to those transfer students holding an A.A.S. degree from an accredited institution.

Manhattanville College’s General Education Program, INQUIRY, consists of four pillars: INVESTIGATOR; INVENTOR; INTERNATIONAL CITIZEN; INTERPRETER.

These pillars enable students to obtain the tools necessary for navigating the complexities of life in today’s global society. This unique blend of liberal arts and sciences, founded upon the College’s historic core values of critical inquiry, social action and engagement, prepares students for success in the modern workplace.

As INVESTIGATOR, students learn to apply the skills of scientific, mathematical, humanistic, and social science reasoning to articulate clear, precise, and well-organized ideas. This pillar enables students to use the knowledge
they have attained to interpret arguments, reason persuasively, and draw conclusions.

As INVENTOR students are encouraged to produce creative works that are personal in nature, while drawing upon historical and contemporary references. Manhattanville INVENTORS are able to articulate the relationship between works produced in a particular culture or time, and the religious, political or socio-economic circumstances of their production.

The INTERNATIONAL CITIZEN takes the opportunity to reflect on his or her own background, values, goals and achievements in the context of the diverse community of Manhattanville, taking special advantage of the wide range of applied liberal learning experiences the College has to offer. The INTERNATIONAL CITIZEN is able to establish connections with others and recognize his or her responsibilities to the broader community.

Finally, as INTERPRETER, students perfect their competencies in written and oral communication, as well as proficiency in digital literacy—skills essential for success in every profession. Above all, as INTERPRETER, students learn to recognize the importance of interpretation in the ongoing quest to understand their place in the world.

Note courses for this program also may be counted in a students’ minor or major.

INQUIRY General Education Curriculum 2016 Learning Outcomes

<table>
<thead>
<tr>
<th>Pillar</th>
<th>Capability</th>
<th>Coding</th>
<th>Credits</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigator</td>
<td>Scientific Reasoning</td>
<td>SCR</td>
<td>6</td>
<td>• Generate or evaluate a testable hypothesis</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Interpret quantitative or qualitative data</td>
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<td></td>
<td></td>
<td>• Use deductive reasoning to draw and/or evaluate conclusions</td>
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<tr>
<td></td>
<td>Mathematical Reasoning</td>
<td>MR</td>
<td>6</td>
<td>• Demonstrate skill in carrying out mathematical (e.g. algebraic, geometric, logical, statistical) procedures flexibly, accurately, and efficiently to solve problems</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Analyze mathematical arguments</td>
</tr>
<tr>
<td></td>
<td>Humanistic</td>
<td>HR</td>
<td>6</td>
<td>• Interpret information/data that has been presented in mathematical form</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Represent information/data in mathematical form as appropriate</td>
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<td></td>
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<td></td>
<td></td>
<td>• Construct reasoned and persuasive arguments about the</td>
</tr>
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</table>

Investigator
Scientific Reasoning 6 credits
Mathematical Reasoning 6 credits
Humanistic Reasoning 6 credits
Social Scientific Reasoning 6 credits

Inventor
Creative and Aesthetic 6 credits

(At least three of these credits must be taken as creative production. See WebAdvisor for categories.)

International Citizen
U.S. Diversities 3 credits
Global Systems & Civilizations 6 credits
(3 credits each—West (outside US) and Africa, Asia, & Middle East. See WebAdvisor for categories.)
Second Language 6 credits
Applied Liberal Learning 1 credit

Interpreter
Written Communication 3 credits
Oral Communication 3 credits
Digital Literacy 3 credits

REMINDER: A minimum C- letter grade must be earned in any general education competency or distribution course to fulfill a requirement.
### Inquiry

Distinctive meanings, values, and artifacts of human beings when approached from the point of view of their particular histories, languages, and cultures.

- Use reasoning and/or evidence to articulate clear, precise, well-organized thought, arguments, interpretations and/or conclusions.

### Social Scientific Reasoning (SSR) 6

- Explain, analyze, and apply concepts from at least one of the disciplines in the social sciences.
- Be able to use reasoning and/or evidence to articulate clear, precise, well-organized thought, arguments, interpretations and/or conclusions.

### Inventor

**Creative & Aesthetic (CA1) 6**

With respect to courses in which students will make art:

- Produce creative works based on contemporary, historical and personal references and explain the creative process;
- Demonstrate strategies and apply basic techniques in producing creative works.

CA2

With respect to courses in which students will analyze art or its contexts:

- Articulate the relationship between creative works produced in a particular culture and the religious, political, social and economic circumstances of their production.

### Interpreter

**Written Communication (WRC) 9**

- Demonstrate the ability to write clearly and with grammatical accuracy in English.
- Produce written work that engages critically with sources; and quotes, paraphrases and cites this material ethically and correctly.
- Employ the vocabulary, concepts and compositional techniques appropriate to the academic discipline.

### Oral Communication (ORC) 3

- Communicate in clear, precise, well-organized speech that engages the audience.
- Use language appropriate to the subject and to the context of the communication.
- Demonstrate analytical and critical listening and questioning skills.

### Digital Literacy (DGL) 3

- Communicate, adapt, and present digital information for diverse audiences (peers, colleagues, and the general public).
- Use digital technology, communication tools, and/or networks appropriately to solve problems in order to function in an information society.
- Create, critique, analyze and evaluate multimedia texts appropriate for an academic discipline.
- Use technology skills within an ethical and legal framework to participate actively in civic society and contribute to a vibrant, informed, and engaged community.
International Citizen Global Systems & Civilizations:

1) US Diversities

- Compare and contrast the diversities and commonalities to be found among the multiple regions, economic classes, races, ethnicities, belief systems, genders, and/or sexualities within U.S. society and culture.

- Understand how the contrasting beliefs, values, and/or ideologies embodied in the various institutions, narratives, and/or artistic expressions within U.S. society affect a person’s ability to participate and enact change in that society.

2) West (outside of the US) IC2 3

- Demonstrate an understanding of one or more nations and/or societies outside the United States with respect to their cultures and/or their political, social, economic, or religious institutions or practices;

- Demonstrate an awareness of the differences and commonalities among these ethical and/or cultural perspectives by examining the various ways in which different societies reflect issues addressed in the course.

3) Africa, Asia & Middle East IC3 3

- Demonstrate an understanding of one or more nations and/or societies outside the United States with respect to their cultures and/or their political, social, economic, or religious institutions or practices;

- Demonstrate an awareness of the differences and commonalities among these ethical and/or cultural perspectives by examining the various ways in which different societies reflect issues addressed in the course.

Second Language FL 6

- Use a core vocabulary and grammatical structures that enable communication in the target language on at least an elementary level.

- Read and understand elementary-level texts in the target language.

- Write with correct grammar at the elementary-level in the target language.

Applied Liberal Learning ALL 1

- Understand a professional and/or organizational culture – The student is able to learn from observing the behavior of those in positions of leadership within the organization with which they are interacting and to begin to understand the dynamics of the organization’s culture through reflecting on how decisions are made, work is structured, power is shared and how the organization’s mission/vision is implemented.

- Recognize ethical issues within a professional and/or organizational setting – The student can recognize and begin to apply ethical perspectives to complex problems within the organization.

- Clarify his/her “citizen identity” through reflection on the experience – The experience allows the student to put his or her educational background to practical use in preparation for a life of leadership and/or service in a global society. The student is able to reflect on the applied learning experience and make connections between his or her own background, values and education and the
expectations and demands of engagement in a broader community.
ATLAS

Program Objectives

ATLAS is an optional School of Arts and Sciences wide program that supports students as they clarify the purpose, meaning, and direction of their curricular, co-curricular, and extra-curricular pursuits and explore career possibilities related to those decisions. Its primary goals are:

To facilitate students as they reflect on experiences, develop goals, and make connections between what they have already accomplished and what they hope to accomplish;

To aid each student in the creation of an online space in which they can showcase their accomplishments and illustrate the correlations they are making between their various experiences;

To encourage professional practices in networking and social media usage by students;

To connect students with campus resources and with professionals in the student's field of interest.

Program Structure

ATLAS is comprised of multiple classes. Students may take as many of the courses as they wish.

Passport (MVL 1001, 3 credits) or (MVL1001A & MVL1001B, 1.5 credits each)

The purpose of this First-Year course is to guide new Manhattanville students in making a successful transition to the College, academically and socially. The course is designed to foster a sense of belonging to the community by working in small groups, sharing valuable information about the College's mission and history, incorporating valuable skill building, and helping students continue to clarify the purpose, meaning, and direction of their college careers.

Pathfinder (MVL 2001, 3 credits)

This ePortfolio-based course is designed to aid sophomores in selection of a major, academic planning, and career exploration. In the course, students are supported as they clarify the purpose, meaning, and direction of their college careers and explore career possibilities related to those decisions. Reflection on self and on the process, interaction with professionals in possible career paths, and archiving of materials found and created will be facilitated by the instructor.

Compass (MVL 3001, 3 credits)

This ePortfolio-based course is designed to aid students in reflection on co-curricular experiences, with the goal of translating and documenting leadership and team building skills, showcasing creative work, allowing for highlighting of unique experiences, and relating these experiences to desirable career skill sets. Reflection on self and on process, interaction with professionals in possible career paths, and archiving of materials found and created will be facilitated by the instructor. The intent of this course is for students to be able to apply knowledge gained in the classroom to solve practical, real-world problems.

First-Year Program

Program Objectives

The First-Year Program at Manhattanville College is a graduation requirement for all undergraduate students entering the College with fewer than 30 approved transfer credits (those entering with 30 or more credits are exempt). Its primary goals are:

To provide students with foundational instruction in critical thinking in a First Year Seminar, which also serves as an introduction to the liberal arts curriculum.

To provide intensive foundational instruction in the mechanics of academic writing, with exercises and assignments relating to the Seminar topic.

To build close faculty/student relationships during the first year.
Program Structure

The First-year Program comprises both the Fall and Spring semesters and includes:

First-Year Seminar (FYP 1001 - 3 credits; generally two 75 – minute meetings per week) or Castle Scholars First-Year Seminar (3 credits)
First-Year Seminars are topical or thematic, reflecting faculty interests and/or expertise. Seminar topics and themes are diverse and reflect the broad spectrum of the undergraduate liberal arts curriculum. First-Year Seminars are not survey or introductory lecture courses in any particular discipline, but rather are seminar-style, participatory and topical. All seminars count towards the fulfillment of college-wide requirements and some may carry departmental credit. Most First Year Seminars fulfill an Inquiry pillar.

First-Year Writing I & II (FYP 1003/1004 - 3 credits each; generally two 75 – minute meetings per week)
Each section of First-Year Writing provides thorough instruction in composition with the aim of enabling students to develop the writing skills necessary for college-level study. The course includes an intensive review of English grammar, as well as academic style and structure; it examines strategies for written analysis, persuasion, and argumentation. Instruction emphasizes revising, editing and drafting skills. In direct coordination with the First-Year Seminar, students learn to recognize connections between critical thinking and successful academic writing.

An introduction to Information Literacy is embedded within the First-Year Writing sequence: this includes library tours, introduction to information resources, and approaches to scholarly research.

By the end of the year-long sequence of Seminar and Writing courses, students are 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, while following both ethical and formatting guidelines for quoting, paraphrasing and citing this material; and

Employ the vocabulary, concepts and compositional techniques appropriate to the academic discipline(s) reflected in their First Year Seminar topic.

First-Year Program Grade Requirement
Separate course grades are awarded for First-Year Seminar and First-Year Writing. Students must earn a minimum grade of C - in all FYP courses to complete the First-Year Program requirement at Manhattanville College. Failure to meet this requirement in any FYP course triggers automatic registration in a remedial FYP course the following semester.

First-Year Program Withdrawal Policy
Students normally may not withdraw from a First-Year Program course. Any request for withdrawal from an FYP course requires formal approval by the FYP Coordinator and Dean of the First-Year Experience. If granted, such a withdrawal does not constitute an exemption from completion of all FYP requirements.

Written Communication

Written Communication is partially satisfied (6 of the required 9 credits) by earning a minimum letter grade of C - or above in both sections of the First-Year Writing Seminar (FYP 1003 and FYP 1004). Strong writing skills are among the most valuable outcomes of a student’s undergraduate education.

Learning Outcomes for Written Communication

With satisfactory completion of this 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, while following both ethical and formatting guidelines for quoting, paraphrasing and citing this material; and

Employ the vocabulary, concepts and compositional techniques appropriate to the academic discipline(s) reflected in their First Year Seminar topic.
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; and

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 (e.g., MLA for English and modern foreign languages, APA for psychology, etc.).

The Academic Major and Minor

All undergraduate students are required to complete an academic major, which must be formally declared no later than the published deadline in the applicable Academic Calendar in the second-semester of sophomore year.

Students have the option of completing a minor(s) or an additional major(s), each of which should be formally declared no later than the second semester of junior year. While more than one area of major or minor study is permitted, courses may not be double-counted for more than one area of concentration without department chair approval. If a student elects to major/minor in two disciplines that have certain common requirements, an appropriate number of electives must be added in one of the two disciplines. The specific requirements of the major and the minor are provided elsewhere in this catalog.

Students have the option of completing a minor(s) or an additional major(s), each of which should be formally declared no later than the second semester of junior year.

Academic Regulations

Declaration of Major Policy

All matriculated undergraduate students declare their major(s) and, if they so choose, minor(s) by completing the Declaration form and submitting it to the Registrar’s Office. Students may declare a major (and minor) at any point after entering the college (see freshman limitations and transfer notes below). All students MUST formally declare a major no later than the published deadline on the applicable Academic Calendar in the second-semester of sophomore year. Additionally, students must use the Declaration form to select a major advisor in their declared major of study; students are reminded that their major advisor must be a faculty member in the department of their major.

Important Notes:

First-year students who choose to declare a major will continue to be advised by their assigned Academic Advisor in the Office of Academic Advising through the second semester of their sophomore year.

Transfer students entering the College with 40 or more credits are required to declare their major and select a major advisor in the first semester of attendance by the deadline published in the applicable Academic Calendar; this will allow transfer students to accurately assess their intended date of graduation and focus on a program of study.

The Declaration form must be signed by the appropriate department chairperson (or their designee), by the new major advisor in their major department, and by the student. Forms without all required signatures will be deemed incomplete, and will not be accepted.

Prospective undergraduate Education Majors should consult with the Associate Dean for Undergraduate Advising in the School of Education for a separate program application. Admission to the School of Education is not automatically granted with acceptance to the College.
CAUTION: Changing from one academic major to another may extend a student’s intended graduation date. Students should consult with an advisor to discuss the requirements of a new major and any potential impact on their intended graduation date before proceeding.

Students declaring multiple majors must designate a major advisor from the department of each major.

Credit Overload Policy

The maximum number of credits for which an undergraduate student may enroll is as follows:

19 credits (except for Castle Scholars, Music, and Dance & Theatre majors)
21 credits for Music Majors, Dance & Theatre Majors, and Castle Scholars

An application requesting a credit overload should be filed only if the student has some compelling need to take in excess of the normal allotted number of credits for the student’s program of study. Applications must be approved by the student’s advisor and filed with the Registrar’s Office for review. Requests that do not have appropriate approvals will not be considered.

Decisions on whether to approve requests to exceed the term credit limit will be made according to the following criteria:

1. Previously demonstrated academic excellence, as reflected by cumulative grade point average at the time of the request.
2. Previously demonstrated ability to successfully pursue to completion all registered credits in prior semesters of study.
3. Demonstrated academic necessity to pursue an increased course of study in order to maintain satisfactory progress for degree completion.
4. Demonstrated academic necessity to pursue an increased course of study in order to maintain satisfactory progress for degree completion.

Students approved to enroll beyond the maximum credits above are charged at the credit hour rate for each credit hour enrolled. Fractional credit charges will be multiplied times the credit hour rate and included in the total.

Students receiving financial aid will also be required to visit the Financial Aid Office for approval. In addition, students may apply for overload credits only after the two-week undergraduate online registration period has ended.

Transfer Credit

While the evaluation of transcripts is made by a transfer credit evaluator, the faculty of the College establish the criteria by which Manhattanville equivalencies are determined and credits awarded. Transfer credit may be awarded for course work completed prior to matriculation at Manhattanville, and also while a matriculated student, as for example during summer or winter sessions, or during an approved leave of absence.

Pre-approval for transfer credit is required of all matriculated students who plan to take courses at an institution other than Manhattanville. Courses submitted for transfer of credit must be:

1. Part of the normal undergraduate curriculum published in the institution’s catalog
2. Recorded on an official transcript of the credit-granting institution
3. Taken for a letter grade (courses taken on a Pass/Fail basis cannot transfer).

An evaluation of official transcripts will be completed based on students’ pre-approval. Credits will not be awarded if the student has not obtained pre-approval.

The approval procedure requires completion of the Request for Transfer Credit Approval Form which can be obtained on the Registrar’s Office website. The department chair as well as the student’s advisor must sign the form, which must confirm the Manhattanville equivalency for the course that will be taken. Once completed, the form should be submitted to the Registrar’s Office. When credits are transferred from another institution, grades earned are not transferred to the student’s Manhattanville transcript, nor are they calculated into a student’s Manhattanville GPA.
Attendance Policy

Attending class is vital to academic success. Accordingly, Manhattanville College expects regular attendance and punctuality at all classes. Students are expected to accept personal responsibility for any absences, and will be held responsible for all course content, requirements, and assignments, whether or not they are present in class. Individual instructors may establish course attendance policies, including penalties for absences and lateness. The responsibility for explaining and/or documenting individual absences rests with the student, who must understand that instructors are not obligated to grant requests for make-up or supplementary work.

Course Withdrawals

With the exception of First-Year Program courses, students may withdraw from a course(s) without academic penalty up to the published withdrawal deadline on the Academic Calendar. In order to withdraw, students must obtain the signature of the instructor of the course as well as their advisor. Students are responsible for bringing the signed form to the Registrar’s Office; until the Registrar processes the form, the withdrawal is not complete. Students are to attend all courses listed on their official transcript until such time as the official withdrawal is processed. Once official, the course then appears on the transcript with a “W” instead of a grade.

NOTE THAT: Full-time undergraduate students cannot withdraw below 12 credits without demonstration and documentation of extraordinary circumstances. Full-time students seeking to withdraw below 12 credits must submit a written appeal and all supporting documentation to the Office of Academic Advising for consideration. Falling below 12 credits may have financial ramifications. Please note that students who are in danger of failing a course due to violations of the Code of Academic Integrity are not permitted to withdraw.

Students normally may not withdraw from a First-Year Program course. Any request for withdrawal from an FYP course requires approval by the FYP Coordinator and Dean of the First-Year Experience. If granted, such a withdrawal does not constitute an exemption from completion of all FYP requirements.

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 dean of their respective school 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.
Academic Probation and Dismissal Policy

Full-time undergraduate students qualify for academic probation if:
they fail to meet earned credit and GPA standards as listed below:

<table>
<thead>
<tr>
<th>Following the Completion of this semester</th>
<th>A student must have earned at least</th>
<th>With cumulative GPA of at least</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10 credits</td>
<td>1.8</td>
</tr>
<tr>
<td>2</td>
<td>22 credits</td>
<td>1.9</td>
</tr>
<tr>
<td>3</td>
<td>34 credits</td>
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<tr>
<td>6</td>
<td>70 credits</td>
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<tr>
<td>7</td>
<td>82 credits</td>
<td>2.0</td>
</tr>
<tr>
<td>8</td>
<td>94 credits</td>
<td>2.0</td>
</tr>
<tr>
<td>9</td>
<td>106 credits</td>
<td>2.0</td>
</tr>
<tr>
<td>10</td>
<td>118 credits</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Part-time undergraduate students qualify for academic probation if their cumulative GPA falls below 2.0.

Undergraduate students on academic probation may not take courses on a Pass/Fail basis, and may not be granted an Incomplete/Grade Deferred (GD) in any course during the semester of their probation. In addition, they are required to meet with their designated advisor on a regular basis throughout the semester. Full-time undergraduates on academic probation must register for 15 or 16 credits in the semester of probation, and may not withdraw below 12 credits. As probationary students are not in satisfactory academic standing, they may not participate in intercollegiate athletics.

Full-time undergraduate students qualify for dismissal if:
in their first semester at the College, the semester GPA is below 1.25;
academic probation has been incurred in two consecutive semesters of enrollment (not including summer or inter sessions); or
academic probation has been incurred in a total of three semesters of enrollment.

Part-time undergraduate students who remain on probation for two consecutive semesters of enrollment at the College shall be dismissed.

Students (full-time or part-time) who have been dismissed may appeal that decision to the Academic Appeals Committee. Students should direct their appeals to the Office of Academic Advising. The decision of the Committee, which is normally final, is conveyed to the student in writing. Students should be directed to the Provost within 48 hours after the student has received the letter from the Dean.

Students whose appeals have been denied may apply for readmission to the College after one year’s absence. Readmission is not automatic and requires the student to demonstrate the ability and readiness to undertake continued studies, as specified in the dismissal letter. Students should take care to read their dismissal letter thoroughly and follow its specifications prior to applying for readmission.

The Academic Appeals Committee will request a statement from the student’s advisor and may also request further information from individual instructors. A student whose appeal is approved may be required to participate in specific courses or mentoring programs as a condition of continued enrollment. The student’s advisor will be notified of the outcome of the appeal.

College Academic Integrity Policy

Manhattanville College is a community of scholars who are committed to academic excellence. To accomplish this goal, members of the College must be able to collaborate in a spirit of trust, care, and respect. All violations of academic integrity undermine such collaboration. All members of the campus community have an obligation to report any suspected instance of academic dishonesty to the designee within their School.
All students will be held accountable to the College's and their School's policy on academic integrity, whether or not the policy is explicitly specified in a course syllabus. Thus, all students are responsible for becoming familiar with the definitions, procedures and sanctions outlined in the College's Academic Integrity Policy and their School's Academic Integrity Policy.

**Designees by School:**

School of Education: Associate Dean for Graduate Programs or Designee

School of Business: Assistant Dean for Academic Affairs or Designee

School of Arts and Sciences: Dean of School of Arts and Sciences or Designee

**Academic Integrity Committees by School:**

School of Education: Graduate Academic Standards Committee

School of Business: Academic Integrity Committee

School of Arts and Sciences: Academic Integrity Committee

**DEFINITION OF ACADEMIC DISHONESTY**

Academic Dishonesty is any action that may result in an unfair academic advantage for oneself or others, including, but not limited to:

- **Plagiarism:** Offering as one’s own the words, ideas, arguments, code, or visuals (any medium, including electronic) of another. Appropriate citation (according to course instructor) with quotation marks, references and/or footnotes, is required when using any aspect of another’s work; the failure to do so, whether intentional or not, constitutes plagiarism. Copying homework or answers on an exam or report, submitting a term paper from the archives of a group or from another student, procuring a paper from an external source (electronic or otherwise) and submitting it as one’s own are additional, though not exhaustive, examples of plagiarism.

- **False citation:** Providing false information about a source. 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.

- **Cheating on exams and/or falsely claiming to have completed assigned work.**

- **Forgery:** Signing a faculty member’s, administrator’s or other student’s name to any assignment, or to any written or electronic communication about a course, or altering/forging said document or communication in order to mislead or to circumvent College policy.

- **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 policy.

- **Computer abuse:** Students are required to acknowledge any information, from word texts to full programs, that is not their own. In addition, infringing on the rights of other students to gain access to the computer system, deliberately destroying or infecting files, operating systems or code, copying files or programs without permission, and gaining access to and/or altering the functionality or stored data of any College or other student’s computer without permission are all considered incidents of academic dishonesty.

- **Destruction, theft or displacement of any library or other shared materials whether hard copy or electronic.**

- **Multiple submissions:** Work done for one course cannot be submitted for another course. Exceptions may be made only with the express written permission of both course instructors.

- **Unauthorized collaboration on academic assignments.**

- **Aiding another student in the commission of academic dishonesty.**

- **Making materials from any academic course (including, but not limited to, assignments, papers, quizzes, or tests) available to persons outside the class.** This includes uploading to an online site not pre-approved by the course instructor. Such actions may also constitute a violation of the Intellectual Property Policy.
SANCTIONS FOR ACADEMIC MISCONDUCT

The sanction for any act of academic misconduct may include, but is not limited to, one or more of the following sanctions: rewriting the assignment, failing the assignment, failing the course, taking a mandated workshop or other remedial course, academic warning or probation, disqualification from honors or other awards, disqualification for internships, denial of recommendations for professional certification, denial of or removal from placement for student teaching, suspension, or expulsion.

PROCEDURES REGARDING VIOLATIONS OF ACADEMIC INTEGRITY

The primary responsibility for identifying an instance of academic misconduct, and for determining the sanction for both the assignment in question and the course, lies with the instructor of the course. When an instructor has found what s/he considers to be an instance of academic misconduct, s/he must notify the relevant Department Chair or Program Director and submit the Manhattanville College Academic Misconduct Reporting Form (hereafter referred to as Reporting Form) to the School Designee. Academic misconduct may also be identified and reported by a member of the staff or administration. Students will not be permitted to withdraw from a course for which an offense has been reported, unless the school's Academic Integrity Committee, as a result of a hearing, permits such a withdrawal.

All Academic Integrity procedures will proceed in the following manner:

The Department Chair/Program Director and the School Designee will be notified. The student and course instructor may meet to discuss the alleged academic misconduct and the sanction, if applicable. The course instructor will submit a Reporting Form and a summary of that discussion to the School Designee. If for some reason the instructor and student cannot meet (e.g. the offense was found after classes stopped meeting at the end of the semester, the instructor is no longer at Manhattanville, the instructor opts for the student to meet directly with the School Designee, or the misconduct issue happens outside of a course) the student will meet with the School Designee. Failure to do so within 30 business days will result in the student being found responsible for the Academic Integrity Violation.

The student and School Designee will meet and complete the Reporting Form. If the student does not dispute the finding of the instructor/School Designee, the decision and sanction recorded on the Reporting Form are final. The form will remain a part of the student’s record, managed by the School Designee, in compliance with the College’s Record Retention Policy. ¹

If the student disputes the finding of the course instructor, the student may indicate so in his/her meeting with the School Designee. The School Designee will discuss the charge with the student and explain the procedures for meeting with the appropriate academic integrity committee (Academic Integrity Committee or Graduate Academic Standards Committee, hereafter referred to as the Committee). The School Designee will then notify the chairperson of the appropriate Committee and that Committee will review the case with the student in a closed regularly scheduled meeting. During this meeting the Committee will review all relevant evidence presented, including any new evidence. The Committee will seek information from the course instructor and/or other affected parties. The Committee may uphold the finding and sanction, overturn the finding and sanction, or impose an alternative sanction.

For students who have previously been sanctioned under this policy, a second alleged violation must be adjudicated by the appropriate Committee. Sanctions will be more severe in the case of repeat violations. In such repeat offenses, the possibility of an appeal to the Academic Integrity Review Committee will be available.

¹ Hard copies of academic integrity documents will be filed in the office of the respective school Designee. Digital versions will be stored in the secure Academic Integrity folder on the Manhattanville server. Access to this folder is limited to members of the Academic Standards Committee, Graduate Academic Standards Committee, and the Designee from each school.
Where the student disputes the decision of the Academic Integrity Committee, s/he may ask for a formal review within 5 business days of notification of the decision. The written appeal will be made to the Provost. Such an appeal will only be considered on the basis of procedural error or new evidence that might have resulted in a different decision. If the aforementioned procedures have been followed as determined by the Provost, the Provost will act as a facilitator and call an ad hoc Academic Integrity Review Committee (AIRC). The AIRC will be made up of five members from across the College including one graduate or undergraduate student, depending on the level of the student appealing, at least two faculty members, and at least one Dean or Designee. Each member of the AIRC must be newly apprised of the offense and be capable of rendering an impartial decision. The AIRC will invite the student to a closed meeting. During this meeting the AIRC will review all relevant evidence in reference to procedural unfairness or any new evidence that might have resulted in a different decision. The AIRC may uphold the finding and sanction, overturn the finding and sanction, or impose alternative sanctions. The decision of the AIRC is final.

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 Advising Office 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.)

**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**

Degree requirements for part-time undergraduates are identical to those for full-time students except that they are not mandated to work within the Portfolio System. Part-time students must:

- complete a minimum of 120 credits, with a minimum of the last 30 at Manhattanville;
- 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, and
- satisfy the criteria set by the departments selected as their major and minor fields except that they may accomplish this over more than eight semesters.
Part-time students are encouraged to plan their work so that they acquaint themselves with a variety of academic areas. An advisor in the Office of Continuing Education, Summer Session & Special Programs 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. 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 Science in Management

The Department of Economics, Finance and Management offers a B.S. degree in Management, in addition to the B.A. in Management. The major requirements for the B.S. degree are identical to those for the B.A. degree. The difference is in the number of liberal arts credits that students in the B.S. program will be required to take, namely 60 out of 120 credits, rather than the 90 out of 120 credits required for the B.A.

The B.S. degree provides an opportunity to traditional Management majors wishing to minor in a non-liberal arts area, but for whom completion of the required 90 liberal arts credits would be difficult, if not prohibitive, within a four-year time frame. It also offers more flexibility to students.

Bachelor of Music

The Department of Music offers a professionally oriented Bachelor of Music degree program 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. 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. Please consult the Music Department and its Handbook for Music Majors for details of this program.

Adult Accelerated Bachelor of Science Degree Completion Program

Manhattanville offers three Bachelor of Science degrees in an accelerated format for adult students over the age of 23. Students who have completed thirty undergraduate credits with a G.P.A. of 2.5 and have a minimum of two years work experience are eligible for the program. 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:

- 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.

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, April and June. Applications are accepted throughout the year under Manhattanville’s rolling admissions policy.
Undergraduate Programs of Study (Majors, Minors and Requirements)

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) (** As of February 2016, new students cannot declare a minor in Classical Civilizations. This minor has been suspended until further notice. Current students will be able to continue their progression in this program. ***)
- Communication and Media
- Criminal Justice and Law
- Dance & Theatre
- Digital Media Production
- Accounting, Economics, Finance, Business Management and Marketing
- 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
- Mathematics and Computer Science
- Museum Studies (minor only)
- Music (B.A. or B.Mus.)
- Philosophy
- Physics
- Political Science
- Psychology
- Self-Designed
- Social Justice (minor only)
- Sociology
- Spanish
- Sport Studies
- Women’s and Gender 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-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 (Chair) – 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
Deborah Saleebey-Mulligan – African art

Adjunct Faculty

Daniel Nanjira – African politics, international affairs, diplomacy, African regionalism

African Studies, Self-Designed Major

Requirements

Students may elect a Self-Designed Major in African Studies. Speak to your advisor about the self-designed major process. Additionally, 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  Intro to African Studies I  3
- AFS 2021  Intro to African Studies II  3
- 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.

African Studies Minor

African Studies Minor Requirements

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

- AFS 2019  Intro to African Studies I  3
- AFS 2021  Intro to African Studies II  3
- Three electives, one of which must be at the 3000 level.

A maximum of six transfer credits is allowable.

Many Courses in Other Departments may Satisfy African Studies Requirements: Contact the department chair for current list

African Studies 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.

American Studies Program

Introduction

The American Studies Program at Manhattanville College offers an innovative and flexible interdisciplinary approach to the study of North American culture and society. Students in the Program study North America through materials an interpretive approaches from a wide range of disciplines, including English, History, Music, Film Studies, Art History, Political Science, Philosophy, World Religions, and Sociology.

Students at Manhattanville may choose either to major (33 credits) or to minor (15 credits) in American Studies.
Manhattanville's American Studies graduates have found that the creativity and critical thinking skills they have developed in their interdisciplinary course of study have prepared them extremely well for life beyond graduation. They are pursuing careers in teaching, historic preservation, museum work, publishing, marketing, academic administration, nonprofit work, business, journalism, librarianship, and broadcasting. They have also completed graduate level academic programs in American Studies, History, Management, Political Science, and Law.

**Degree**

Bachelor of Arts

**Optional Minors**

Students can also choose to minor in American Studies

**Career Ideas**

Teacher/Educator, Lawyer, Administrative Law Judge, Archivist/Librarian, Editorial Writer, Academic Administrator, Funds Development Administrator, Preservationist/Historian, Museum Curator, Publications Editor, Social & Community Service Manager, Social & Human Service Specialist.

**Program Administrators**

Professor Colin Morris, Program Chair, (914)323-5144, Colin.Morris@mville.edu

**Program Overview**

Manhattanville College offers American Studies as both a major and a minor. Completion of the major or minor in American Studies requires the interdisciplinary study of North America’s social and political institutions, intellectual and religious traditions, economic systems, and art.

The major’s foundational course sequence is composed of American Places I: Cities on a Hill and American Places II: Frontier Nation. It provides an introduction to interdisciplinary methods in American Studies through study of major themes in the American cultural landscape.

The American Studies Program prides itself on flexibility and an individualized approach which puts the students in the driver’s seat to self-design much of their program of study through other participating departments including Art History, Education, English, History, Music, Philosophy, Political Science, Sociology, and World Religions.

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

**Faculty and Staff**

**Program Director**

Colin Morris — American Places, literary and intellectual history

**Affiliated Faculty**

Lawson Bowling — U.S. social and economic history
Carmelo Comberiati — Music in American culture
Elizabeth Faber — American media and literature
Gillian Greenhill Hannum — American art history
Patrick Redding — 19th and 20th c. American literature and intellectual history
Van Hartmann — 19th c. American literature, American film
James Jones — African American religions
Mohamed Mbodj — African-American history
Gregory Swedberg — Mexican History

**American Studies, Bachelor of Arts**

**American Studies Major Requirements**

The major in American Studies requires successful completion of a total of ten 3-credit courses plus a faculty-supervised Senior Evaluation capstone project (3 credits), for a total of 33 credits.

**The American Studies major must include:**

AMS 2021  American Places I: Cities on a Hill  3
AMS 2022  American Places II: Frontier Nation  3
One American Studies Seminar (AMS- approved 3000-level course)
Seven additional electives (see list of American Studies related courses).

AMS 3998

AMS 3998: Faculty-supervised capstone project
A grade of C- or better is required for a course to be counted toward the major or minor in American Studies.

**American Studies Minor**

**American Studies Minor Requirements**

The minor in American Studies consists of five courses for a total of 15 credits.

The minor calls for one required course:

Either

- AMS 2021 American Places I: Cities on a Hill 3
- AMS 2022 American Places II: Frontier Nation 3

One American Studies Seminar (AMS-approved 3000-level course)

Three additional electives (see section below on American Studies Courses).

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

**American Studies Program Honors**

Graduation honors are awarded to American Studies majors who have earned a G.P.A. of 3.6 or higher in their major courses and who have earned a minimal grade of B+ for their Senior Evaluation capstone project.

**American Studies Courses**

Any course carrying the AMS prefix can be counted toward the major or minor.

AMS courses regularly offered include:

- AMS 1000 THE AMERICAN DREAM 3
- AMS 1050 American Voices 3
- AMS 2041 Americans Abroad 3
- AMS 2021 American Places I: Cities on a Hill 3
- AMS 2022 American Places II: Frontier Nation 3
- AMS 2040 THE AMERICAN HERO IN TEXT AND IMAGE 3
- AMS 3998 3
- AMS 4495 3

Many courses that do not carry the AMS prefix (i.e. courses offered in other departments and programs at Manhattanville) can be fully counted as electives in American Studies.

Any liberal arts course the content material of which is at least 80% focused on North American society and culture may be approved for American Studies major or minor credit by the Program Director.

A complete list of the many non-AMS prefix courses already approved for AMS credit is available on request from the Program Director.

**Art History**

**Introduction**

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

Our proximity to the New York City art world offers world-class opportunities for internships at museums, historical institutions, galleries, libraries, auction houses, and corporations in New York City, Westchester County, and Connecticut.

**Degree**

Bachelor of Arts

**Optional Minors**

Students can also choose to minor in Art History.

**Career Ideas**

Appraiser, Archivist, Art Dealer, Art Historian, Art Restorer, Conservator, Editor, Exhibit Designer, Gallery Director, Historic Site Administrator, Librarian, Museum Curator, Museum Educator, Museum Technician, Professor, and Publisher.

**Program Administrators**

Megan Cifarelli, Program Chair, Megan.Cifarelli@mville.edu
Overview

Our program offers both majors and minors the opportunity to broaden horizons through in-depth study of world cultures, develop sophisticated writing and research skills through writing-intensive seminars, become confident and articulate public speakers, and work closely with experts in their respective fields.

Art History majors and minors also 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. Students have the option to travel for academic credit to such destinations as Florence, Venice, and Rome, and can also take advantage of two annual field trips, sponsored by the Arthur M. Berger Fund, to New York museums and to special exhibitions and museum collections in cities such as Boston, Philadelphia and Washington, D.C.

Faculty and Staff

Department Chair

Megan Cifarelli – Ancient Near Eastern, Egyptian, Greek and Roman art, Archaeology, Gender Studies, Museum Studies

Full-Time Faculty

Gillian Greenhill Hannum – American art, Modern art, History of Photography
Lisa Rafanelli – Italian Renaissance and Baroque art, Northern Renaissance art, Medieval art
Deborah Saleeb-y-Mulligan – Contemporary art, Museum Studies, African, Oceanic and Native American art, Mexican and Latin American art

Art History, Bachelor of Arts

Art History Major Requirements

Required Courses in the major:

ARH 1011 History of Art I 4
ARH 1012 History of Art II 4
ARH 3080 Seminar for Majors 4
ARH 4497 Internship 1-3
One course in Studio Art

ARH 3080: Junior or Senior year

ARH 4497: 1-3 credits, Junior or Senior year

Seven additional Art History courses, must include:

Two 4-credit courses at the 3000 level.

One course (at any level) from each of the following four categories:

Non Western Art

- ARH 1042 ARTS OF AFRICA, OCEANIA & NATIVE AMERICAS 3
- ARH 1070 Survey of East Asian Arts 3
- ARH 2025 Survey of African Art 4
- ARH 2041 NATIVE AMERICAN ART 3
- ARH 2042 ART OF CIVILIZATION’S CRADLE 3
- ARH 2070 Islamic Art 3

Ancient-Medieval Art

- ARH 1018 Age of Cathedral and Castle 3
- ARH 1019
- ARH 1039A CITY OF ROME: ANCIENT 3
- ARH 1066A Venetian Art: Ancient to Medieval 3
- ARH 2011 Greek Art 3
- ARH 2022 Art of Ancient Egypt 3
- ARH 2024 Survey of Irish Art 3
- ARH 2043 FLORENCE AND TUSCANY FROM THE ETRUSCANS TO THE MEDICI 3
- ARH 2060 Roman Art 3
- ARH 3030 ANCIENT PAINTING 4
- ARH 3063 Sexuality & Gender in Ancient Art 4
- ARH 3070 DEATH & THE AFTER LIFE IN ANCIENT ART 4

ARH 2043: section 1

- ARH 1039A, ARH 1066A, ARH 2043: study tour

Italian Renaissance and Baroque

- ARH 1066B Venetian Art: Renaissance and Baroque 3
- ARH 1016 Great Renaissance Masters: Leonardo, Raphael & Michelangelo 3
- ARH 1039B CITY OF ROME: REN TO BAROQ 3
- ARH 2005 ART IN ITALY 1200-1475 3
- ARH 2006 HIGH RENAISSANCE IN ITALY 3
- ARH 2020 NORTHERN RENAISSANCE ART 3
- ARH 2038 Baroque Art & Architecture in Italy 3
- ARH 2043 FLORENCE AND TUSCANY FROM THE ETRUSCANS TO THE MEDICI 3
- CSCH 3002 Decoding Davinci 4
- ARH 3057 GLORY OF RENAISSANCE VENICE 4
- ARH 3081 ART OF 15TH CENTURY FLORENCE 4
- ARH 3079 MICHELANGELO 4
- ARH 3082 WOMEN ARTISTS REN & BAROQUE 4
ARH 2043: section 2

ARH 1066B, ARH 1039B, ARH 2043: study tour

18th-21st Century Art
ARH 1021  COLONIAL AMERICAN ART & LIFE  3
ARH 1026
ARH 1030  History of Photography  3
ARH 1066C  Venetian Art: Modern and Contemporary  3
ARH 2001  CONTEMPORARY ART  3
ARH 2009
ARH 2013  AMERICAN ART I  3
ARH 2014  AMERICAN ART II  3
ARH 2018  Twentieth Century Painting  3
ARH 2023  20th Century Latin American Art  3
ARH 3005
CSCH 3030  Photos That Changed Lives  3
ARH 3033  ABSTRACT EXPRESSIONISM  4
ARH 3037  PRE-RAPHAELITE ART  4
ARH 3042  The Nude: Female Body in Art  4
ARH 3076  TROUBLED IMAGES: ART & CONFLICT IN IRELAND  4
ARH 3073  ISSUES IN CONTEMPORARY ART  4
ARH 3077  Mexican Muralists  4

ARH 1066C: study tour

The following courses count towards the major, although they do not fulfill the area requirements above:
FYP 1001TAH  First Year Seminar I  3
CSCH 1090  Saints and Sinners: the Renaissance Papacy  3
MSTUD 1001  Introduction to Museum Studies  3
MSTUD 2002  Introduction to Non-Profit Management And Finance  3
MSTUD 3001  Museum Studies Seminar  4

The minimum grade for major credit is C-. In addition, students who are considering graduate school in Art History or Museum Studies are strongly encouraged to take a third 3000 level course as well as two semesters in French, German or Italian.

Art History Minor

Art History Minor Requirements

Five courses:
both semesters of History of Art
ARH 1011  History of Art I  4
ARH 1012  History of Art II  4
one 3000 level art history subject 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.

Art History Departmental Honors and Distinction

Departmental Honors in art history will be granted to a graduating senior by an 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 or distinction 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 do not earn Honors will be automatically considered for Distinction.

Students who choose to be considered for Honors or Distinction in Art History must submit an 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 their Internship);
- Proof of successful completion of at least two semesters of study in a foreign language, preferably French, Italian or German. In cases where students are enrolled in their second semester of language study during the Spring term of their senior year, proof of enrollment must be submitted. If honors are awarded, the award will be contingent upon successful completion of this second course.
- Two 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.

### Art (Studio)

#### Introduction

The Studio Art Department values the process of collaboration in the development of artists. We work with you as an individual and feel that the quality of the process determines the quality of the product.

Art is not simply about art; it includes the present world, the worlds of the past, and the worlds of the future. Art begins outside of the studio and is defined and refined in the studio. In a more comprehensive semblance it is returned to the world and presented to the public.

#### Degree

Bachelor of Arts, Bachelor of Fine Arts, or B.F.A/M.A.T Honors Program.

#### Optional Minors

Students can also choose to minor in Studio Art

#### Career Ideas


### Program Administrator

**Alakananda Mukerji** - 914-323-5331, Alka.Mukerji@mville.edu

### Faculty and Staff

#### Program Chair

**Alakananda Mukerji** – Watercolor, Drawing, Digital Media, Painting, Lithography

#### Full-Time Faculty

**Tim Ross** – Painting, Printmaking, Drawing, Digital Media

**Randolph A. Williams** – Chair, Painting, Assemblage/Collage, Installation, Museum Education, Art Education

#### Faculty Emerita

**Ann Bavar**

#### Adjunct Faculty

**Ruth Bauer** – Wire Sculpture

**Jim Bergesen** – Drawing, Painting

**Sheila Fane** – Drawing, 3D Design

**David Hughes** – Ceramics

**Kevin Klein** – Painting, Drawing

**Pamela Lawton** – Painting

**Deborah Lutz** – Drawing, Color/2D Design

**Christopher Manning** – 3D Design, Sculpture, Painting

**Randy Matusow** – Photography

**Deborah Mesa-Pelly** – Photography

**Mari Ogihara** – Ceramics

**Dolores Santoliquido** – Drawing, Illustration, Color/2D Design

### Overview

The fine arts are emphasized as the foundation for all art careers. After exploring several areas, you will do advanced work on your senior project in a chosen area of concentration, such as painting, drawing, sculpture,
ceramics, printmaking, illustration, digital media/graphic design or photography.

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

Students exhibit their work throughout the college campus and in Berger Gallery and Brownson Gallery. Senior projects are exhibited in April of the senior year in group exhibitions.

Art (Studio) Major Procedures for Acceptance

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.

Art (Studio), Bachelor of Arts or Bachelor of Fine Arts

Art (Studio) 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-.

Art (Studio) B.F.A. Major Requirements

Twenty-two courses (for a total of at least 66 credits) including:

- 18 Studio Courses
- Junior Review (required, but no credit)
- Senior Project (1.5 credits each in fall and spring semester)
- Three Art History courses (including one modern Art History)

Included in the 18 required studio courses are the following six art foundation courses:

- Creative Process
- Three-Dimensional Design
- Color/Two-Dimensional Design (prerequisite for Graphic Design and Digital Media Courses)
- Fundamentals of Drawing I
- Fundamentals of Drawing II or Figure Drawing
- and Computer Graphics I (prerequisite required)

Of the 18 studio courses, four 4000-level courses from the five following areas are required:

- One Painting Class
- One Sculpture Class
- One Printmaking class
- One Ceramics Class
- One Photography Class

The remaining 8 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 Dean of the School of Arts and Sciences.
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.

Art (Studio) 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:

- Six studio art foundation courses:
  - Creative Process
  - Three-Dimensional Design
  - Color/Two-Dimensional Design (prerequisite for Graphic Design and Digital Media Courses)
  - Fundamentals of Drawing I
  - Fundamentals of Drawing II or Figure Drawing
  - and Computer Graphics I (prerequisite required, fulfills Gen Ed Tech Competency)

- Three Art History courses (including one modern Art History course)
- Senior Project Seminar (1.5 credits fall semester and 1.5 credits spring semester)
- One Junior Review (required, but no credit)
- The remaining six elective studio courses will help demonstrate a concentration in one area. For Studio Art Majors who minor in Art History, the Art Department requirement of three Art History courses will be replaced by three additional studio electives. Of these electives there must be 4000-level courses in three out of the following five areas:
  - Painting
  - Sculpture
  - Printmaking
  - Ceramics
  - Photography

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.

Art (Studio) 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. and 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.

Areas of Concentration and selected examples of courses:

Digital Media/Graphic Design

- Seven Foundation Courses
  Examples of Courses:

- Three Art History courses (one modern Art History course)
- Senior Project Seminar

Two-Dimensional Area

- Seven Foundation Courses
  Examples of Courses:
  - Painting, Contemporary Painting, Expressive, Watercolor, Printmaking, Book as Art, Illustration, Art, Design and the Computer, Life Drawing, Installation of Public and Performance Art, Experimental Printmaking, Assemblage and Collage, Portfolio Preparation for the Visual Artist, Internship, and Independent Study

- Three Art History courses (one modern Art History course)
• Senior Project Seminar

**Three-Dimensional Area**

• Seven Foundation Courses
  Suggested Courses:
  Contemporary Sculpture, Ceramics, Wheel Throwing, Ceramic Sculpture, Installation of Public and Performance Art, Sculpture: Wire Forms and Chains, Book as Art, Assemblage and Collage, Internship, and Independent Study

• Three Art History courses (one modern Art History course)
• Senior Project Seminar

**B.F.A./Education**

• Seven Foundation Courses
  Suggested Courses: Ceramics, Contemporary Sculpture, Photography, Printmaking, Painting, Watercolor, Expressive, Life Drawing, Experimental Printmaking, Ceramic Sculpture, Book as Art, Internship, and Independent Study

• Three Art History (including Art History 1 and Art History 2) (Please refer to current School of Education requirements for Education courses.)
• Senior Project Seminar

  Education Course Requirements:
  39 credits for education courses or as listed in the current Becoming a Teacher: Options for Undergraduates at Manhattanville College. In most cases the student will graduate with a minimum of 131 credits.

**Art (Studio) B.F.A./M.A.T. Honors Program**

The 5 year B.F.A./M.A.T. Honors Program allows students with a 3.4 or better G.P.A. who intend to become art teachers to accelerate their graduate program by taking up to 15 graduate credits as undergraduates that count toward both the undergraduate and graduate degrees. Usually students in this program are then able to complete their M.A.T. in one year of graduate level study. Students must apply to the School of Education for acceptance into the program by the end of the sophomore year and need a letter of recommendation from the Chairperson of the Art Department. For more details, please consult the Art Department.

**Senior Project**

The Senior 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 Student Center in which to complete their artwork. Culmination of this project is an exhibit at Manhattanville College.

**Art (Studio) 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.

**Art (Studio) Minor**

**Art (Studio) Minor Requirements**

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

Asian Studies

Introduction

Asia is one of the world’s most interesting and diverse regions. The continent is home to approximately sixty percent of the world’s population. It houses some of the world’s major religions, including Hinduism, Islam, Christianity, Buddhism, and Confucianism. Asian countries are major players in world politics. Three of its countries are nuclear states, namely China, India, and Pakistan. One of the world’s most authoritarian states, North Korea, and the world’s largest democracy, India, are both Asian countries. And despite its flourishing democracies and booming economies, Asia is home to a number of ongoing conflicts – for example, in Afghanistan; North-West Frontier and Balochistan in Pakistan; Kurdish-Turkey conflict in Kurdistan; Myanmar; Thailand; Philippines; and Kashmir, separatist movements in Northeast India, and Naxalite-Maoist insurgencies in India.

Asia captured the world’s attention with the miraculous growth of its economic “tigers” – Hong Kong, China, South Korea, and Taiwan. The region is a major player in the development scene. It is home to massive antipoverty initiatives. For example, BRAC, the world’s largest development organization, and the International Rice Research Institute (IRRI), the worlds’ premier research organization dedicated to reducing hunger through rice science, are located in Bangladesh and the Philippines respectively. It is therefore not surprising that the region continues to draw new college graduates into both the private as well as non-profit sectors.

Degree

Bachelor of Arts

Optional Minors

Students can choose to major or minor in Asian Studies

Career Ideas

International Organization, Foreign Correspondent, Non-Profit, International Business, Market Research, Journalist, Anthropologist, Anti-terrorism Intelligence, Agent, Archaeologist, Professor, Foreign Language Translator, Foreign Services Officer, Historical Archivist, Museum Curator, Peace Corps Worker, Travel Agent, Travel Writer

Program Administrator

Nayma Qayum, Department Chair, (914) 323-1273, nayma.qayum@mville.edu

Overview

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 politics, economies, and cultures of Asia. The Asian Studies Department introduces students to the historical, cultural, political, and economic aspects of Asia. It provides students with the opportunity to complete an interdisciplinary major or minor, drawing on the expertise of faculty members across various departments. Students may choose from courses that include languages, Asia-specific content courses across the disciplines, and thematic courses that introduce students to non-Western discourses that are crucial to understanding the region. The department draws on courses across the disciplines offered by faculty members in other departments, such as art history, political science, religion, and sociology. Many of our majors and minors have studied abroad in Japan or China and welcome opportunities to return to these countries after graduating from college.

The college has several direct exchange programs for students wishing to study in Asia; please speak with the department chair and the study abroad office to learn more about these opportunities.

Faculty and Staff

Full-Time Faculty

Nayma Qayum
Adjunct Faculty

Ann Imai Tarumoto, Japanese language

Faculty and Professional Interests

Nayma Qayum (Chair) – South Asia, Collective Action, Conflict, Institutions

Adjunct Faculty

Ann Imai Tarumoto – Japanese language

Asian Studies, Bachelor of Arts

Asian Studies 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. Students can work with the department chair if they wish to concentrate in any other specific area. 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. The Chair may substitute required courses with other courses based on course offerings.

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+.

Asian Studies Minor

Asian Studies Minor Requirements

Five courses taken in one of the following ways:

• Four semesters of Chinese plus one course on China;
• Four semesters of Japanese plus one course on Japan;
• One year of Chinese history plus two courses on China and one other Asian Studies course;
• One year of Japanese history plus two courses on Japan and one other Asian Studies course.

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

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

Note: The Chair may substitute required courses with other courses based on course offerings.

Asian Studies Elective Courses

Below is a list of Asian Studies elective courses for Spring 2017:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1017</td>
<td>Introduction to Postcolonial Literature</td>
<td>4</td>
</tr>
<tr>
<td>ARH 1051</td>
<td>TWENTIETH CENTURY ASIAN ART</td>
<td>3</td>
</tr>
<tr>
<td>JPN 1002</td>
<td>Introduction to Japanese II</td>
<td>4</td>
</tr>
<tr>
<td>WREL 3013</td>
<td>Seminar on Buddhism</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2001</td>
<td>Gender in Global Perspective</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 3050</td>
<td>ISLAM, CULTURE and SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>WREL 3015</td>
<td>Sexuality and Religion</td>
<td>3</td>
</tr>
</tbody>
</table>

Biochemistry

Introduction

Biochemistry is an interdisciplinary program that deals with understanding the chemical processes of living matter. A knowledge of biochemistry is essential to fully
understand most of the biological disciplines. This major is beneficial for students who are interested in chemistry and biology, and for pre-med students. Students can also prepare for graduate studies in biochemistry, as well as such fields as genetics, microbiology, physiology, immunology, and other biological and chemical fields. Biochemistry graduates may work for laboratories and pharmaceutical or biotechnology companies.

**Degree**

Bachelor of Arts

**Career Ideas**

Agricultural Technician, Animal Scientist, Biochemist, Environmental Technician, Forensic Science, Technician, Microbiologist, Pharmacist, Radiation Protection, Physician, Engineer, Toxicologist

**Program Administrator**

Anna Yeung-Cheung, Anna.Yeungcheung@mville.edu

**Full-Time Faculty**

Anna Yeung-Cheung
Darlene Gandolfi
Christopher Pappas
Meghan Johnston
Wendy McFarlane
Nancy Todd

**Adjunct Faculty**

Dionysios Liveris

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

**Overview**

If you choose to study biochemistry at Manhattanville College you can prepare for graduate studies in biochemistry, as well as such fields as genetics, microbiology, physiology, immunology, and other biological and chemical fields. It is also a good starting point for students interested in being pre-med, as biochemistry helps them better understand the medical sciences.

You will also get hands on experience while studying at Manhattanville, working on research projects with faculty members in the department as well as the opportunity to complete a research project.

**Biochemistry, Bachelor of Arts**

**Biochemistry Major Requirements**

<table>
<thead>
<tr>
<th>Required Courses in the major:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1001 Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 1002 Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 1001 Principles of Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHM 1002 Principles of Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHM 1003 Principles of Chemistry Lab I</td>
<td>1</td>
</tr>
<tr>
<td>CHM 1004 Princ of Chemistry Lab II</td>
<td>1</td>
</tr>
<tr>
<td>CHM 2001 Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHM 2002 Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHM 2005 Organic Chemistry I Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHM 2006 Organic Chemistry II Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 3061 Biochemistry I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 3062 Biochemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 2009 Physical Chemistry I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Biology electives (choose two):**

| BIO 3005 Developmental Biology | 4 |
| BIO 3007 Human Anatomy & Physiology I | 4 |
| BIO 3013 Microbiology | 4 |
| BIO 3017 Human Anatomy & Physiology II | 4 |
| BIO 3028 Immunology | 3 |
| BIO 3030 Molecular Cell Biology | 3 |

**Chemistry elective (choose one):**

| CHM 2004 Medicinal Chemistry | 3 |
| CHM 2010 Physical Chemistry II | 3 |
| CHM 3003 Chemical & Instrumental Analysis | 3 |
| CHM 3049 Chemical Biology | 4 |

**Senior Research Program:**

| BIO 3099 Research Seminar | 3 |
| BIO 3499 Senior Research | 2 |
| BIO 3998 Senior Evaluation | 2 |

**Co-requisites:**

| MATH 1030 Calculus I | 4 |
| MATH 1032 Calculus II | 4 |
| PHY 1001 College Physics I AND | 4 |
| PHY 1002 College Physics II OR | 4 |
PHY 1003  University Physics I  5
AND
PHY 1004  University Physics II  5

Note: This program may not be taken as a minor

Biology

Introduction

The major program in Biology seeks to provide a solid foundation in the traditional discipline with courses such as Human Anatomy and Physiology, Genetics, Microbiology, Developmental Biology, Biochemistry, Plant Biology, Molecular Biology, and Evolutionary Biology.

Students may choose to major in Biology, Biochemistry, or Environmental Studies. In addition, students may minor in biology, or environmental studies. Students can also choose to follow the pre-health track within the major, which will help to prepare them for post-graduate programs in the medical field.

With several different teaching laboratories on campus, and a robust senior research program, you will get valuable practical experience as well as classroom time. There are also a variety of different internship opportunities, and Honor Society events, that may be explored.

Students that have decided to study in the Biology department at Manhattanville have gone on to complete medical school, dental school and other health-related programs, as well as work in research labs, aquariums and museums.

Degree

Bachelor of Arts. In addition to majoring in biology, students can choose to minor in biology or environmental studies.

Career Ideas


Program Administrators

Nancy Todd, Department Chair, (914) 323-5121, Nancy.Todd@mville.edu

Faculty and Staff

Lab Manager

Jorge Cardenas, (914) 798-2715, jorge.cardenas@mville.edu

Full-Time Faculty

Wendy J. McFarlane - Comparative physiology, environmental physiology, marine biology/ecology
Nancy Todd - Ecology and evolution, anatomy, forensic biology, environmental studies
Anna Yeung-Cheung - Microbiology, virology, immunology, infectious disease, and nutrition in health & disease
Christopher Pappas - Molecular biology, genetics, nutrition, parasitology, microbiology

Adjunct Faculty

David Cassuto - wellness, sports medicine
Denis Liveris - biochemistry, molecular biology
Lisa Papernik - plant biology
Sunera Rahman - environmental science
Sally Markik - neuroscience, biostatistics
Volodia Georgiev - introductory biology
Linnea Vose - introductory biology
Galyna Sidyelyeva - introductory biology
Maxine Montello - conservation biology
Roger Bender - introductory biology
Anne Meore - horticulture

Overview

Students experience the breadth of the biological sciences with choice of such courses as Microbiology, Environmental Ecology, Global Environmentalism, Immunology, Molecular Cell Biology, Osteology, Vertebrate Biology, Parasitology, Plant Biology, Marine Biology, Nutrition in Health and Disease, and Anatomy & Physiology.
Early on in your time in the Biology Department you will get a faculty advisor and later a research mentor to help develop your skills and laboratory experiences so that you receive both a theoretical and practical education in biology. Along with your mentors, you will develop close ties to your fellow biology classmates that will stay with you long after graduation.

**Biology Laboratories**

The Department of Biology has laboratories for principles of biology, anatomy and physiology, microbiology, biochemistry and molecular biology, environmental biology, and senior research. The laboratories are equipped with digital media capability. The greenhouse has been renovated and allows for additional experimentation. There is also a comparative biology laboratory housing reptiles and amphibians.

There is an environmentally-friendly “Eco-classroom” complete with an Ecomachine that filters water from the Holladay stream in the northeastern corner of the campus. The Eco-classroom is constructed of all recycled and green materials and is used for teaching, research and outreach. It is situated within the Ohnell Environmental Park, our “Living Outdoor Classroom” which is used for research and teaching and various interdisciplinary endeavors, and includes a composting project and organic garden. Students have the opportunity to use these laboratories and spaces for independent research as well as a variety of course-related activities.

**Academic Integrity**

The Department of Biology supports the mission of Manhattanville College by providing an environment conducive to greater academic and personal achievement for all of its students. The Biology faculty seek to promote a strong sense of mutual respect and fairness among all of the members, faculty, staff, and students of its department. The biology department has adopted a “zero-tolerance” policy regarding any form of academic dishonesty. All offenses will have severe consequences. The Biology Honor Code Contract outlines our code of conduct, and is distributed and discussed in every biology class. All students are required to abide by this code.

**Laboratory Safety**

To work in the biology laboratories, the department has set safety standards and regulations for use of the lab spaces. These rules are designed to ensure safety of students, staff and faculty members in laboratory settings. The Lab Safety Contract is a general guideline to follow, and is distributed and discussed in each biology lab class. In each laboratory session, there will be additional safety training and safety rules specific to the laboratory content and procedures. All students are required to abide by these rules, as they ensure a safe and supportive learning environment for all.

**Biology, Bachelor of Arts**

**Biology Major Requirements**

**Entry-level requirements and co-requisites:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1001</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 1002</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 1001</td>
<td>Principles of Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHM 1003</td>
<td>Principles of Chemistry Lab I</td>
<td>1</td>
</tr>
<tr>
<td>CHM 1002</td>
<td>Principles of Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHM 1004</td>
<td>Princ of Chemistry Lab II</td>
<td>1</td>
</tr>
</tbody>
</table>

Calculus I completed with a minimum grade of C-

BIO 1001, BIO 1002: are prerequisites for all biology courses above the 2000 level. **NOTE: If a C - or below is received in either of these foundational classes, it must be retaken and passed with a minimum grade of C before students can progress to 3000-level electives.**

CHM 1001, CHM 1003, CHM 1002, CHM 1004: completed with a minimum grade of C-. Note: these classes are prerequisites for some biology courses above the 2000 level.

Prospective majors and students interested in enrolling in Principles of Biology I or II need to complete the Biology Placement Exam, which is an online exam located on Blackboard.

Students registering for BIO 1001 must take the Biology Placement test to determine placement in BIO 1001 or BIO 1000. Students registering for BIO 1002 who have not taken BIO 1001 or BIO 1000 must also take a placement test before they are allowed to register.
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 (p. 107)). Sample schedules for advising are available in the biology department.

Upper Level Biology Requirements:

Seven elective courses above the 1000 level. Four of these must be laboratory courses (4 credits), and one 3 credit elective 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 their choice of program and electives.

Senior Research sequence:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3099</td>
<td>Research Seminar</td>
<td>2</td>
</tr>
<tr>
<td>BIO 3499</td>
<td>Senior Research</td>
<td>3</td>
</tr>
<tr>
<td>BIO 3998</td>
<td>Senior Evaluation</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: All upper level major courses must be completed with a minimum grade of C-.

Biology Senior Research Program

Every undergraduate major must complete a research project that begins in the fall semester of their 3rd year. Each senior works closely with a mentor in the biology department to develop an independent and original research topic that culminates in a senior paper and presentation at the end of the senior year.

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

<table>
<thead>
<tr>
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<tr>
<td>BIO 3099</td>
<td>Research Seminar</td>
<td>2</td>
</tr>
<tr>
<td>BIO 3499</td>
<td>Senior Research</td>
<td>3</td>
</tr>
<tr>
<td>BIO 3998</td>
<td>Senior Evaluation</td>
<td>2</td>
</tr>
</tbody>
</table>

All of the biology faculty members have on-going and short-term research projects, and this required research sequence allows for scholarship development for both faculty and students. Students often have the opportunity to present their undergraduate research project at local, regional and national conferences, and some projects are ultimately published in peer-reviewed journals.

All students in research seminar and senior research 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 significantly 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 I, 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. Students must notify the Chair of the Biology Department in writing that
they would like to be considered for the Honors Program.

**Health Professions and Graduate School Preparation**

**Prerequisites:**

For those students planning to pursue health-related careers such as medicine, chiropractic, dentistry, optometry, osteopathy, physical therapy, nursing, or medical technology, or for those preparing for graduate school, the following prerequisites are required:

**Principles of Biology I and II**

- BIO 1001 Principles of Biology I 4
- BIO 1002 Principles of Biology II 4

**Principles of Chemistry I and II with Laboratories**

- CHM 1001 Principles of Chemistry I 3
- CHM 1003 Principles of Chemistry Lab I 1
- CHM 1002 Principles of Chemistry II 3
- CHM 1004 Princ of Chemistry Lab II 1

**Organic Chemistry I and II with Laboratories**

- CHM 2001 Organic Chemistry I 3
- CHM 2005 Organic Chemistry I Lab 1
- CHM 2002 Organic Chemistry II 3
- CHM 2006 Organic Chemistry II Lab 1

**Calculus I and II**

- MATH 1030 Calculus I 4
- MATH 1032 Calculus II 4

**Physics I and II (either college or university physics)**

**English Literature course in addition to an academic writing course (e.g. ENC).**

**Statistics is strongly recommended** (Biostatistics or Statistics for the Social Sciences)

**Biochemistry is strongly recommended**

Prospective health science minors interested in enrolling in Principles of Biology I or II also need to complete the Biology Placement Exam, which is an online exam located on Blackboard at [http://blackboard9.mville.edu](http://blackboard9.mville.edu).

**Chemistry**

**Introduction**

Chemistry is often referred to as the central science. It joins together physics and mathematics, biology and medicine, and earth and environmental sciences. Chemistry is fundamental to our world. It plays a role in everyone's lives and touches almost every aspect of our existence in some way. Thus, studying chemistry is useful in preparing us for the real world.

While it is obviously important to have a chemistry background if you plan to teach chemistry or to work in the chemical industry, it is also useful for a career in a variety of other fields, including environmental science, biotechnology, medicine, pharmaceutical science, art conservation, forensic science, and patent law. Many students have found that having a chemistry background gives them a distinct advantage in professional programs.
Degree

Bachelor of Arts

Optional Minors

Students can also choose to minor in Chemistry

Career Ideas


Program Administrators

Darlene Gandolfi, Department Chair, (914) 323-5475 (5332), Darlene.Gandolfi@mville.edu

Faculty and Staff

Full-Time Faculty

Darlene Gandolfi - Inorganic Chemistry
Meghan Johnston - Organic Chemistry
Sangamithra Chintapalli - Physical Chemistry

Adjunct Faculty

Naureen Shahid

Laboratory Manager

Jorge Cardenas

Overview

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. All Chemistry majors are expected to participate in an undergraduate research project. Most will fulfill this requirement on campus with a full-time Chemistry faculty member. However, off-campus opportunities may also be available.

The Chemistry Department laboratories are equipped with an Agilent Technologies 7820A Gas Chromatograph, an Agilent Technologies 5975 series Mass Spectrometer, a Perkin Elmer Spectrum 100 FT-IR spectrometer, a Varian 920 Liquid Chromatograph, a Varian Cary 100 Bio UV-VIS spectrophotometer, two Barnstead / Turner SP-830 spectrophotometers, a PicoSpin-45 NMR spectrometer, and an Anasazi 60 MHz NMR spectrometer. The Department has computers available for computational chemistry and molecular modeling.

Chemistry, Bachelor of Arts

Chemistry Major Requirements

Required Courses in the major:

- CHM 1001 Principles of Chemistry I 3
- CHM 1002 Principles of Chemistry II 3
- CHM 1003 Principles of Chemistry Lab I 1
- CHM 1004 Principles of Chemistry Lab II 1
- CHM 2001 Organic Chemistry I 3
- CHM 2002 Organic Chemistry II 3
- CHM 2005 Organic Chemistry I Lab 1
- CHM 2006 Organic Chemistry II Lab 1
- CHM 2009 Physical Chemistry I 3
- CHM 2010 Physical Chemistry II 3
- CHM 2011 Physical Chemistry I Lab 2
- CHM 2015 Intermediate Inorganic Chemistry 3
- CHM 2016 Intermediate Inorganic Chemistry Lab 1
- CHM 3003 Chemical & Instrumental Analysis 3
- CHM 3004 Chemical & Instrumental Analysis Lab 2

Advanced elective (choose one):

- CHM 2018 Environmental Chemistry 3
- CHM 3020 Medicinal Chemistry 3
- CHM 4495
- CHM 4497

Research (at least one semester):++

- CHM 4450 Research 3
- CHM 3998 Senior Evaluation 2

Co-requisites:

- MATH 1030 Calculus I 4
- MATH 1032 Calculus II 4
- PHY 1001 or 1003 College or University Physics I 4/5
PHY 1002 or College or University Physics II 4/5 1004

A program equivalent to that recommended by the American Chemical Society would include all of the above plus Biochemistry (BIO 3061/ BIO 3062) and one additional advanced elective.

Other recommended courses: Principles of Biology I/II (BIO 1001/BIO 1002); Biochemistry I/II (BIO 3061/ BIO 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-. Note: Courses may only be repeated one time in an attempt to meet the minimum grade of C-.

Chemistry 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 Research (CHM 4450) 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.

Chemistry Minor

Chemistry Minor Requirements

Required Courses in the minor:
- CHM 1001 Principles of Chemistry I 3
- CHM 1002 Principles of Chemistry II 3
- CHM 1003 Principles of Chemistry Lab I 1
- CHM 1004 Principles of Chemistry Lab II 1
- CHM 2001 Organic Chemistry I 3
- CHM 2002 Organic Chemistry II 3
- CHM 2005 Organic Chemistry I Lab 1
- CHM 2006 Organic Chemistry II Lab 1

Advanced electives (choose two):
- CHM 2009 Physical Chemistry I 3
- CHM 2010 Physical Chemistry II 3
- CHM 2015 Intermediate Inorganic Chemistry 3
- CHM 2018 Environmental Chemistry 3
- CHM 3003 Chemical & Instrumental Analysis 3
- CHM 3020 Medicinal Chemistry 3
- CHM 4495 Independent Study
- CHM 4497 Internship

At least half 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: Courses may only be repeated one time in an attempt to meet the 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 with the School of Education.
Communication Studies

Introduction
We communicate through speech, writing, art, technology, popular culture, and media. The Communication Studies program provides an exciting, career-oriented approach to communication and media studies. Courses concentrate on history, theory, analysis, and practice. Extracurricular opportunities include departmental projects, on-campus internships, off campus internships, and student-run campus media.


Degree
Bachelor of Arts Communication Studies

Optional Minors
Students can also choose to minor in Communication Studies

Career Ideas
Advertising Executive, Public Relations Practitioner, Journalist, Social Media Manager, TV or Radio Broadcaster, Media Writer, Communication or Media Consultant, Press Secretary, Sports Information Director, Lobbyist, Marketing Research Analyst, Speech Writer, Theatre & Media Director, and Writer/Author.

Program Administrators
Brian Snee, Program Chair, (914) 323-7134, Brian.Snee@mville.edu

Overview
The Communication Studies major and minor introduce students to the full range of the discipline, including interpersonal, intercultural, small group, public, and mass communication. Our curriculum emphasizes media studies, including media history, theory, criticism, law, ethics, and digital production.

Students who major or minor in Communication Studies are prepared not only to evolve as informed and engaged citizens in our increasingly mass-mediated society, but also to succeed in exciting professional fields such as advertising, public relations, journalism, marketing, film, television, radio, and online media production.

Faculty and Staff
Program Chair
Brian Snee (Chair) – Media history, theory, and analysis; rhetoric; documentary film studies

Faculty
Jim Frank – Digital photography, studio photography, graphic design, computer graphics
Nikhil Ghodke – motion graphics, video production
Christine Dehne – Video production, computer graphics, animation, and alternative media
Dara Murray – advertising, gender and communication, media criticism, social media

Affiliated Faculty
Jeff Bens – Screenwriting and narrative writing
Gillian Greenhill Hannum – History of photography
Geoffrey Kidde – Music technology and audio recording
David Lugowski – Film history, theory and analysis

Adjunct Faculty
Holly Avella – media studies, interpersonal communication
Mark Beech – sport communication and media
Cynthia Brosnan – public speaking, business communication
Michael Castaldo – Technician, video production
Jeanne Christie – Public speaking, small group and visual communication
Tony Ely – TV, video and digital media production
Laura Katen – public speaking, business communication
Susan Morelock – Technician, Digital Photography, 3D printing, computer graphics
John Proctor – Media convergence and “new” journalism, blogging and media writing, communication theory

Communication Studies, Bachelor of Arts

Communication Studies Major Requirements

10 Courses + 1 Credit-Bearing Internship

CAM 1001 Introduction to Communication & Media Sciences 3
CAM 2009 Public Speaking 3

1 Media Writing Elective
1 Media Production Elective
Elective 1 (Any CAM course, or approved media course in another dept.)
Elective 2
Elective 3
Elective 4

CAM 2090 Communication & Media Theory 3
CAM 3095 SENIOR CAPSTONE 3
CAM 4497

CAM 2090: Junior status recommended
CAM 3095: Senior status required

Electives

Writing Electives

CAM 3046 Convergent Media/Divergent Voices 3
ENW 4011 Journalism I 3
ENW 4012 Journalism II 3
ENW 2040 Writing for the Media 3
ENW 4003 Screenwriting Workshop I 3

Media Production Electives

CAM 2046 Computer Graphics 3
CAM 2047 Introduction to Motion Graphics 4
CAM 2050 Introduction to Video Production 4
CAM 4004 Graphic Design 3
CAM 4062 2D Animation 3
CAM 4067 Digital Photography & Imaging 3
CAM 4076 EXPERIMENTAL VIDEO 3
CAM 4086 Constructing Images & Studio Practices 3
CAM 4025 Advanced Digital Video Production 4

Electives

CAM 2010 Interpersonal & Intercultural Communication 3

ENG 3026 Shakespeare on Film 4
<table>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 3071</td>
<td>Laughter: Definitions of Comedy</td>
<td>3</td>
</tr>
<tr>
<td>ENW 4011</td>
<td>Journalism I</td>
<td>3</td>
</tr>
<tr>
<td>ENW 4012</td>
<td>Journalism II</td>
<td>3</td>
</tr>
<tr>
<td>ENW 2040</td>
<td>Writing for the Media</td>
<td>3</td>
</tr>
<tr>
<td>ENW 4003</td>
<td>Screenwriting Workshop I</td>
<td>3</td>
</tr>
<tr>
<td>ENW 4004</td>
<td>Screenwriting Workshop II</td>
<td>3</td>
</tr>
<tr>
<td>FRN 2055</td>
<td>French Cinema: From the New to Banlieue</td>
<td>3</td>
</tr>
<tr>
<td>HIS 2020</td>
<td>American History Through Film</td>
<td>3</td>
</tr>
<tr>
<td>MUAT 1007</td>
<td>Midi and Music</td>
<td>3</td>
</tr>
<tr>
<td>MUAT 2011</td>
<td>Audio Production</td>
<td>3</td>
</tr>
<tr>
<td>MUAT 2021</td>
<td>Computer Music</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3050</td>
<td>Mass Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3056</td>
<td>Music &amp; Society</td>
<td>3</td>
</tr>
</tbody>
</table>

**Communication & Media Transfer Credits**

For students wishing to major in Communication Studies, no more than 5 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.

**Communication Studies Honors and Distinction**

Distinction will be conferred on graduating seniors who have a 3.6 G.P.A. in coursework for the major. Honors will be conferred on graduating seniors who have a 3.7 G.P.A. in coursework for the major. The department also awards the Mark C. Meachem Prize at graduation to one or more seniors who have combined academic achievement with outstanding collegiality and service, as well as the Kitty Pilgrim Prize for outstanding contribution to student-run campus media.

**Communication Studies Minor**

**Communication Studies Minor Requirements**

A minor in Communication Studies consists of six courses. No course can be used for both one’s major and one’s minor. Internships and independent studies cannot be used for minor credit.

**Required Courses in the minor:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAM 1001</td>
<td>Introduction to Communication &amp; Media Sciences OR</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3117</td>
<td>Reading and Writing Literature In the Digital Age</td>
<td>3</td>
</tr>
<tr>
<td>ENW 2040</td>
<td>Writing for the Media</td>
<td>3</td>
</tr>
<tr>
<td>ENW 4003</td>
<td>Screenwriting Workshop I</td>
<td>3</td>
</tr>
<tr>
<td>ENW 4004</td>
<td>Screenwriting Workshop II</td>
<td>3</td>
</tr>
<tr>
<td>ENW 4011</td>
<td>Journalism I</td>
<td>3</td>
</tr>
<tr>
<td>ENW 4012</td>
<td>Journalism II</td>
<td>3</td>
</tr>
<tr>
<td>DTH 3244</td>
<td>Playwriting</td>
<td>3</td>
</tr>
</tbody>
</table>

or a substitute approved by the chairperson. Some courses have pre-requisites.

**One course in written communication:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAM 3046</td>
<td>Convergent Media/Divergent Voices</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3117</td>
<td>Reading and Writing Literature In the Digital Age</td>
<td>3</td>
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<tr>
<td>ENW 2040</td>
<td>Writing for the Media</td>
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</tr>
<tr>
<td>ENW 4003</td>
<td>Screenwriting Workshop I</td>
<td>3</td>
</tr>
<tr>
<td>ENW 4004</td>
<td>Screenwriting Workshop II</td>
<td>3</td>
</tr>
<tr>
<td>ENW 4011</td>
<td>Journalism I</td>
<td>3</td>
</tr>
<tr>
<td>ENW 4012</td>
<td>Journalism II</td>
<td>3</td>
</tr>
<tr>
<td>DTH 3244</td>
<td>Playwriting</td>
<td>3</td>
</tr>
</tbody>
</table>

or a substitute approved by the chairperson. Some courses have pre-requisites.

**One course in visual communication:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH 1030</td>
<td>History of Photography</td>
<td>3</td>
</tr>
<tr>
<td>CAM 2022</td>
<td>Advertising &amp; American Popular Culture</td>
<td>3</td>
</tr>
<tr>
<td>CAM 3030</td>
<td>History of Television &amp; Radio</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3026</td>
<td>Shakespeare on Film</td>
<td>4</td>
</tr>
<tr>
<td>ENF 1001</td>
<td>Introduction to Film Studies</td>
<td>4</td>
</tr>
<tr>
<td>ENF 2079</td>
<td>Women's Film</td>
<td>4</td>
</tr>
<tr>
<td>ENF 2080</td>
<td>American Film</td>
<td>4</td>
</tr>
<tr>
<td>ENF 2088</td>
<td>History of Cinema I: The Beginnings to WW II</td>
<td>4</td>
</tr>
<tr>
<td>ENF 2089</td>
<td>History of Cinema II: WWII to Present</td>
<td>4</td>
</tr>
<tr>
<td>ENF 3075</td>
<td>Film Theory</td>
<td>4</td>
</tr>
<tr>
<td>ENF 3173</td>
<td>Queer Film &amp; Media Studies</td>
<td>4</td>
</tr>
<tr>
<td>ENF 4010</td>
<td>Major Film Directors</td>
<td>4</td>
</tr>
<tr>
<td>ENF 4020</td>
<td>Topics in Film Genre</td>
<td>4</td>
</tr>
<tr>
<td>ENF 4030</td>
<td>Global National Transnational Film&amp;media</td>
<td>4</td>
</tr>
</tbody>
</table>

or a substitute approved by the chairperson. Some courses have pre-requisites.

**One course in media production (all are non-liberal arts):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAM 2050</td>
<td>Introduction to Video Production</td>
<td>4</td>
</tr>
<tr>
<td>ART 3004</td>
<td>Multimedia</td>
<td>3</td>
</tr>
<tr>
<td>ART 3062</td>
<td>2D Animation</td>
<td>3</td>
</tr>
<tr>
<td>ART 3064</td>
<td>Computer Graphics I</td>
<td>3</td>
</tr>
<tr>
<td>ART 4004</td>
<td>Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>CAM 4004</td>
<td>Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 4007</td>
<td>PHOTOGRAPHY: BEGINNERS</td>
<td>3</td>
</tr>
<tr>
<td>ART 4008</td>
<td>Photographic Essay</td>
<td>3</td>
</tr>
<tr>
<td>ART 4010</td>
<td>Photography: Intermed/Advanced</td>
<td>3</td>
</tr>
<tr>
<td>ART 4013</td>
<td></td>
<td></td>
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<tr>
<td>ART 4022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 4032</td>
<td>Adv Photo: Special Methods</td>
<td>3</td>
</tr>
<tr>
<td>ART 4033</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 4043</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 4047</td>
<td>Art, Design and the Computer</td>
<td>3</td>
</tr>
<tr>
<td>ART 4049</td>
<td>Intermediate &amp; Advanced</td>
<td>3</td>
</tr>
<tr>
<td>ART 4059</td>
<td>The Book As Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 4067</td>
<td>Digital Photography &amp; Imaging</td>
<td>3</td>
</tr>
<tr>
<td>ART 4069</td>
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<td>MUAT 1007</td>
<td>Midi and Music</td>
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<td>MUAT 2011</td>
<td>Audio Production</td>
<td>3</td>
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<tr>
<td>MUAT 3021</td>
<td>Interactive Music</td>
<td>3</td>
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</tbody>
</table>

or a substitute approved by the chairperson. Some courses have pre-requisites.

One research seminar, requiring a research paper:
<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CAM 3030</td>
<td>History of Television &amp; Radio</td>
<td>4</td>
</tr>
<tr>
<td>CAM 3046</td>
<td>Convergent Media/Divergent Voices</td>
<td>3</td>
</tr>
<tr>
<td>CAM 3070</td>
<td>Media Law and Ethics</td>
<td>3</td>
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<tr>
<td>CAM 3071</td>
<td>Minorities and the Media</td>
<td>3</td>
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<tr>
<td>CAM 3072</td>
<td>Social Media Technology: From Gutenberg to the Internet</td>
<td>3</td>
</tr>
<tr>
<td>CAM 3080</td>
<td>Gender &amp; Communication</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3050</td>
<td>Mass Media and Society</td>
<td>3</td>
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<tr>
<td>SOC 3088</td>
<td>Images of Women in Popular American Culture</td>
<td>3</td>
</tr>
<tr>
<td>ENF 3075</td>
<td>Film Theory</td>
<td>4</td>
</tr>
<tr>
<td>ENF 3173</td>
<td>Queer Film &amp; Media Studies</td>
<td>4</td>
</tr>
<tr>
<td>ENF 4030</td>
<td>Global National Transnational Film&amp;media</td>
<td>4</td>
</tr>
</tbody>
</table>

or a substitute approved by the chairperson. Some courses have pre-requisites.

Note: 200-level COMM/CAM courses cannot be used to complete the minor unless approved by Chair.

Internships: Manhattanville’s location enables students to take advantage of the considerable resources of Westchester county and New York City to obtain internships with non- and for-profit companies, newspapers, radio stations, advertising and public relations firms, television and other media production companies, and more. Students with sufficient Communication and Media backgrounds have interned with TV and radio programs, leading PR and publishing firms, and independent filmmakers. Communication and Media internships can be done during summers or the regular school year and are taken for non-liberal arts credit. They cannot replace courses for the major or minor.

**Dance and Theatre**

**Introduction**

Students of our Dance & Theatre program (DTH) embrace the full liberal arts experience, while training with faculty and directors and choreographers who bring the professional world of New York to Manhattanville College’s program.

Our curriculum provides basic understanding and practice of the elements of performance and explores the collaborative frontiers where Dance and Theatre meet.

The aim of the program is to develop student-artists whose practical skills in technique and performance are supported by their growth as literate, articulate, socially aware citizens. In addition to studio practice, theory and performance, all dance and theatre majors develop skills in technical theatre.

The spine of our Dance curriculum is a sequential study of Contemporary Dance technique employing a variety of current and traditional styles and methods, with an emphasis on composition and choreography. Theatre training includes a sequential study of acting, voice and speech, and dramatic literature, as well as directing and design.

**Degree**

Bachelor of Arts. Students can also choose to minor in Dance or Theatre.

Majors can concentrate in the following areas: Dance, Theatre or Dance Therapy

**Optional Minors**

Students can minor in Dance & Theatre
Career Ideas
Actor/Actress, Choreographer, Dancer, Director, Stage Manager, Dance Therapist, Producer, Recreational Therapist, Playwright, Set Designer, Costume Designer, Lighting Designer, Technical Director, Dance or Drama teacher, Dramaturge, Stage Crew, Production Assistant, Event Planner, Arts Administration, Somatic Body Therapies, Public Relations, Radio and TV, Entrepreneur

Program Administrators
Hannah Fox, Director of Dance and Theatre, (914) 323-3169
Hannah.Fox@mville.edu
Sue Fleishaker, DTH Administrator, (914) 323-5458
Sue.Fleishaker@mville.edu

Overview
Within the context of Manhattanville’s strong liberal arts tradition, the Department of Dance & Theatre offers fundamental studies in performance technique, history, literature and critical theory. Areas of concentration include: Dance or Dance Therapy and Theatre. The curriculum provides basic understanding and practice of the elements of performance and explores the collaborative frontiers where Dance & Theatre meet. Emphasis is on creative process.

Majors are required to complete a Core Study, which includes: basic theory and performance techniques; studio exploration and seminar studies; design, technical and production skills, and performance. The four-year program culminates in a guided Senior Thesis Project, which reflects the initiative, interests and skills of the individual student. Many internship opportunities exist in nearby NYC and can be taken for credit.

Faculty and Staff

Full-Time Faculty
Hannah Fox, Director - Performance Studies, Playback Theatre, Acting, Modern Dance, Yoga
Shawn Bible, Modern Dance, Choreography, Screen Dance

Visiting Scholar
Clista Townsend, Acting, Voice and Speech, Shakespeare

Technical Director
Jeremy Ping, Technical Theatre, Lighting & Sound Design

Staff
Sue Fleishaker, DTH Administrator
Lance Rosenthal, Assistant Technical Director

Adjunct Faculty
Mark Beauregard, Drama Therapy
Doug Chapman, Acting
Heather Cornell, Tap
Bob Daley, Stage Management
Jim DiVivo, Theatre Education
Corey E. Esannason, Yoga
Allison Pagnano, Modern Dance
Carol Fox Prescott, Acting, Directing
Shawn Garnier, Jazz, Hip hop
Valerie Hubbs, Dance Therapy I & II
Jon Huberth, Acting for the Camera I & II
Andrei Kisselev, Ballet Technique
Claire Porter, Movement Studies, Guest Choreographer
Liz Prince, Resident Costume Designer, Stagecraft
Ken Rothchild, Senior Thesis Seminar, Resident Scene Designer, Dramatic Literature
Beth Soll, Dance History
Bonnie Walker, Dance for Musical Theatre
Jeff Wanshel, Playwriting
Emily Zempel, Voice and Speech

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 and ACT scores or equivalent.

To arrange an audition, contact Manhattanville Admissions: 914.323.5464 or 1.800.32.VILLE or admissions@mville.edu.
Undergraduate Programs of Study (Majors, Minors and Requirements)

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.
• Perform: Two minute piece of choreography (Dance/Dance Therapy) or/and two contrasting monologues (Theatre)

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.

Dance & Theatre 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
• Dance Therapy (with a Psychology Minor)

Minors

• Dance
• Theatre

Dance and Theatre, Bachelor of Arts

Dance and Theatre Major Requirements

Note: Students pursuing a B.A. in Dance & Theatre must complete a total of 69 credits for Dance, 70 for Theatre and 70 for Dance Therapy Concentrations.

In addition to requirements for the major course of study General Education Core courses must be completed. For a BA a minimum of 90 liberal arts credits must be included in courses taken over the four years. Courses followed by a double asterisk (**) do not receive Liberal Arts credit.

Dance and Theatre majors may take up to 21 credits per semester. Dance and Dance Therapy Concentration students routinely take a compliment dance of techniques in Ballet, Tap, Hip Hop, Jazz, beyond the minimum required. Theatre Concentration students also do studio electives and more performances than the minimum required.

Majors and Minors must receive a grade of C or better in all Dance and Theatre courses that will be used toward the major. A course for the major that receives below a C will need to be repeated and a grade below a C places the student in a provisional status within the Department. Students who receive below a C for a DTH course must meet with Department Advisors.

Core Courses (All Students)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</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 I: Sets and Lights</td>
<td>2</td>
</tr>
<tr>
<td>DTH 1502</td>
<td>Stagecraft II: Costume Design</td>
<td>2</td>
</tr>
<tr>
<td>DTH 2002</td>
<td>Viewpoints</td>
<td>2</td>
</tr>
<tr>
<td>DTH 4114</td>
<td>Contact Improvisation</td>
<td>2</td>
</tr>
<tr>
<td>DTH 2535</td>
<td>Lighting Design I</td>
<td>3</td>
</tr>
<tr>
<td>DTH 2319</td>
<td>Junior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>DTH 3XXX</td>
<td>Performance Seminars (2)</td>
<td>6</td>
</tr>
<tr>
<td>DTH 3320</td>
<td>Senior Thesis Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>DTH 3321</td>
<td>Senior Thesis Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>DTH 3542</td>
<td>Stage Management</td>
<td>2</td>
</tr>
<tr>
<td>DTH 4010</td>
<td>Voice &amp; Speech I</td>
<td>2</td>
</tr>
<tr>
<td>DTH 4101</td>
<td>Modern Dance Technique I</td>
<td>2</td>
</tr>
<tr>
<td>DTH 4112</td>
<td>Yoga</td>
<td>1</td>
</tr>
<tr>
<td>DTH 4XXX</td>
<td>Performance Project -Dance** or Theatre (2 productions, 1 credit each)</td>
<td>2</td>
</tr>
</tbody>
</table>

DTH 4500A Production Practicum Stage Crew | 1 |
DTH 4500B Production Practicum Stage Management | 1 |
Attendance at Department | N/C |
Meetings

Subtotal: 44

DTH 1440, DTH 1500, DTH 1502, DTH 2002, DTH 4114, DTH 2535, DTH 3542, DTH 4101, DTH 4112, DTH 4500A: do not receive Liberal Arts credit

DTH 2319: Spring

DTH 3320, DTH 3321: Fall & Spring

DTH 4500A: 2 productions, 1 credit each

DTH 4500B: 1 credit

Total Core Credits: 44 (Liberal Arts: 23-25)

Dance Concentration

All CORE Courses, plus:

DTH 2214 Romantic & Classical Traditions 3
DTH 2216 HISTORY OF AMERICAN DANCE 3
DTH 2245 Movement Studies 3
DTH 2635 Intro to Dance Therapy I 3
DTH 4102 Modern Dance Technique II 2
OR Two semesters of upper level Modern Dance Technique ** 4
DTH 4103 Modern Dance Technique III 2
DTH 4420 Choreographers Workshop 2

Subtotal: 26

Subtotal: 70

Dance Therapy Concentration with Required Minor in Psychology

All CORE Courses plus:

DTH 2214 Romantic & Classical Traditions 3
DTH 2216 HISTORY OF AMERICAN DANCE 3
DTH 2245 Movement Studies 3
DTH 3646 ANATOMY AND KINESEOLOGY 3
DTH 2635 Intro to Dance Therapy I 3
DTH 3635

DTH 4102 Modern Dance Technique II 2
OR
DTH 4103 Modern Dance Technique III 2
DTH 4120 Composition 2
DTH 4420 Choreographers Workshop 2

Subtotal: 26

DTH 4102, DTH 4103, DTH 4120, DTH 4420: do not receive Liberal Arts credit

Dance Therapy Degree Total: 44 Core & 26 Dance = 70 credits

(Includes a Minor in Psychology)

Subtotal: 70

Dance Minor

Dance Minor Requirements

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

DTH 1000 Creative Process 3
DTH 2216 HISTORY OF AMERICAN DANCE OR
DTH 2214 Romantic & Classical Traditions 3
DTH 4101 Modern Dance Technique I AND
DTH 3203 Survey of Dramatic Lit II: Modern Drama 3
DTH 4002 Acting II: Scene Study 3
DTH 3013 Act III 3
DTH 4012 Voice & Speech II 2
DTH 4003 Playing Shakespeare 3

Subtotal: 26

Subtotal: 70

Theatre Concentration

Core Courses plus:

DTH 2030 Directing I 3
DTH 2530 Concepts in Scene Design 3
DTH 2640 Introduction to Drama Therapy I 3
DTH 3202 Survey of Dramatic Literature I: The Classics 3

Subtotal: 69

DTH 2319: Spring
Digital Media Production

Introduction

The Bachelor of Arts in Digital Media Production emphasizes the production & distribution of creative digital content in multiple media formats. This highly interdisciplinary program integrates video production, photography, computer graphics, graphic design, audio production, animation, writing for the media, and media theory & analysis. It prepares students for successful careers in digital art & animation, graphics & design, audio production, video production & media writing.


Degree

Bachelor of Arts

Optional Minors

Students can also choose to minor in Digital Media Production

Career Ideas

Director, Producer, Video Editor, Camera Operator, Motion Graphics Artist, Sound Designer, Script Supervisor, Audio Engineer, Title Designer, Lighting Designer, Storyboard Artist, Photographer, Art/Photo Director, Animator, Production Manager

Program Administrators

Brian Snee (Chair)

Faculty and Staff

Program Chair

Brian Snee – Media history, theory, and analysis; rhetoric; documentary film studies

Faculty

Jim Frank – Digital photography, studio photography, graphic design, computer graphics
Nikhil Ghodke – motion graphics, video production
Christine Dehne – Video production, computer graphics, animation, and alternative media
Dara Murray – advertising, gender and communication, media criticism, social media

Affiliated Faculty

Jeff Bens – Screenwriting and narrative writing
Gillian Greenhill Hannum – History of photography
Geoffrey Kidde – Music technology and audio recording
David Lugowski – Film history, theory and analysis

Adjunct Faculty

Holly Avella – media studies, interpersonal communication
Mark Beech – sport communication and media
Cynthia Brosnan – public speaking, business communication
Michael Castaldo – Technician, video production
Jeanne Christie – Public speaking, small group and visual communication
Tony Ely – TV, video and digital media production
Laura Katen – public speaking, business communication
Susan Morelock – Technician, Digital Photography, 3D printing, computer graphics
John Proctor – Media convergence and “new” journalism, blogging and media writing, communication theory

Overview

The Bachelor of Arts in Digital Media Production prepares students for successful careers in digital art and animation, graphics and design, audio production, video production, and media writing. In addition to class work, students will hone their skills by contributing to Manhattanville College’s student-run media, and compete for top internships and jobs in nearby New York City and Stamford, Conn.

Digital Media, Bachelor of Arts

Digital Media Production Major Requirements

Ten (10) courses plus a required credit-bearing internship. NOTE: Some of the courses listed above have prerequisites or require instructor permission.

Core

Introduction and Theory (2 courses)
CAM 1001 Introduction to Communication & Media Sciences

And one of the following:
CAM 2090 Theories of Communication
OR
ENF 3075 Film Theory

Media Writing

Media Writing (1 course)
CAM 3046 Convergent Media/Divergent Voices

Introductory (2 courses)
CAM 2050 Introduction to Video Production Production

Advanced (2 courses)
ART 3062 2D Animation
OR
CAM 3062

ART 4004 Graphic Design
OR
CAM 4004 Graphic Design

CAM 4025 Advanced Digital Video Production

ART 4076 Artists Video

ART 4067 Digital Photography & Imaging
OR
CAM 4067 Digital Photography & Imaging

ART 4086 Constructing Images & Studio Practices
**Undergraduate Programs of Study (Majors, Minors and Requirements)**

### Core
- CAM 1001: Introduction to Communication & Media Sciences 3
- And one of the following:
  - CAM 2090: Communication & Media Theory 3
  - OR
  - ENF 3075: Film Theory 4

### Media Analysis (2 courses)
- CAM 2021: Public Relations and American Culture 3
- CAM 2022: Advertising & American Popular Culture 3
- CAM 3030: History of Television & Radio 4
- CAM 3070: Media Law and Ethics 3
- CAM 3071: Minorities and the Media 3
- CAM 3072: Social Media Technology: From Gutenberg to the Internet 3

### Audio and Video
**Choose one:**
- CAM 2050: Introduction to Video Production 4
- CAM 4025: Advanced Digital Video Production 4
- MUAT 1007: Midi and Music 3
- MUAT 2011: Audio Production 3
- MUAT 2021: Computer Music 3

### Media Writing
**Choose one:**
- CAM 3046: Convergent Media/Divergent Voices 3
- ENW 2040: Writing for the Media 3
- ENW 4003: Screenwriting Workshop I 3
- ENW 4011: Journalism I 3

### Graphics and Design
**Choose one:**
- ART 3064: Computer Graphics I 3
- CAM 2046: Computer Graphics 3
- ART 3004: Multimedia 3
- ART 3062: 2D Animation 3
- CAM 3062: Graphic Design 3
- ART 4004: Graphic Design 3
- ART 4076: Artists Video 3
- ART 4067: Digital Photography & Imaging 3
- CAM 4067: Digital Photography & Imaging 3
- ART 4086: Constructing Images & Studio Practices 3

### Digital Portfolio
- CAM XXXX: Digital Portfolio. This course should be taken in the spring semester of the student’s senior year.

### Internship
- CAM 4497

### Digital Media Production Minor

#### Digital Media Production Minor Requirements

Six (6) courses are required. **NOTE: Some of the courses listed below have prerequisites or require instructor permission.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAM 4086</td>
<td>OR Constructing Images &amp; Studio Practices</td>
<td>3</td>
</tr>
<tr>
<td>CAM 2021</td>
<td>Public Relations and American Culture</td>
<td>3</td>
</tr>
<tr>
<td>CAM 2022</td>
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<td>ENF 2079</td>
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<td>4</td>
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<tr>
<td>CAM 4025</td>
<td>Advanced Digital Video Production</td>
<td>4</td>
</tr>
<tr>
<td>MUAT 1007</td>
<td>Midi and Music</td>
<td>3</td>
</tr>
<tr>
<td>MUAT 2011</td>
<td>Audio Production</td>
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<tr>
<td>ENW 4011</td>
<td>Journalism I</td>
<td>3</td>
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<tr>
<td>ART 3064</td>
<td>Computer Graphics I</td>
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<td>CAM 2046</td>
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<td>ART 3004</td>
<td>Multimedia</td>
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<td>ART 3062</td>
<td>2D Animation</td>
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<td>CAM 3062</td>
<td>Graphic Design</td>
<td>3</td>
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<td>ART 4004</td>
<td>Graphic Design</td>
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<td>CAM 4004</td>
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<td>ART 4076</td>
<td>Artists Video</td>
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<tr>
<td>ART 4067</td>
<td>Digital Photography &amp; Imaging</td>
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<td>CAM 4067</td>
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</tr>
<tr>
<td>ART 4086</td>
<td>Constructing Images &amp; Studio Practices</td>
<td>3</td>
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</table>

**Digital Portfolio**: CAM XXXX: Digital Portfolio. This course should be taken in the spring semester of the student’s senior year.

**Internship**: CAM 4497

**Digital Media Production Minor**

**Digital Media Production Minor Requirements**

Six (6) courses are required. **NOTE: Some of the courses listed below have prerequisites or require instructor permission.**
Accounting/Economics/Finance/ Business Management/Marketing

Faculty and Staff

Nimish Adhia – International economics, economic development
Tina Bardsley – Interactive and digital marketing, consumer attitude formation and change
David Borker – International business, international accounting, environmental economics
James Bryan – Microeconomic analysis of public policy, public finance; economic education
Robert Derrell – Financial markets, economic theory, econometrics
William C. Perkins – Economic theory, government and industry, statistics, money and banking.
Heather Perretta – Organizational theory, institutional change, higher education organizations, changing employment relationships.
Peter Rivera – Corporate finance policies, derivatives and structured finance, accounting and finance education

Professor Emeritae

Anna Sachko Gandolfi – Finance, mathematical economics, labor economics, forecasting, money and banking.
Cecilia Ann Winters – International economics, heterodox economics, economic development.

Adjunct Faculty

Alan Anderson
Ernest Barone
Laura Bigaouette
Edwin Bowman
Michael Calman
Rob Candee
Michael Coelho
Don Genio
Alex Gialanella
Paul Jakubek
Maureen Maitland
Danielle Martin
Ken Mias
Sultan Niazi
Erik Paulson
Mike Scimeca
John Wenninger

Staff

Carolyn Greage
Administrative Assistant

 Majors and Minors:

- Accounting - Optional concentration in Finance
- Economics - Optional concentration in Economic Policy
- Finance - Optional concentration in Accounting
- Business Management - Optional concentrations in Accounting, Finance, Marketing, Human Resources & International Management
- Marketing - Optional concentration in Finance

Certificates:

Finance (for non-matriculating students only)
Business Management (for non-matriculating students only)

Note: All courses taken in fulfillment of a major or minor in Accounting, Economics, Finance, Business Management or Marketing must have a minimum grade of C-.

Accounting

Introduction

Often called, ‘the language of business,’ accounting is the primary information system for all business and non-profit organization. Accounting is a dynamic field, characterized by continuous change in response to changing business practices.

Financial Accounting deals with the preparation of financial statements by management and the auditing and attestation of these statements by public auditors. Managerial Accounting deals with internal reporting within the company, using the same accounting information system and other knowledge sources. The third component to accounting practice is the tax practice, which involves providing legal, ethical, and technical expertise on the preparation of tax returns on behalf of organizations and individuals.

An Accounting major may find employment in professional accounting firms, corporations, non-profit organizations and government in a variety of capacities. Manhattanville’s proximity to New York City provides abundant opportunities for internships and employment in accounting.

Degree

The Economics, Finance & Management Department offers both a Bachelor of Science and Bachelor of Arts degree in Accounting

Optional Minors

Students can also choose to minor in Accounting, and Finance and Management majors can choose Accounting as their concentration.

Career Ideas


Program Administrators

Department Chair

Jim Bryan, (914) 323-5276

Faculty and Staff

Department Chair

Jim Bryan, (914) 323-5276
Jim.Bryan@mville.edu

Full-Time Faculty

Nimish Adhia
Tina Bardsley
David Borker
James Bryan
Robert Derrell
Kyoko Mona
William Perkins
Heather Perretta
Peter Rivera

Faculty Emeritae

Anna Sachko Gandolfi
Cecilia Winters

Adjunct Faculty

Alan Anderson
Ernest Barone
Laura Bigaouette
Edwin Bowman
Michael Calman
Rob Candee
Michael Coelho
Don Genio
Alex Gialanella
Overview

The Department of Economics, Finance, and Management offers a Bachelor of Science (B.S.) and a Bachelor of Arts (B.A.) Major in Accounting as well as a minor and a concentration, available to Finance and Management majors. Accounting students learn the basic conceptual framework of financial reporting, including accrual accounting and all of the analytical, quantitative and practical skills necessary for work in these areas. The Accounting major is comprised of courses in Accounting, Finance, Economics, and Quantitative Methods, as well as Business Law and Ethics.

Note: Courses with the ACC 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 Accounting are urged to plan carefully to ensure that they will have the 60 liberal arts credit hours required for the B.S. degree or the 90 liberal arts credit hours required for the B.A. degree.

Accounting, Bachelor of Arts or Bachelor of Science

Accounting Major Requirements

The accounting major requires completion of fifteen (15) required 3-credit courses for a total of 45 credit hours. Ten of these courses are in accounting and five are in non-accounting business related courses.

The following are the required courses:

- ACC 1002 Fundamentals of Accounting I 3
- ACC 1008 Fundamentals of Accounting II 3
- ACC 2035 Intermediate Accounting I 3
- ACC 2036 Intermediate Accounting II 3
- ACC 2037 Fundamentals of Taxation 3
- ACC 3019 Cost Accounting 3
- ACC 3024 Auditing 3
- ACC 3081 Advanced Auditing 3
- ACC 3083 Advanced Taxation 3
- ACC 3085 Advanced Accounting 3
- ACC 1002, ACC 1008, ACC 2035, ACC 2036, ACC 2037, ACC 3019, ACC 3024, ACC 3081, ACC 3083, ACC 3085: Not counted as liberal arts

Required Non-accounting courses:

- ECO 1001 Principles of Microeconomics 3
- ECO 1002 Principles of Macroeconomics 3
- FIN 3010 Corporation Finance 3
- FIN 2002 Principles of Finance 3
- POS 2014 Practical Approach to Business Law 3
- POS 2090 Law and Business Ethics 3
- ECO 2060 Economic Statistics 3
- FIN 3010, FIN 2002: Not counted as liberal arts

In addition to the 15 required courses, two courses are strongly recommended for the accounting major:

- MGT 1007 Computer Concepts Business Applications 3
- MATH 1012 Precalculus 4
- MGT 1007: Not counted as liberal arts

Concentration in Finance

Completion of the 15 required courses for the Accounting major and the completion of:

- ECO 2015 Money and Banking 3
- FIN 2002 Principles of Finance 3
- FIN 3010 Corporation Finance 3
- FIN 3015 Investment Analysis 3
- FIN 3017 Global Finance 3
- FIN 2002, FIN 3010, FIN 3015, FIN 3017: Not counted as liberal arts

Accounting Minor

Accounting Minor Requirements
Five courses are required as follows:
ACC 1002 Fundamentals of Accounting I 3
ACC 1008 Fundamentals of Accounting II 3
ACC 2035 Intermediate Accounting I 3
ACC 2036 Intermediate Accounting II 3

Plus one of the following:
ACC 2037 Fundamentals of Taxation 3
ACC 3019 Cost Accounting 3
ACC 3024 Auditing 3

ACC 1002, ACC 1008, ACC 2035, ACC 2036, ACC 2037, ACC 3019, ACC 3024: Not counted as liberal arts

Accounting Internship
Completion of ACC 1002, ACC 1008 plus a minimum of ONE 2000 level accounting course 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 internship in fulfilling a degree.

Note: Students can choose a department related double major. Those who choose this option are not permitted to minor in a department related subject. Students with one department related major are allowed one department related minor. Other students are permitted at most two department related minors. Please see department chair or advisor for details regarding double counting.

Economics

Introduction
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. As an Economics major you will develop the analytical ability to frame and solve complicated problems that arise in business, in government, and in society.

Degree
Bachelor of Arts
Students can also choose concentrate in Economic Policy or minor in Economics or Economic Policy.

Optional Minors
Students can minor in Economics

Career Ideas
Research Assistant, Economic Analyst, Consultant to Businesses and/or Governments, Banker, Government Economist, Market Research Analyst, Econometrician, Financial Analyst

Program Administrators
Jim Bryan, Department Chair, (914) 323-5276, Jim.Bryan@mville.edu

Faculty and Staff

Department Chair
Jim Bryan

Full-Time Faculty
Nimish Adhia
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Adjunct Faculty
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Michael Calman
Rob Candee
Michael Coelho
Don Genio
Alex Gialanella
Overview

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: Anna Sachko Gandolfi

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, Bachelor of Arts

Economics Major Requirements

The economics major consists of 12 courses: 7 are required and 5 are elective.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 1001</td>
<td>Principles of Microeconomics</td>
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<tr>
<td>ECO 1002</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2060</td>
<td>Economic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 3001</td>
<td>Intermed Macroeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECO 3002</td>
<td>Intermediate Microeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECO 3008</td>
<td>Applied Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 3997</td>
<td>Senior Seminar in Economics</td>
<td>3</td>
</tr>
</tbody>
</table>

Economics Elective Courses

All electives must have the ECO or FIN code.

Economic Policy Concentration for the Economics Major

Economics majors may choose to concentrate in economic policy taking 12 courses, 7 required and 5 elective.

Required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 1001</td>
<td>Principles of Microeconomics</td>
<td>3</td>
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<tr>
<td>ECO 1002</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
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<tr>
<td>ECO 2060</td>
<td>Economic Statistics</td>
<td>3</td>
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<tr>
<td>ECO 3001</td>
<td>Intermed Macroeconomic Theory</td>
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<tr>
<td>ECO 3002</td>
<td>Intermediate Microeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECO 3008</td>
<td>Applied Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 3997</td>
<td>Senior Seminar in Economics</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses:

The five electives must include at least four of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECO 2009</td>
<td>Public Finance &amp; Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2015</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2017</td>
<td>Economics &amp; Finance of Health Care Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2022</td>
<td>Government and Industry</td>
<td>3</td>
</tr>
<tr>
<td>ECO 3016</td>
<td>International Trade: Theory and Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition, students who choose the economic policy concentration will be required to write a research paper on some selected economic policy topic in the senior seminar in economics. This economic policy topic must be approved by the senior seminar instructor.

Economics 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: Students can choose a department related double major. Those who choose this option are not permitted to minor in a department related subject. Students with one department related major are allowed one department related minor. Other students are permitted at most two department related minors. Please see department chair or advisor for details regarding double counting.

Economics 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

Economics Minor Requirements
A minor requires the completion of ECO 1001 and ECO 1002 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.

Economics Internship

Prerequisites: ECO 1001 and ECO 1002 and two other economics courses. No more than one internship will count in fulfillment of the major requirements.

Economics Independent Study

Prerequisites: ECO 1001 and ECO 1002 and an overall G.P.A. of 3.00.

Economic Policy Minor

Economic Policy Minor Requirements
Economic policy minors are required to take:
ECO 1001 Principles of Microeconomics 3
ECO 1002 Principles of Macroeconomics 3
And any three electives from the following list:
ECO 2009 Public Finance & Public Policy 3
ECO 2017 Economics & Finance of Health Care Policy 3
ECO 2022 Government and Industry 3
ECO 3016 International Trade: Theory and 3

Finance

Introduction
Finance is the cornerstone of the enterprise system and is important to the economic health of business firms and non-profit organizations. It is a dynamic field that is categorized by continuous change in response to shifts in economic conditions making the study of finance stimulating and challenging. Our professors will help you 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.

Manhattanville College is also conveniently located near many leading financial institutions and corporate headquarters not only in New York City, but Westchester County, New York, and Fairfield County, Connecticut which will provide you with plenty of opportunities for internships and jobs after graduation. Recent finance students have interned and now work for Lincoln Financial Advisors, Morgan Stanley, MasterCard Worldwide, and many other well-known companies in the industry.

Degree
The Economics, Finance & Management Department offers both a Bachelor of Science and Bachelor of Arts degree in Finance. In addition to the finance major, students can also choose to minor in finance and non-matriculated students can also receive a certificate in finance.

Optional Minors
Students can also choose to minor in finance

Career Ideas
Banker, Budget Analyst, Credit Analyst, Financial Analyst, Financial Manager, Personal Finance Advisors, Securities, Commodities and Financial Services Sales Agents
Program Administrators

Jim Bryan, Department chair, 914-323-5276, Jim.Bryan@mville.edu

Overview

The finance major at Manhattanville is comprised of courses in economics, accounting, finance, and quantitative methods, which will help prepare you for a wide range of career paths including accountants, auditors, and non-profit organization founders.

While studying finance at Manhattanville you will have to take a Senior Seminar in the fall of your final year, where you will have to discuss your research findings and conclusions in a thesis. You will also have the opportunity to do an internship in finance to help toward major requirements.

The Department of Economics, Finance, and Management offers a major and minor in finance, as well as a certificate program for non-matriculated students.

Note: Courses with the FIN 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 Finance are urged to plan carefully to ensure that they will have the 60 liberal arts credit hours required for the B.S. degree or the 90 liberal arts credit hours required for the B.A. degree.

Faculty and Staff

Department Chair

Jim Bryan

Full-Time Faculty

Nimish Adhia
Tina Bardsley
David Borker
James Bryan
Robert Derrell
Kyoko Mona
William Perkins
Heather Perretta
Peter Rivera

Faculty Emeritae

Anna Sachko Gandolfi
Cecilia Winters

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Danielle Martin
Ken Mias
Sultan Niazi
Erik Paulson
Michael Scimeca
John Wenninger

Staff

Carolyn Greage
Administrative Assistant

Finance, Bachelor of Arts or Bachelor of Science

Finance Major Requirements

A major in finance requires 14 courses, 12 required and two electives.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 1002</td>
<td>Fundamentals of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 1008</td>
<td>Fundamentals of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ECO 1001</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 1002</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
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<td>Economic Statistics</td>
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<tr>
<td>ECO 3001</td>
<td>Intermediate Macroeconomic Theory</td>
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<td>OR</td>
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<tr>
<td>ECO 3002</td>
<td>Intermediate Microeconomic Theory</td>
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<tr>
<td>OR</td>
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</tbody>
</table>
Undergraduate Programs of Study (Majors, Minors and Requirements)

ECO 2019  Economics of Competitive Strategy  3
ECO 2015  Money and Banking  3
FIN 2002  Principles of Finance  3
FIN 3015  Investment Analysis  3
FIN 3017  Global Finance  3
FIN 3010  Corporation Finance  3
ECO 3997  Senior Seminar in Economics  3
ACC 1002, ACC 1008, FIN 2002, FIN 3015, FIN 3017, FIN 3010: Not counted as liberal arts

Elective Courses
ECO 2005  Personal Finance  3
ECO 2009  Public Finance & Public Policy  3
ECO 2017  Economics & Finance of Health Care Policy  3
ECO 2025  OR
ECO 3008  Applied Econometrics  3
FIN 2004  Derivative Securities  3
FIN 2016  Financial Markets  3
FIN 2026  Advanced Financial Functions of MS Office  3
FIN 4497
FIN 2004, FIN 2016, FIN 2026: Not counted as liberal arts

Note: Students can choose a department related double major. Those who choose this option are not permitted to minor in a department related subject. Students with one department related major are allowed one department related minor. Other students are permitted at most two department related minors. Please see department chair or advisor for details regarding double counting.

Concentration in Accounting
Completion of the 12 required courses for the finance major and the completion of:
ACC 2035  Intermediate Accounting I  3
ACC 2036  Intermediate Accounting II  3
Plus one of the following:
ACC 2037  Fundamentals of Taxation  3
ACC 3019  Cost Accounting  3
ACC 3024  Auditing  3
ACC 2035, ACC 2036, ACC 2037, ACC 3019, ACC 3024: Not counted as liberal arts

Finance Internship
Prerequisites: ECO 1001, ECO 1002, FIN 3010 and one other FIN course. No more than one internship will count toward major requirements.

Finance 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
Finance Minor Requirements
A Minor requires the completion of the following seven courses:
ACC 1002  Fundamentals of Accounting I  3
ECO 1001  Principles of Microeconomics  3
ECO 1002  Principles of Macroeconomics  3
ECO 2015  Money and Banking  3
ECO 2060  Economic Statistics  3
FIN 2002  Principles of Finance  3
FIN 3010  Corporation Finance  3
ACC 1002, FIN 2002, FIN 3010: Not counted as liberal arts

Finance Certificate
(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 1001 and ECO 1002), 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.

Certificate in Finance Requirements

Required Courses:

- ACC 1002 Fundamentals of Accounting I 3
- ACC 1008 Fundamentals of Accounting II 3
- ECO 2015 Money and Banking 3
- ECO 2060 Economic Statistics 3
- FIN 3010 Corporation Finance 3
- FIN 3015 Investment Analysis 3

ACC 1002, ACC 1008, FIN 3010, FIN 3015: Not counted as liberal arts

Elective Courses:

- ECO 2005 Personal Finance 3
- ECO 2009 Public Finance & Public Policy 3
- ECO 3008 Applied Econometrics 3
- FIN 2016 Financial Markets 3
- FIN 3017 Global Finance 3

FIN 2016, FIN 3017: Not counted as liberal arts

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.

Business Management

Introduction

The 21st century business environment provides 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 you as a business decision maker to be knowledgeable, flexible and prepared to adjust to new paradigms and demands, and to accomplish this on a national and international level.

Manhattanville’s Business Management program will give you the core knowledge of methods, concepts, and principles to be prepared to meet the challenges of tomorrow’s business.

Degree

The Economics, Finance & Management Department offers both a Bachelor of Arts and Bachelor of Science degree in Business Management.

Optional Minors

Students can also minor in Business Management

Career Ideas

General Manager, Human Resources Manager, Plant Manager, Sales Manager, Finance Manager, Administrative Services Manager, Health Services Manager

Program Administrators

Jim Bryan, Department Chair, 914-323-5276, Jim.Bryan@mville.edu

Faculty and Staff

Department Chair

Jim Bryan

Full-Time Faculty

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Robert Derrell
Kyoko Mona
William Perkins
Heather Perretta
Peter Rivera

Faculty Emeritae

Anna Sachko Gandolfi
Cecilia Winters

Adjunct Faculty

Alan Anderson
Ernest Barone
Laura Bigaouette
Overview

A Management major will give you the core knowledge of the methods, concepts and principles needed to handle the challenges and opportunities that arise in the business world. It will also provide you with an understanding of the economy and the analytical tools of the economist.

During your junior or senior year we encourage you to take at least one, credit-bearing internship. With New York City and the corporate headquarters of MasterCard Worldwide and PepsiCo nearby, you will have exceptional opportunities.

In addition to a career in business or the non-profit sector, the Management program will also provide an excellent background for graduate or professional study.

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 Business Management are encouraged to have a liberal arts minor, and are urged to plan carefully to ensure that they will have the 90 liberal arts credits required for the B.A. degree or the 60 liberal arts credits required for the B.S. degree.

Students wishing to double major in business management and another field may not take the B.S. degree unless their second major is in Marketing, Accounting or Finance.

Business Management, Bachelor of Arts or Bachelor of Science

Business Management Major Requirements for the B.A. and B.S. Degree

All business management majors are required to take the following nine courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 1002</td>
<td>Fundamentals of Accounting I</td>
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<tr>
<td>ECO 1001</td>
<td>Principles of Microeconomics</td>
<td>3</td>
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<tr>
<td>ECO 1002</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
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<tr>
<td>ECO 2060</td>
<td>Economic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MGT 1001</td>
<td>Fundamentals of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 1007</td>
<td>Computer Concepts Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>MGT 3090</td>
<td>Capstone Seminar: Management Strategy OR</td>
<td>3</td>
</tr>
<tr>
<td>ECO 3997</td>
<td>Senior Seminar in Economics</td>
<td>3</td>
</tr>
<tr>
<td>MKT 1003</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

ACC 1002, ACC 1008, MGT 1001, MGT 1007, MGT 3090, MKT 1003: Not counted as liberal arts

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:

Business Management majors who do not choose an area of concentration must take 3 electives. In addition to the management-designated courses (coded MGT), students may take any accounting, economics, finance or marketing course as an elective (any course coded ACC, ECO, FIN or MKT).

Business Management majors who choose an area of concentration must choose their electives from the courses listed under their concentration. For the Human Resource Management concentration, students must take 1 additional required course and choose 3 electives, for a total of 13 courses. For the International Management concentration, students must take 2 additional required
courses and choose 2 electives, for a total of 13 courses. Students who concentrate in International Management are also required to minor in a language.

Note: Students can choose a department related double major. Those who choose this option are not permitted to minor in a department related subject. Students with one department related major are allowed one department related minor. Other students are permitted at most two, department related minors. Please see department chair or advisor for details regarding double counting.

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.

Concentrations within the Business Management Major

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

Concentration in Accounting
Completion of the nine required courses for the business management major and the completion of:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 2035</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 2036</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>Plus one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 2037</td>
<td>Fundamentals of Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACC 3019</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 3024</td>
<td>Auditing</td>
<td>3</td>
</tr>
</tbody>
</table>

ACC 2035, ACC 2036, ACC 2037, ACC 3019, ACC 3024: Not counted as liberal arts

Concentration in Finance
Completion of the nine required courses for the Business Management major and the completion of:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 2015</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>FIN 2002</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3010</td>
<td>Corporation Finance</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3015</td>
<td>Investment Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3017</td>
<td>Global Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

ECO 2015, FIN 2002, FIN 3010, FIN 3015, FIN 3017: Not counted as liberal arts

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 2006</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 2016</td>
<td>Integrated Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 2017</td>
<td>Internet Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 2024</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKT 2025</td>
<td>Market Research</td>
<td>3</td>
</tr>
</tbody>
</table>

MKT 2006, MKT 2016, MKT 2017, MKT 2024, MKT 2025: Not counted as liberal arts

Concentration in Human Resource Management
Completion of the nine required courses for the business management major and the completion of:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 1005</td>
<td>Management of Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>Plus any three of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT 1006</td>
<td>General HR Employment Practice</td>
<td>3</td>
</tr>
<tr>
<td>MGT 2007</td>
<td>International Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 2021</td>
<td>Compensation and Benefits</td>
<td>3</td>
</tr>
<tr>
<td>MGT 2027</td>
<td>Management of Workforce Diversity</td>
<td>3</td>
</tr>
</tbody>
</table>

MGT 1005, MGT 1006, MGT 2007, MGT 2021, MGT 2027: Not counted as liberal arts

Concentration in International Management
Completion of the nine required courses for the business management major and the completion of:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 2006</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MGT 2007</td>
<td>International Management</td>
<td>3</td>
</tr>
<tr>
<td>Plus two of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INS 1008</td>
<td>Introduction to Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>POS 1037</td>
<td>International Politics I</td>
<td>3</td>
</tr>
</tbody>
</table>

OR
Undergraduate Programs of Study (Majors, Minors and Requirements)

POS 1038  International Politics II  3
ECO 3016  International Trade: Theory and Policy  3
FIN 3017  Global Finance  3
ECO 3018  Economics of Developing Countries  3
FIN 3017: Not counted as liberal arts

Plus, students are also required to have a minor in one of the modern foreign languages offered at the College. The standards for satisfying this are established by the respective language programs within the World Languages and Literatures Department. The language requirement also applies to students with double majors, one of which is Management, with a concentration in International Management.

Students who can demonstrate fluent or near-fluent proficiency in a modern foreign language (usually involving protracted residence in a county where that language is spoken, and a secondary-school level of proficiency in reading and writing the language) may petition the World Languages and Literature department to be exempted from the minor requirement.

Music Major with Concentration in Music Management

Requirements for a Music major with concentration in Music Management are set by the Music Department.

Business Management Minor

Business Management Minor Requirements

Six courses are required, as follows:
ECO 1001  Principles of Microeconomics  3
ECO 1002  Principles of Macroeconomics  3
MGT 1001  Fundamentals of Management  3
ACC 1002  Fundamentals of Accounting I  3

MGT 1001, ACC 1002: Not counted as liberal arts

Two electives, which may be from accounting, business management, economics, finance or marketing.

Internships do not count in fulfilling the minor requirements.

Business Management Internship

Completion of MGT 1001, ACC 1002, MKT 1003 and MGT 1007 are prerequisites 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).

Business Management Independent Study

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.

Business Management Certificate (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 business 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  3
ACC 1002  Fundamentals of Accounting I  3
MKT 1003  Introduction to Marketing  3

MGT 1001, ACC 1002, MKT 1003: Not counted as liberal arts

Elective Courses for the Certificate:

Completion of any two of the following:
MGT 1004  Principles of Entrepreneurship  3
MGT 1005  Management of Human Resources  3
MKT 2006  International Marketing  3
MGT 2007  International Management  3

MGT 1004, MGT 1005, MKT 2006, MGT 2007: Not counted as liberal arts
It is strongly recommended that students take Principles of Microeconomics and Principles of Macroeconomics.

The required courses are designed to allow the student to assume the general responsibilities of a manager. The topics students will discuss are the basic tools of management, analysis of financial statements and marketing a product. The elective courses permit the student to obtain a deeper knowledge of particular aspects of management. The certificate program can be completed, in most cases, in one year. The college has established a four year time limit for the completion of course work for the certificate.

Note: the certificate is granted only to non-matriculated students.

Marketing

Introduction

Marketing strategically connects businesses to consumers.

The American Marketing Association (AMA) defines Marketing as “the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.”

In addition to preparing the student for a career in the marketing field in the areas of market research, brand management, advertising, sales promotion, public relations and sales, the marketing program provides an excellent background for graduate studies and professional certification.

Degree

Bachelor of Science or Bachelor of Arts
Students can choose to major or minor in Marketing

Optional Minors

Students can choose to major or minor in Marketing.

Career Ideas

Advertising Account Manager, Brand Strategist, Corporate Sponsorship Manager, Digital Marketing Specialists, Fundraising Development Associate, Market Research Analyst, Marketing Manager, Media Planner, Product Manager, Public Relations Strategist, Retail Manager Sales Manager, Sales Representative, Social Media Marketing Specialists, Sports Events Planner

Program Administrators

Jim Bryan, Department Chair, (914) 323-5276, Jim.Bryan@Mville.edu

Faculty and Staff

Program Chair

Jim Bryan

Full-Time Faculty

Nimish Adhia
Tina Bardsley
David Borker
James Bryan
Robert Derrell
Kyoko Mona
William Perkins
Heather Perreta
Peter Rivera

Faculty Emeritae

Anna Sachko Gandolfi
Cecilia Winters

Adjunct Faculty

Alan Anderson
Ernest Barone
Laura Bigaouette
Edwin Bowman
Michael Calman
Rob Candee
Michael Coelho
Don Genio
Alex Gialanella
Paul Jakubek
Maureen Maitland
Danielle Martin
Ken Mias
Overview

The Marketing program provides core knowledge of theory, concepts and principles, as well as the methods and application of effective strategic marketing management techniques that will prepare each student for a career in the marketing field. Students will examine the flow of goods and services from the producer to the consumer, and explore and analyze consumer characteristics and behavior, the impact of advertising and communication, market research techniques and international marketing systems.

The Department also offers a minor in Marketing available to all Manhattanville undergraduates and a concentration in Marketing, available to Finance and Business Management majors.

It is strongly recommended that students majoring in Marketing take at least one credit-bearing internship during the junior or senior year.

Note: Courses with the MGT code are not liberal arts. As will all non-liberal arts courses at the College, this is indicated by double asterisks after the title of the course. Students pursuing a B.A. in Marketing 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. Students may also pursue a B.S. in Marketing. The requirements for the B.S degree are identical to those for the B.A. degree, with the exception that the B.S. degree only requires 60 liberal arts credits.

Students wishing to do a double major in Marketing and a field outside the Economics, Finance and Management department may not pursue the B.S. degree.

Marketing, Bachelor of Arts or Bachelor of Science

Marketing Major Requirements for the B.A. and B.S. Degree

All marketing majors are required to take the following twelve courses:

- MGT 1001 Fundamentals of Management 3
- ACC 1002 Fundamentals of Accounting I 3
- MKT 1003 Introduction to Marketing 3
- MGT 1007 Computer Concepts Business Applications 3
- ECO 1001 Principles of Microeconomics 3
- ECO 1002 Principles of Macroeconomics 3
- ECO 2060 Economic Statistics 3
- MKT 2006 International Marketing 3
- MKT 2016 Integrated Marketing Communications 3
- MKT 2024 Consumer Behavior 3
- MKT 2025 Market Research 3
- MKT 3092 Capstone: Strategic Marketing 3

MGT 1001, ACC 1002, MKT 1003, MGT 1007, MKT 2006, MKT 2016, MKT 2024, MKT 2025, MKT 3092: Not counted as liberal arts

Marketing majors must complete two electives from the following courses:

- MGT 2008 Corporations in Society 3
- MKT 2017 Internet Marketing 3
- MKT 4497 3
- CAM 2021 Public Relations and American Culture 3
- CAM 2022 Advertising & American Popular Culture 3
- ECO 3997 Senior Seminar in Economics 3

MGT 2008, MKT 2017, MKT 4497: Not counted as liberal arts

Concentration in Finance

Note: Students can choose a department related double major. Those who choose this option are not permitted to minor in a department related subject. Students with one department related major are allowed one department related minor. Other students are permitted at most two, department related minors. Please see department chair or advisor for details regarding double counting.

MGT 1007 is waived for students who take computer science as a Minor.
Concentration in Finance Requirements

Completion of the 12 required courses for the Marketing major and the completion of:

ECO 2015   Money and Banking   3
FIN 2002   Principles of Finance   3
FIN 3010   Corporation Finance   3
FIN 3015   Investment Analysis   3
FIN 3017   Global Finance   3

OR
FIN 3017   Global Finance   3

ECO 2015, FIN 2002, FIN 3010, FIN 3015, FIN 3017: Not counted as liberal arts

Senior Seminar

The seminar is offered only during the fall semester. Students undertake research on a topic approved by the instructor and use marketing tools and techniques to reach conclusions. The results of the research project are presented in a senior thesis and discussed in seminar format. A grade of C- is the minimum standard for successful senior evaluation. Only students who take the Senior Seminar will be considered for department honors at graduation.

Marketing Minor

Marketing Minor Requirements

All marketing minors are required to take the following two courses:

MGT 1001   Fundamentals of Management   3
MKT 1003   Introduction to Marketing   3

MGT 1001, MKT 1003: Not counted as liberal arts

All marketing minors must complete three electives from the following courses:

MKT 2006   International Marketing   3
MKT 2016   Integrated Marketing Communications   3
MKT 2017   Internet Marketing   3
MKT 2024   Consumer Behavior   3
MKT 2025   Market Research   3
CAM 2021   Public Relations and American Culture   3
CAM 2022   Advertising & American Popular Culture   3

MKT 2006, MKT 2016, MKT 2017, MKT 2024, MKT 2025: Not counted as liberal arts

Marketing Internship

ACC 1002, ECO 1001, ECO 1002, MGT 1001, MGT 1007, MKT 1003, plus one more 2000 level marketing course 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 internship in fulfilling a degree.

Marketing Independent Study

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

Education

Introduction

Are you considering teaching as a career? Our teacher education programs prepare you to teach in early childhood settings, elementary classrooms, and middle school and high school classrooms for English, Social Studies, Mathematics, Biology, Chemistry, Physics, and Foreign Languages (French, Spanish, Italian and Latin). There are also programs for all grades in Music Education, and Art Education. We also offer BA/MAT, BFA/MAT, BMUS/MAT, BS/MAT, and BA/MPS program that allows qualified undergraduates to earn dual degrees depending upon the program within five-five and half years (including summer). Qualified undergraduates are permitted to take 5 graduate credits by the end of their senior year. In addition we offer a SuperStart (SUPST) option for students interested in completing an MAT in Physical Education and Sports Pedagogy.

Degree

Bachelor of Arts, Bachelor of Fine Arts, or Bachelor of Music. Students can also complete the BA/MAT, BFA/MAT, BMUS/MAT, BS/MAT, and BA/MPS Dual Degree Honors Programs.

Program Administrator

JoAnne Ferrara, Associate Dean of Undergraduate Advising, (914) 323-5180, JoAnne.Ferrara@mville.edu
Faculty and Staff

Dean
Shelley Wepner

Full-Time Faculty
Vance Austin
Ellis Barowsky
Rhonda Clements
Katherine Cunningham
Dennis DeBay
Victoria Fantozzi
JoAnne Ferrara
Diane Gomez
Frederick Heckendorn
Nikki Josephs
Courtney Kelly
Laurence Krute
Barbara Allen-Lyall
Micheline Malow
Sherie McClam
Kristin Rainville
Patricia Vardin

Faculty Emerita
Joan Weinreich

Overview
As a prospective teacher at Manhattanville you must complete the required courses with satisfactory grades, demonstrate ability with specific knowledge and skills and demonstrate the ability to combine these to teach others. Candidates must also demonstrate appropriate professional dispositions. Admission to the School of Education is not automatically granted with acceptance to the College. Typically, students submit an application during the sophomore semester in which they are taking EDU 2000 (Fundamentals of Schools and Teaching) or EDU 3017 (Foundations of Early Childhood Education). 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 can begin as soon as possible.

Degree Requirements

Education Major Requirements
Manhattanville requires that undergraduate students declare both a Liberal Arts major and a second major in Education as part of the study plan. Education students pursuing a Bachelor of Fine Arts (BFA) choose Art Education as a Minor; they do not need a second major. Education students pursuing a BMus in Music Education do not require either.

New York State Liberal Arts Requirements
According to Regents Rule 3.47(c), undergraduate degrees are distinguished by the minimum number of liberal arts credits required for each degree. Education courses are among the courses offered at Manhattanville that do not count towards Liberal Arts. Exception: EDU 3003 - American Sign Language-I and EDU 3004 - American Sign Language-II do count for Liberal Arts credit.

Education 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.

**Education 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 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.

**Education: 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 (p. 75) listed in the table
- 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 1, BIO 2, BIO 3007 Human Anatomy and Physiology, DTH 3645 Anatomy and Kinesiology

**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 PSY 2001 or PSY 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.

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 PSY 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.

English

Introduction
In small, participatory classes, English majors develop the ability to analyze and interpret literary works and film in context. Creative writers hone their craft in workshop courses and contribute to the campus literary magazine, Graffiti; the newspaper, Touchstone; and the department’s annual Writing Awards.

Degree
Bachelor of Arts. Students concentrate in Literature, Creative and Professional Writing, or Film Studies (35-40cr.). Students may also apply in their junior year for the 5-year BA/MFA Program in Creative Writing.

Optional Minors
Students may minor in English with a Concentration in Literature, Creative and Professional Writing, or Film Studies (17-20 cr.).

Career Ideas
Advertising Executive, Attorney, Book Editor, Broadcast News Analyst, Copy Writer, Digital Media Specialist, Professor, Film Producer, Fund Raiser, Legal Assistant, Librarian, Lobbyist, Newspaper Editor, Novelist, Poet, Public Relations Specialist, Journalist, Screenwriter, Speech Writer, Teacher, Television Producer

Program Administrators
Nada Halloway, Program Chair, (914) 323-5107, Nada.Halloway@mville.edu

Faculty and Staff

Full-Time Faculty
Jeff Bens
Caralyn Bialo
Meghan Freeman
Overview

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.

English courses explore literary themes and genres from a variety of viewpoints, equipping students with an understanding of historical and cultural trends, developing students’ proficiency in the analytical reading of and critical writing about literature, and fostering students’ expertise in verbal expression, logical argumentation, and close analysis of language. Training in clear, effective writing is fundamental to all three Concentrations within the department, which are offered as both majors and minors:

- Literature
- Film Studies
- Creative and Professional Writing

In the Literature and Film Studies Concentrations, a progressive sequence of courses develops students’ fundamental skills in writing and critical analysis, including approaching literary and cinematic texts in social and historical contexts and in light of theory and criticism; a senior research thesis caps these two Concentrations. (Double majors in English and secondary education complete a slightly adapted version of the Literature Concentration.)

Creative writers hone their craft in a sequence of workshop courses, complemented by literature courses; a senior writing portfolio caps this Concentration. (An accelerated BA/MFA with Concentration in Creative and Professional Writing is also offered; see the Dual Degrees section (p. 198) of the catalog for details.)

General Requirements and Opportunities

Minimum grade for major or minor requirements: Only courses in which the student receives a grade of “C” or better may be used to satisfy major or minor requirements.

Early literature requirement: Each English Literature major must complete two courses in literature written before 1800. For the Creative Writing and Film concentrations, the requirement is one course in literature before 1800.

Non-western/post colonial literature requirement: Each English major must complete one course in non-western or postcolonial literature or film.

Students may opt to major in one concentration and minor in another as long as no courses are double-counted.

Credit towards the major or minor for courses taken outside the department and for on-line classes is determined by the department chair. The Department generally accepts no more than two outside courses. Students who have received a grade of B or better in Composition and Literature 102 at a Community College and students who have passed the Advanced Placement English Literature Exam with a score of 5 are exempt from one 1000-level literature class.

ENC (English composition) courses are not accepted towards any English major or minor.

Independent studies (ENG 4495 and ENW 4495) are permitted only with full-time members of the department.

Internships related to the major (ENG 4497 and ENW 4497) must be supervised by a full-time member of the department and should be arranged through the Center for Career Development Office.

On-campus publications that welcome submissions from and involvement of students include the campus newspaper, Touchstone, and the undergraduate literary
magazine, Graffiti. Internships are also available with The Manhattanville Review, Manhattanville’s national journal of fiction and poetry.

**English Department Writing Awards:** Each spring, the English Department invites all undergraduates to submit pieces of critical and creative writing for consideration for 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.

Honors in the English major is granted to students with exceptional (A level) performance throughout their course of study in English.

**English with Literature Concentration, Bachelor of Arts**

**Literature Concentration**
The English Major with a Concentration in Literature requires the following courses:
- Two ENG 1000-level Introduction to Literature courses
- Three ENG 2000-level Literature courses
- Two ENG 3000-level Literature seminars
- ENG 3083: Literary Theory & Criticism (Prerequisite: one 1000-level ENG course and one 2000-level ENG course) or
- ENF 3075: Film Theory (Prerequisite: ENG 2083, ENG 1013 or ENF 1001), in the junior year
- Two electives at the 2000 or 3000 level, one of which may be ENW (Creative Writing) and/or ENF (Film) courses
- Senior Thesis Research (3 credit)

**Students double majoring in English and Secondary Education** who plan to teach at the middle school or high school level should make sure that their selection of courses meets the following additional distribution requirements: at least one course in American literature, one course in film studies, one course in creative and professional writing, and one course in women’s writing. These students should also see School of Education catalog for additional EDU and ENE course requirements.

**The English Minor with a Concentration in Literature requires the following courses (17-19 cr.):**
- Two ENG 1000-level Introduction to Literature courses
- One ENG 2000-level Literature course
- Two ENG Electives in Literature at the 2000 level or above.
- Creative/Professional Writing (ENW) and/or Film (ENF) courses at any level may also be used.

**Prerequisites for ENG 3000-level courses:** Students must have taken one previous ENG 1000-level course and one previous ENG 2000-level course; for ENG 3998 (Senior Thesis Literature), students must have taken one previous 3000-level course in addition to ENG 3083 (Literary Theory) or ENF 3075 (Film Theory) or by permission of the department; for ENF 3075 (Film Theory), students must have previously taken ENF 1001 (Introduction to Film Studies); for ENF 3998 (Senior Thesis in Film), students must have previously taken ENF 3075 or by permission of the department.

**English with Film Studies Concentration, Bachelor of Arts**

**Film Studies Concentration**
The English Major with Concentration in Film Studies requires the following courses:
- One ENG 1000-level Introduction to Literature course
- Two ENG 2000-level courses in Literature
- One additional ENG Literature elective at the 2000- or 3000-level
- ENF 1001: formerly ENG 2083
- ENF 3075: Note that ENF 1001 is a prerequisite for this course.
*The following courses may be used as electives in film:
- ENF 2080: American Film 4
- ENF 2076
- ENF 2088: History of Cinema I: The Beginnings to WW II 4
- ENF 2089: History of Cinema II: WW II to Present 4
- ENG 3026: Shakespeare on Film 4
- ENF 3173: Queer Film & Media Studies 4
- ENF 4010: Major Film Directors 4
- ENF 4020: Topics in Film Genre 4
- ENF 4030: Global National Transnational Film & Media Studies 4
- ENW 2040: Writing for the Media 3
- ENW 4003: Screenwriting Workshop I 3
- ENW 1013: Approaches to Creative Writing 3
- ENW 4004: Screenwriting Workshop II 3

ENF 2088, ENF 2089: if not taken as a required course

One elective may, with approval, be a film course from outside the department. Note that a qualifying ENG course may not be counted for both a film and a literature requirement.

Early literature requirement: At least one of the courses for this Concentration must cover literature written before 1800.

Non-western/post-colonial literature requirement: At least one course must cover non-western/post-colonial literature or film.

**English Minor with Concentration in Film Studies**

**English Minor with Concentration in Film Studies Requirements**

The English Minor with Concentration in Film Studies requires the following courses:

- ENF 1001: Introduction to Film Studies 4
- ENF 2088: History of Cinema I: The Beginnings to WW II OR 4
- ENF 2089: History of Cinema II: WW II to Present 4
- ENF 3075: Film Theory 4

Two electives from ENF and/or film and media-related electives (see above) from ENG and/or ENW. One course, with approval, may be a film-related course from outside the department.

**English with Creative and Professional Writing Concentration, Bachelor of Arts**

**Creative and Professional Writing Concentration**

The English Major with Concentration in Creative and Professional Writing requires the following courses:

Two 1000-level ENG courses in Literature
Two ENG 2000-level courses in Literature
One 3000-level ENG or ENF course in Literature or Film Studies

ENW 1013: Approaches to Creative Writing 3
ENW 2016: Narrative Studies 3
Three electives in Creative/Professional Writing

ENW 3998: Senior Writing Portfolio 3

The following courses may be used as electives in creative/professional writing.

Note that 4000-level courses are repeatable for credit.

ENW 4020: Fiction Workshop 3
ENW 4030: Advanced Fiction Workshop 3
ENW 4011: Journalism I 3
ENW 4012: Journalism II 3
ENW 4009: Poetry Workshop 3
ENW 4003: Screenwriting Workshop I 3
ENW 4004: Screenwriting Workshop II 3
ENW 2040: Writing for the Media 3

Early literature requirement: At least one of the courses for this Concentration must cover literature written before 1800.

Non-western/post-colonial literature requirement: At least one course must cover non-western/post-colonial literature or film.

**English Minor with Concentration in Creative**

**English Minor with Concentration in Creative Requirements**

The English Minor with Concentration in Creative and
Professional Writing requires the following courses (total 20 credits):

- Two 1000-level ENG courses in Literature
- One 2000-level course on literary traditions

ENW 1013 Approaches to Creative Writing 3
One Elective in Creative/Professional Writing

See list of electives in Creative/Professional Writing under the requirements for the Creative/Professional Writing major.

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 a new Environmental Studies Classroom that is situated within an environmental research park on the campus. This sustainable classroom is associated with a Living Machine that filters water from the nearby Holladay stream that runs through the campus. 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 laboratory and greenhouse located within the biology department, for studies of aquatic toxicology and various other controlled laboratory experiments.

Faculty and Professional Interests

Nancy E. Todd (Chair of Environmental Studies) Ecology and evolution, anatomy, forensic biology, environmental studies

Wendy McFarlane Comparative and environmental physiology, developmental biology, marine biology/ecology

Adjunct Faculty

Sunera Rahman Global environmental science and ecology

Environmental Studies, Bachelor of Arts

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

- Prospective Environmental Studies Majors interested in enrolling in Principles of Biology I or II also need to complete the Biology Placement Exam, which is an online exam located on Blackboard at http://blackboard9.mville.edu.

Upper Level Requirements:

One Introductory Environmental Science course

Choose from the following 3 courses:

- BIO 1016 Endangered Earth: Understanding Environmental Pollution 3
- BIO 2016 Global Environmentalism OR
- BIO 2007 Current Environmental Problems 3

One Environmentally-relevant course* from another department (3 credits).

Must be outside of student’s major area of study and the Natural Sciences. (*course may have prerequisites)
Examples include:

- Environmental chemistry
- Environmental geography
- Environmental sociology

Other classes may also be appropriate, see the Environmental Studies Chairperson for assistance.

The Ecology Sequence (2 courses)

BIO 2010 Foundations of Ecology 3
OR
BIO 2025 Special Topics: Aquatic Ecology 3
BIO 3056 Environmental Ecology 4

Four additional biology electives, three of which need to be laboratory courses

BIO 3059 Marine Biology 4
BIO 3013 Microbiology 4
BIO 3007 Human Anatomy & Physiology I 4
BIO 3032 Parasitology 4
BIO 3047 Vertebrate Biology 4
BIO 3055 Plant Biology 4
BIO 2019 Nutrition in Health and Disease 3
BIO 2025 Special Topics: Aquatic Ecology 3
BIO 3018 Invertebrate Zoology 4
BIO 3005 Developmental Biology 4

Other electives may fulfill this requirement, but must be approved by the Program Director or Departmental Chair. All elective major courses must be completed with a minimum grade of C-.

Environmental Studies 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 2
BIO 3499 Senior Research 3
BIO 3998 Senior Evaluation 2

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

Environmental Studies Minor

This program will provide students with a working knowledge of, and sensitivity toward, current environmental problems, so that they may address environmental challenges from a multidisciplinary approach. This minor can be tailored to a variety of majors and concentrations including Political Science, Sociology, Economics, Education, and English Writing, in order to provide a unique and individualized course of study.

The Minor in Environmental Studies provides students with a solid foundation in basic environmental sciences, specifically biology, physiology, ecology, and sustainability. Additionally, students focus on the in-depth analyses of local and global environmental challenges, and the dynamic relationships which exist between humans and their world. The independent project is a key requirement of the capstone Environmental Ecology course. It is designed to integrate the skills and vision from the students’ major area of study within the examination of an important scientific issue in environmental studies.

Prerequisites

Principles of Biology I and II (4 credits each)

Requirements

One Bio/Environmental Science course (3 credits).

Choose from:

- BIO 1016 Endangered Earth: Understanding Environmental Pollution 3
- BIO 2016 Global Environmentalism 3
- BIO 2019 Nutrition in Health and Disease 3
- BIO 2025 Special Topics: Aquatic Ecology 3

One additional Science course with laboratory (4 credits)

Choose from:

- BIO 3005 Developmental Biology 4
- BIO 3007 Human Anatomy & Physiology I 4
- BIO 3013 Microbiology 4
- BIO 3018 Invertebrate Zoology 4
- BIO 3031 Aquatic Biology 4
- BIO 3047 Vertebrate Biology 4

One Capstone course (4 credits)

BIO 3055 Plant Biology 4

BIO 3055: includes laboratory and integrative project

One Environmentally-relevant course from another department (3 credits).

Must be outside of student’s major area of study and the Natural Sciences. (*course may have prerequisites)

Examples include:
- Environmental chemistry
- Environmental geography
- Environmental sociology

Other classes may also be appropriate, see the Environmental Studies Chairperson for assistance.

Statistics is strongly recommended for this program.

Health Science Minor

The Health Sciences minor is for students interested in fields other than medicine or dentistry, such as nursing or physical therapy. This minor provides a firm foundation in the sciences within the context of a Liberal Arts education.

Program Administrator

Darlene Gandolfi, Darlene.Gandolfi@mville.edu

Full-Time Faculty

Sangamithra Chintapalli
Darlene Gandolfi
Meghan Johnston
Wendy McFarlane
Christopher Pappas
Austin Purves
Nancy Todd
Anna Yeung-Cheung

History

Introduction

“History teaches everything, including the future” – Lamartine.

Historical awareness grows from the study of the past, a study based on the realization that the present world is a product of the past. If you have a fundamental curiosity as to how and why things got to be the way they are, then studying history is for you.

The History Department at Manhattanville provides a general framework through which all human life may be sharply understood. Our major program will also prepare you for careers in virtually all fields. Manhattanville’s History majors have gone on to graduate programs as well as careers in business, journalism, teaching, law, historic preservation, local government, archival research, museum work, librarianship, documentary film-making and non-profit management.

Degree

Bachelor of Arts. Students can choose to major or minor in History at Manhattanville. We also offer a Social Studies concentration within the History major for students whose career goal is to teach social studies and who are enrolled in the Five-Year B.A./Masters Plan through the School of Education.

Optional Minors

Students can minor in History

Notes: Additional courses directly related to a chosen profession may also be needed for admission to graduate programs. Students should be aware that some professional schools require grades higher than C- for admission.

For students interested in medicine or dentistry, please see the Pre-Medical/Pre-Dental Studies minor (p. 173) entry.
Career Ideas

Archivist, Foreign Service Officer, Government Service Executive, History Professor, Historic Site Administrator, Historian, Librarian, Lobbyist, Museum Curator, Newspaper Editor, Public Relations Specialist, Social Welfare Administrator, Sociologist, Writer/Author

Program Administrators

Gregory Swedberg, department chair, 914-323-5216, Gregory.Swedberg@mville.edu

Faculty and Staff

Department Chair

Gregory Swedberg – Latin American, the Caribbean, women and gender

Full-Time Faculty

Lawson Bowling, PhD. (Columbia) – United States 20th-century, sports history, Italy, economic history
David Gutman, Ph.D. (Binghamton) – Modern Middle East, Ottoman Empire, North Africa
Mohamed Mbodj, Ph.D. (Paris) – African and African American Studies, Islam
Colin Morris – Early America; intellectual, political, history of place
Irene Whelan – Britain, Ireland, modern Europe, nationalism

Overview

The History department offers courses from all geographical areas across the globe including Asia, Africa, Europe, the Middle East, Latin America, the Caribbean, and North America, and has faculty members with professional interests in those areas as well.

If you decide to major in History at Manhattanville College you deepen your social and cultural understanding and sharpen the analytical skills required for success in any future endeavor you choose. The faculty members in the department have published scholarly books, essays, articles, and reviews, have presented papers and served on discussion panels at prominent professional meetings and conferences, and are active members of national and regional professional organizations.

History, Bachelor of Arts

History Major Requirements

Ten courses (30 credits), including the following:
HIS 1034 World History I: Before 1500 3
HIS 1036 World History II: Since 1500 3

One course in each of any three of the following regional areas:

- Africa
- Asia and the Middle East
- Europe (includes Russia)
- Latin America and the Caribbean
- North America

Two upper-level seminars (3000-level).

Senior Colloquium
HIS 3160 Senior Colloquium 3
(guides seniors through completion of a senior evaluation research project or thesis, to be supervised by a member of the department; Fall semester, 3 credits). NOTE: In special circumstances, HIS 3998 Senior Evaluation (3 cr.) may be taken as an alternate equivalent on permission of the department.

A maximum of one independent study project (3 credits) and one internship project (3 credits) may be counted toward the major.

All courses must be taken for a letter grade and must receive a grade of C- or better.

Transfer or Advanced Placement credits counting toward the major are limited to two courses (or 6 credits).

History Major Honors Sequence

The History Major Honors Track includes an additional required course, History and Historians (3 cr.) [offered in alternate Spring semesters], and requires the completion of the Senior Honors Thesis during the Senior Colloquium for a total of 33 required major credits. The Senior Colloquium and the required thesis complete the Senior Evaluation major requirement. Honors History majors must complete the Honors Track sequence for eligibility
for Departmental Honors at graduation. 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 Honors Thesis.

**History Major 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.

**Social Studies Concentration Requirements**

A total of 17 required courses:

- 10 courses in History including:
  - HIS 1011 Development of America I 3
  - HIS 1012 Development of America II 3
  - HIS xxxx Europe
  - HIS xxxx Africa
  - HIS xxxx Asia and the Middle East
  - HIS xxxx Latin America and the Caribbean
  - HIS 3160 Senior Colloquium 3

- HIS 3160: or HIS 3998 Senior Evaluation as equivalent on department chair’s permission

- Three additional History elective courses of which two must be seminars (3000 level).

- Two additional courses to count toward the History major:
  - ANTH 1050 Cultural Anthropology 3
  - POS 1031 Intro to American Government 3

- An additional 5 co-requisites in the Social Sciences:
  - INS 2050 Environmental Geography 3
  - ECO 1002 Principles of Macroeconomics 3
  - ECO 1001 Principles of Microeconomics 3

- Choice: 1 of 2
  - SOC 3085
  - POS 3081 Public Policy of Science & Technology 3

- Choice: 1 of 3
  - POS 2011 Comparative Politics 3
  - POS 2003 Intro to Political Thought 3
  - POS 3012 Environmental Politics 3

**History Minor**

**History Minor Requirements**

- Five courses (15 credits). Specific requirements:
- One course from each of any two of the following regional areas:
  - Africa
  - Asia and the Middle East
  - Europe
  - Latin America and the Caribbean
  - North America

- One upper-level seminar course (3000-level)
- Courses must receive a grade of C- or better
- AP or Transfer credit is limited to one course (3 credits)

**Holocaust and Genocide Studies Minor**

An interdisciplinary faculty committee oversees a minor in Holocaust and Genocide Studies. Although the minor 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 nearby Holocaust Education Center, which brings leading educators, scholars, and writers to the area.

**Committee**

Peter Gardella (Chair), Lawson Bowling, James E. Jones, Baila Shargel, Norton Shargel, Irene Whelan

**Holocaust and Genocide Studies Minor Requirements**

A minor in Holocaust and Genocide Studies requires the completion of WREL/IDS 3037: The Holocaust and Culture, and four other courses. One related course may also be counted with permission of the Chair.
Holocaust and Genocide Studies 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 minor 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.

Optional Minors

Students can minor in International Studies

Career Ideas

Program Assistant/Manager at UN Agencies, Communications Specialist, Cultural Affairs Manager, Diplomat, FBI/CIA Agent, Foreign Service Officer, Government Worker, International Banker, International Financial Analyst, Nonprofit Manager, Political Risk Analyst, Intercultural Specialist in global businesses.

Program Chair

Gregory Swedberg, department chair, 914-323-5216, Gregory.Swedberg@mville.edu

Faculty

The INS Program has a director (Gabriele Wickert) and a Steering Committee.

Overview

Manhattanville’s International Studies Program is flexible: While you will build a basic knowledge of the political, economic and cultural aspects of global issues, you will also have room to select a concentration reflecting your own interests. You can focus on a particular area of the world, on global justice, on global economic and political issues, or even design your own course of study.

International Studies Program, Bachelor of Arts

International Studies Program Major Requirements

For most concentrations within the INS major, a total of thirteen courses is required, six of which form a core and seven of which are electives. Students are also required to have a minor in one of the modern foreign languages offered at the College, as detailed below. Students choosing the International Management concentrations must complete eight electives.

Core courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>INS 1008</td>
<td>Introduction to Global Studies</td>
<td>3</td>
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</table>

Degree

Bachelor of Arts. Students can choose to major or minor in International Studies.
Undergraduate Programs of Study (Majors, Minors and Requirements)

POS 1037  International Politics I  3
OR
POS 1038  International Politics II  3

INS 1010  Global Economy  3
HIS 1036  World History II: Since 1500  3
INS 2001  World Cultures Through Literature and Film  4
INS 3003  Senior Seminar Internat Studies  3

INS 1008: Fall & Spring
POS 1037, POS 1038: Fall & Spring
INS 1010: Spring
HIS 1036: Fall & Spring
INS 2001: Spring
INS 3003: Fall

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. At least six of the seven electives must be above the 1000 level (i.e., only one 1000 level course is allowed) Each of the concentrations has certain internal requirements and guidelines, as indicated below.

Concentrations:

(in most cases 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

This concentration requires a total of 8 electives, which include ECO 1001 and ECO 1002, and 6 other courses.

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.

Asian Studies

Particularly appropriate for students with a minor in Asian Studies, with either Japanese or Chinese language study.

At least two of the five courses chosen should be focused on the modern world.

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.

African Studies

Appropriate for students with a minor in any of the foreign languages, although French works particularly well, given its use in North Africa and Sub-Saharan Africa. At least two of the five courses chosen should be focused on the modern world.

European Studies

Appropriate for students with a minor in French, German, Spanish or Italian. At 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.

International Studies Courses

Core Courses

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<tr>
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<td>Global Economy</td>
<td>3</td>
</tr>
<tr>
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<td>International Politics I</td>
<td>3</td>
</tr>
<tr>
<td>OR POS 1038</td>
<td>International Politics II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 1036</td>
<td>World History II: Since 1500</td>
<td>3</td>
</tr>
<tr>
<td>INS 2001</td>
<td>World Cultures Through Literature and Film</td>
<td>4</td>
</tr>
<tr>
<td>INS 3003</td>
<td>Senior Seminar Internat Studies</td>
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Electives

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<tr>
<td>INS 2021</td>
<td>BALLOTS BULLETS &amp; BARRICADES</td>
<td>3</td>
</tr>
<tr>
<td>INS 2039</td>
<td>Contemporary South Asia</td>
<td>3</td>
</tr>
<tr>
<td>INS 2040</td>
<td>ARMED CONFLICTS</td>
<td>3</td>
</tr>
<tr>
<td>INS 2050</td>
<td>Environmental Geography</td>
<td>3</td>
</tr>
<tr>
<td>INS 2052</td>
<td>CONTEMPORARY WARS IN LITERATURE AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>INS 3056</td>
<td>Politics/Art of German Cinema</td>
<td>4</td>
</tr>
<tr>
<td>INS 3057</td>
<td>Culture &amp; Change in Southeast Asia</td>
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In addition to the CORE courses and those offered by the International Studies Program, International Studies ELECTIVES are offered by other departments and course descriptions can be found under the course listings of those departments. The INS Program compiles a list of approved electives for INS majors every semester.

International Studies Program Minor

International Studies Program Minor Requirements

Students interested in an International Studies minor will take six courses in all:

Four CORE courses:

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</tr>
<tr>
<td>OR POS 1038</td>
<td>International Politics II</td>
<td>3</td>
</tr>
</tbody>
</table>

INS 2001 World Cultures Through Literature and Film 4

INS 1008: Fall and Spring

INS 1010: Spring

POS 1037, POS 1038: Fall and Spring

INS 2001: Spring

AND

Two electives from any of the current INS concentrations. At least one of the two electives must be at the 3000-level.

It is highly recommended that students who minor in International Studies study a second language up through the first semester of Intermediate, i.e. 3 credits more than the required 6-credit second language requirement.

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 programs within the World Languages and Literatures Department. The language requirement also applies to students with double majors, one of which is International Studies.

Students who can demonstrate fluent or near-fluent proficiency in a modern foreign language (usually involving protracted residence in a country where that language is spoken, and a secondary-school level of proficiency in reading and writing the language) may petition to the International Studies director to be exempted from the minor requirement.

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 the student’s choice. International Studies majors are encouraged to consult the Study Abroad section in the College Catalog, as well as the Study Abroad Office, about
study abroad opportunities appropriate for their major and minor.

Double Major

Students in the International Studies Program may double major, which necessitates fulfilling the major requirements of both departments. Please work with Program Chair and Academic Advising as to double counting. As noted above, International Studies majors ordinarily must also fulfill the requirements for a foreign language as a minor.

Departmental Honors

Honors in International Studies are awarded to graduating seniors on the basis of the following:

- An average of B+ or better in all courses applied toward the major (including any transfer courses approved for the major),
- A- or better on the Senior Evaluation

International Management Certificate

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 International Management. Students must also complete an internship or equivalent employment with 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.

Irish Studies

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.

Ireland Study Abroad

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.

Faculty and Professional Interests

Irene Whelan (Director) – Religious and cultural history
Gillian Greenhill Hannum – Celtic art

Adjunct Faculty

Gale Justin – Early Celtic Ireland
Don Richards – Irish American immigrant history
Deborah Saleeby-Mulligan – political art in Ireland

Irish Studies Minor

Irish Studies Minor Requirements

Students opting to minor in Irish Studies must take a total of five courses, including:

- HIS 2090 MODERN IRELAND: 1601-PRESENT 3
- IRSH 2090 Modern Ireland Since 1601 3
- HIS 2045 Making of the British Isles OR 3
- IRSH 2045 The Making of the British Isle 3
- one seminar at the 3000 level
Library and Information Studies

The Library provides an extensive program of information literacy instruction that helps prepare students to be effective life-long learners in a rapidly changing technological environment. Students learn how to find, obtain, utilize and evaluate information ethically and effectively. This makes all Manhattanville College graduates critical consumers of information in all its forms.

Manhattanville students receive Information Literacy instruction both within the First-Year Program and in dedicated LIS courses. All librarians deliver classroom instruction, working directly with students to solve practical research problems. Students learn about the full spectrum of information resources and which to use for specific applications. Critical evaluation of information sources is among the most important skills that students gain. Information technology tools are integrated within Information Literacy instruction.

Departmental Liaisons

Lauren Ziarko — History, American Studies, Classics/Museum Studies, Sport Studies, Women’s Studies
Lynda Hanley — Education (Doctoral level)
Catherine Medeot — Art History, World Languages, Physics, Studio Art
Paula Moskowitz — Academic Writing, Political Science and Legal Studies, Psychology, World Religions, Education (undergraduate and Masters level), Graduate Business.
Elaine Provenzano — English, Dance and Theatre, World Languages and Literatures
Jeff Rosedale — First Year Program, International Studies, Library and Information Studies, Mathematics and Computer Science, Philosophy, Sociology & Anthropology
Mary-Elizabeth Schaub — Chemistry, Biology, Communication, Digital Media Production
Nancy Bobrek — Economics/Finance/Management, Accounting, Marketing, Music, Philosophy

Information and Research Skills

Starting Fall 2014, the Information Literacy curriculum competency was placed within First-Year Writing. Students who entered the College prior to Fall, 2014, must fulfill a one-credit Information Literacy graduation requirement by taking an LIS designated course. A grade of C- or higher is needed to fulfill this requirement.

Mathematics and Computer Science

Mathematics (Mathematics and Computer Science)

Introduction

With a range of course offerings, running from introductory courses like Precalculus and Math for Liberal Arts Students to advanced electives in Mathematics, the Mathematics Department delivers a strong undergraduate program.

Our mission is to prepare students for graduate study in Mathematics, to teach Mathematics in primary and secondary school, and to provide a foundation for study in such related fields as chemistry, physics, and computer science. The Department also gives students the necessary background to enter certain areas of business and industry. We work to acquaint students with Mathematics, an essential aspect of a liberal arts education.

Degree

Bachelor of Arts

Optional Minors

Students can also choose to minor in Mathematics.

Career Ideas

Program Administrators
Department Chair: Phyllis Lefton

Faculty and Staff
Program Chair
Phyllis Lefton

Full-Time Faculty
Mirela Djordjevic
Paul Ellis
A. Mia Heissan
Yevgeniy Kostrov
Phyllis Lefton
Jonathan Munson
Edward Schwartz

Faculty Emeriti
Gerard Kiernan
Arnold Koltun

Adjunct Faculty
Geraldine Ambrosio
Yilin Cao
Alex Igbinadolor
Alex Lepes
Joseph Perlman
George Psihountas
Craig Tunks

Overview
Mathematics majors develop a solid understanding of the principles of Mathematics, which provides the foundation for graduate studies or for employment in a Mathematics related field.

The Department prepares students to continue their education in graduate study, to fulfill the Mathematics requirement, to provide the foundation for study in such related fields as chemistry, physics, and computer science, to give students the necessary background to enter certain areas of business and industry, and acquaints students with Mathematics, an essential aspect of a liberal arts education.

The Department fields a team each year that has been extremely successful in the William Lowell Putnam Mathematical Competition.

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 teach mathematics at the primary and secondary level, to fulfill the mathematics requirement and to provide the foundation for study in such related fields as chemistry, physics and computer science, 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, an average of C (calculated as the College calculates G.P.A.) must be maintained over all courses required for a major or a minor.

Mathematics, Bachelor of Arts

Mathematics Major Requirements

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1032</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2021</td>
<td>Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2030</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2023</td>
<td>Fundamental Concepts of Math</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3031</td>
<td>Advanced Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MAC 2010</td>
<td>Computer Programming II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3034</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
</tbody>
</table>

Two 3000-level electives from the department offerings
The Senior Evaluation

Mathematics Senior Evaluation

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

Mathematics Minor

Mathematics Minor Requirements

Two courses approved by the department beyond the level of Calculus II constitutes a minor in mathematics. Any questions should be referred to a member of the department.

Computer Science (Mathematics and Computer Science)

Introduction

Have you always known that you have a special gift with computers?

A Computer Science degree will give you 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 course offerings also allows ample opportunity for non-majors to increase their computer skills.

Degree

Bachelor of Arts

Optional Minors

Students can also choose to minor in Computer Science

Career Ideas

Computer Aided Design (CAD) Technician, Computer & Information Scientist, Computer Applications Engineer, Computer Programmer, Computer Security Specialist, Computer Systems Analyst, Database Administrator, IT Administrator, Logistician, Materials Inspector, Radiation Protection Engineer, Technological Espionage Intelligence Agent

Program Administrators

Department Chair
Phyllis Lefton

Faculty and Staff

Program Chair
Edward Schwartz

Full-Time Faculty

Mirela Djordjevic
Paul Ellis
A. Mia Heissan
Phyllis Lefton
Jonathan Munson
Edward Schwartz

Faculty Emeriti

Gerard Kiernan
Arnold Koltun

Adjunct Faculty

A. Igbinadolor
C. Tunks

Overview

The Computer Science major is designed to give a student in this program a solid background in applied and theoretical Computer Science. Computer Science majors study program design and programming starting with Java. A student will study advanced programming, data structures used in programming, sequential and random access files, database design, programming languages, computer architecture and low level programming, and various advanced topics in Computer Science.

Computer Science, Bachelor of Arts

Computer Science Major Requirements

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.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MATH 1031</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1032</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAC 2085</td>
<td>Discrete Structures</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2075</td>
<td>Probability</td>
<td>3</td>
</tr>
<tr>
<td>MAC 1010</td>
<td>Computer Programming I</td>
<td>4</td>
</tr>
<tr>
<td>MAC 2010</td>
<td>Computer Programming II</td>
<td>4</td>
</tr>
<tr>
<td>MAC 2045</td>
<td>Computer Systems Architecture and Programs</td>
<td>3</td>
</tr>
<tr>
<td>MAC 2035</td>
<td>Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>MAC 2015</td>
<td>Computer Programming I</td>
<td>4</td>
</tr>
<tr>
<td>MAC 2017</td>
<td>Database Design &amp; Construction</td>
<td>3</td>
</tr>
<tr>
<td>MAC 2015</td>
<td>Programming &amp; Graphics in Visual Basic</td>
<td>4</td>
</tr>
<tr>
<td>MAC 2035</td>
<td>Programming &amp; Graphics in Visual Basic</td>
<td>4</td>
</tr>
<tr>
<td>MAC 1075</td>
<td>Computers and Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>Two 3000-level electives from the department offerings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Senior Evaluation.</td>
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</tbody>
</table>

**Computer Science Minor**

**Computer Science Minor Requirements**

The student must complete four required courses and one advance course.

**Requirements**

Two introductory courses from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAC 1003</td>
<td>Make Movies &amp; Games in Alice</td>
<td>3</td>
</tr>
<tr>
<td>MAC 1005</td>
<td>Programming Worlds - Animation and Games</td>
<td>4</td>
</tr>
<tr>
<td>MAC 1000</td>
<td>Programming &amp; Graphics in Visual Basic</td>
<td>4</td>
</tr>
<tr>
<td>MAC 1075</td>
<td>Computers and Information Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

The two courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAC 1010</td>
<td>Computer Programming I</td>
<td>4</td>
</tr>
<tr>
<td>MAC 2010</td>
<td>Computer Programming II</td>
<td>4</td>
</tr>
</tbody>
</table>

and one of the following:

**Advanced Courses (partial list):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAC 2017</td>
<td>Data Structures and Algorithms Software Tools</td>
<td>3</td>
</tr>
<tr>
<td>MAC 2015</td>
<td>Database Design &amp; Construction</td>
<td>3</td>
</tr>
<tr>
<td>MAC 2035</td>
<td>Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>MAC 2045</td>
<td>Computer Systems Architecture and Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

For students with a background equivalent to a required course, an advanced course may be substituted with the approval of the Department.

Upon completing the program, a student will be proficient in programming in 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

**Computer Science Internships**

On completion of minor requirements, applications may be submitted for internship positions in local businesses and corporations through the Center for Career Development.

**Museum Studies**

**Introduction**

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.

**Degree**

Students can choose to minor in Museum Studies at Manhattanville

**Optional Minors**

Museum Studies is a minor only
Program Administrators
Deborah Saleeby-Mulligan, Assistant Professor and Program Director, (914) 323-7249, Deborah.Saleebymulligan@mville.edu

Faculty and Staff

Full-Time Faculty
Megan Cifarelli, Professor, Megan.Cifarelli@mville.edu
Deborah Saleeby-Mulligan, Assistant Professor and Program Director, (914) 323-7249, Deborah.Saleebymulligan@mville.edu

Affiliated Faculty
Gillian Greenhill Hannum
Megan Freeman
Colin Morris
Lisa Rafanelli
Nancy Todd
Patricia Vardin
Randy Williams

Overview

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.

Museum Studies Minor

Museum Studies Program and Minor Requirements

Students must take a total of six courses, including four required courses, one elective and one semester of internship:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSTUD 1001</td>
<td>Introduction to Museum Studies</td>
<td>3</td>
</tr>
<tr>
<td>MSTUD 2001</td>
<td>Introduction to Museum Education</td>
<td>3</td>
</tr>
<tr>
<td>MSTUD 2002</td>
<td>Introduction to Non-Profit</td>
<td>3</td>
</tr>
<tr>
<td>MSTUD 3001</td>
<td>Museum Studies Seminar</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>One Semester Museum Internship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

Music

Music Degree
Bachelor of Arts in Music
Bachelor of Arts in Music Business
Bachelor of Arts in Music Technology
Bachelor of Fine Arts in Musical Theatre
Bachelor of Music in Music Education

Introduction

Our music program offers many exciting opportunities for music majors and liberal arts students.

Students at Manhattanville create and explore music in a wide range of settings and styles. Students develop professionally valuable skills, and they learn about music in great detail. To meet these challenges, students are guided by our supportive and engaged faculty at every step. The Music Department offers a wide range of courses which are available to all students at the college, including courses in Music Performance, Music Business, Music Education, Music History, Music Technology, Musical Theatre, Music Theory and Musicianship, jazz, and composition. Performance opportunities, open to all enrolled students, include orchestra, chorus, wind ensemble, large and small jazz ensembles, chamber chorus, chamber pop chorus, electronic music ensemble, chamber music, and a percussion ensemble. Repertoire for these ensembles runs the gamut from Handel’s Messiah to Herbie Hancock’s Chameleon, often with performances on and off campus such as the recent choral tours to Italy and Ireland.

Degree

We offer five undergraduate degrees in music, and one combined (undergraduate and graduate) degree in music: Bachelor of Arts Degree in Music, Bachelor of Arts Degree
in Music Business, Bachelor of Arts Degree in Music Technology, Bachelor of Fine Arts in Musical Theatre, Bachelor of Music Degree in Music Education, and a combined and accelerated Bachelor of Music in music education and a Master of Arts in Teaching degree (with the School of Education).

**Optional Minor**

A minor in Music is also offered.

**Career Ideas**

Musician, Music Teacher, Music Business Executive, Actor/Actress, Composer, Artists and Repertoire Agent, Entertainment Lawyer, Disc Jockey, Librarian, Music Arranger/orchestrator, Music Director, Sound Engineer, Audio Production Specialist, Technical Director/Manager, Theatre & Media Director, Video Engineer

**Program Administrators**

Jerry Kerlin, Program Chair, (914) 323-5256, Jerry.Kerlin@mville.edu

**Faculty and Staff**

**Program Chair**

Jerry Kerlin

**Full-Time Faculty**

Mark Cherry
Carmelo Comberiati
Olivier Fluchaire
Jerry Kerlin
Geoffrey Kidde
Harvey Rachlin

**Faculty Emeriti**

Francis Brancalone
MaryAnn Joyce-Walter
Anthony LaMagra

**Adjunct Faculty**

Jay Azzolina
Michael Bartoli

Carl Bettendorf
Charles Blenzig
Diana Canova
Ronald Cappon
Lyndon Christie
John Cuk
Bruce Eidem
Faith Esham
Karen Froehlich
Thomas Freas
Jeremy Goldsmith
Diane Guernsey
Flora Kuan
Kristen Leitorteran
C. Victor Lioni
James Lorusso
Kristen Mather
Beverly Meyer
Terrance Reynolds
Jane E. Seaman
Stefani Starin
Andrew Swift
Jeongeun Yom

**Staff**

Kathryn DiBernardo, Music Department Coordinator

**Faculty and Professional Interests**

Mark Cherry — Musical theatre, cabaret, vocal ensemble
Carmelo Comberiati — Music history, analysis, ethnomusicology
Olivier Fluchaire — Music theory, music history, string rudiments, violin, ensemble
Jerry Kerlin — Music education, music theory, ear training, world musics
Geoffrey Kidde — Music technology, music theory, composition, ear training
Harvey Rachlin — Music business

**Adjunct Faculty**

Jay Azzolina — Jazz studies, guitar, ensemble
Michael Bartoli — Musical Theatre
Carl Bettendorf — Violin, instrumental conducting, orchestra
Music Department Learning Objectives

Student Learning Objectives in the Music Department

The music faculty revised our program Student Learning Objectives during the 2013-2014 academic year as part of the process of modernizing and streamlining our curriculum. This curricular development also saw changes in our actual degrees and the requirements leading to successful completion of each of the music degrees.

Objective I: Develop Skills Essential to Professional Situations

- Participate in individual and group music performance leading to public performance on and off campus.
- Investigate the variety of career opportunities available to those with music training.
- Analyze socio-economic and political factors influencing the global music industry.
- Explore cutting-edge pedagogies, actively observe, and student-teach for music education.
- Investigate deeper knowledge base in specialized fields to develop tools for building advanced level of understanding.

Objective II: Develop Skills for Aural Identification and Musical Analysis

- Examine pieces within specific historical and cultural contexts, and ask questions about the style and function for deeper understanding of performance and transmission of ideas.
- Read primary source texts and secondary works critically and question the assumptions of scholars.
- Integrate aural analysis with a variety of theoretical approaches.
- Integrate critical aural and analytical skills for the development of musical material into performance, improvisation, new musical arrangements, technologies, and original composition.

Objective III: Apply Critical Thinking to Music

- Locate and retrieve information from a variety of sources, both primary and secondary.
- Learn to evaluate information and its sources critically.
- Understand and articulate the legal, economic and ethical issues of the music industry.
- Consolidate knowledge in specialized fields of music and familiarity with repertoire, technical procedures, and chronology.
- Articulate and defend findings and opinions in logical, cogent prose and presentation.

Music Department Assessment

Courses in the Music Department rely on the same kinds of assessment as many other courses 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 undertakes assessment for Music Performance, and specific assessments for Senior capstone requirements 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.

**Music Performance**

Due to the nature of the discipline, the Music Department performs progressive and cumulative assessments related to musical performance. 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 juries, and finally as a part of the senior evaluation for students in our performance intensive programs. Students are required to present a Senior Recital for the B.A. in Music, the B.Mus. in Music Education, and the B.F.A. in Musical Theatre.

**Entrance Audition:** The Entrance Audition is carried out by full-time faculty. It is required for prospective students in the B.A. in Music, B.A. in Music Technology, B.Mus. in Music Education, and the B.F.A. 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 also required to audition.

Applicants for the B.A. in Music, the B.F.A. in Musical Theatre and the B.Mus. in Music Education are required to perform three selections which should generally be of diverse types and by different composers. Pianists, vocalists, and string players are asked to perform at least one work from memory. Applicants are evaluated by at least two faculty members on the following criteria: musical comprehension, technical ability and level of preparation. Applicants to the B.A. in music technology may perform a traditional auditions or submit digital application with audio files and one page written explanation.

**Applied Music Lessons Attendance and Availability:**

Students enrolled in Applied Music Courses are expected to attend all scheduled lessons and any master classclinics offered by the Music Department for your instrument. Also, all students taking lessons are required to play at a music jury at the end of the semester during finals week. Make your travel plans with that in mind. Missing the jury will result in a grade of “F” for the semester.

**Note:** Instructors are under no obligation to make up lessons missed by the student and should not be asked to schedule make-up lessons. However, any lesson missed due to the absence of the instructor should be made up at a time convenient to both the student and the instructor.

In the event that an unavoidable absence is necessary, the student is expected to notify the instructor in advance of the lesson time and to explain the absence. More than two unexcused absences per semester will lower the grade and may lead to dismissal from lessons.

Applied music instructors coordinate their teaching schedules with the Music Department Coordinator. Their availability for teaching cannot be guaranteed by the department.

**Concert Attendance Policy**

The Music Department considers attendance at events and concerts to be a vital part of all students’ musical training and an indication of commitment to the major. To remain in good standing, students must attend (in their entirety) a total of six approved on-campus concerts and recitals each semester.

Attendance is compulsory for all music majors at the following events each semester:

1. One Faculty Concert or designated event
2. Two large ensemble concerts, selected from: Chorus, Orchestra, Wind Ensemble or Community Jazz Ensemble
3. At least one Informal Student Recital
4. At least one additional concert or recital
5. One small ensemble or senior recital concert

Music majors are expected to make up any absence by attending other on-campus concerts or, with prior approval, off-campus concerts. Any questions regarding concert attendance may be directed to the Music Department Chair.

**Procedures for Senior Recitals**

Students presenting a vocal or instrumental recital for credit toward a degree program in the music major must register for applied music lessons and MUH 4494A/B (fall or spring) during the semester in which the recital is presented. The Recital Participation Form is available as a link on the Music Department web page and in the Music Department Office.

1. Deadlines for the submission of materials will follow guidelines presented in MUH 4494A/B; however the proposed program, signed by the applied music teacher, must be presented in class for departmental approval by October 1 (fall) or February 1 (spring).
2. After departmental approval, the concert program must be properly formatted for publication. This work is supervised as part of the Senior Recital course and must be forwarded to the Music Department Office no later than two weeks before the recital date, after which the Department prints the program book. Missing the deadline for submission could require the rescheduling of the recital to the following semester.
3. Students are encouraged to prepare professional quality Program Notes for their own recitals. The web links below are for resources and guidance for the preparation of the notes. The student is responsible for preparing and formatting camera-ready copy of the final materials. The due dates for completed program notes are October 15 (fall) and March 15 (spring)
4. Recitals should run for 60-70 minutes, and are scheduled back to back; half-recitals are 35-40 minutes. Be sure that all family and friends have directions to the hall, and that everyone is aware that there may be a recital directly afterwards.
5. Should you wish to have your recital recorded, you may contact the Music Department Office for contact information for approved recording engineers. It is your responsibility to negotiate payment directly with the engineer. Please allow sufficient time to secure services for the date. At least three weeks is suggested.
6. Your recital will be graded by Music Department faculty, whose notes will be available to you for review. The recital grade will stand as the jury portion of your applied music grade for the semester of the performance and you are not required to perform a jury during the semester that you give a recital.
7. Departmental accompanists are available for recitals required as part of a degree program. The College pays the accompanist $175.00 for a recital. The student’s responsibility is an additional $175.00 for his or her recital. The fee includes the recital and one dress rehearsal, and is due the day of the dress rehearsal. If a student performs an elective recital, it is the responsibility of the student to find and compensate an accompanist.
8. Rehearsal time and space with an accompanist will be made available during the semester of the recital, but use of Pius X Recital Hall must be scheduled in the Music Department Office.

**Resources:** You may find the guides for the format and style of notes helpful at the following web sites at The University of Puget Sound:

**Style Guide for Instrumental Recital Programs:**
http://www.pugetsound.edu/academics/departments-and-programs/undergraduate/music/for-current-students/recitals/instrumental-style-guide/

**Style Guide for Vocal Recital Programs:**
http://www.pugetsound.edu/academics/departments-and-programs/undergraduate/music/for-current-students/recitals/vocal-style-guide/

**Procedures for Vocal Coaching**

Manhattanville’s Music Department provides coaching accompanists for students taking voice class or voice lessons. In order to get the most out of your coaching, you should: have legible copies of your music for your coach (making sure that you have not cut off the bass line at the bottom of the page and that the piece is in the correct key for you); be warmed up and ready to sing; arrive on time;
try to familiarize yourself with the composers' dates and stylistic eras, but don't be afraid to ask questions during the session; try to come for at least three consecutive coaching sessions at least once per term. Obviously, the more often and consistently you attend coaching sessions, the better your progress and final results will be.

**PLEASE DO NOT ASSUME THAT THE ACCOMPANISTS WILL PLAY RECITALS OR JURIES FOR STUDENTS WITH WHOM THEY HAVEN'T WORKED PREVIOUSLY!**

Procedures for MUA 1003-1004: Voice Class I and II

Students in both sections of voice class are required to meet regularly with Jeongeun Yom as described in class materials. Coaching sessions can be scheduled directly with Ms. Yom.

**Coaching Procedures for Voice Lessons:**

Students are required to attend at least six coaching sessions per semester. Sign-up sheets are posted weekly with 15-minute time slots. Time slots are limited, so if you are ill or cannot attend for any other reason, you must take your name off the list (preferably in advance) or call the Music Office (ext. 5260) so that the slot may be made available to another student.

Please check with the Music Office as to who are the coaches for voice students for the applied music lesson. If you can't come to ANY regularly scheduled coaching sessions, let the coaches know and other times for sessions will be scheduled.

**Other Vocal Coaching:**

During the semester, there are informal recitals, competitions, and juries. You must notify staff accompanists at least TWO WEEKS prior to the event of your intention to perform, and you must have had coaching sessions on the song(s) in advance.

Accompanist fee for competitions (such as the Arlene Kaplan) is **$100 to be paid on the day of the competition**. This fee includes one rehearsal. The student portion of the accompanist fee for Senior Recitals is **$175.00**. The fee includes one dress rehearsal and is due the day of the dress rehearsal.

If you are performing a Junior or Senior Recital, please confirm your accompanist as early as possible, and communicate to that accompanist when you get your concert date and program set.

**Undergraduate Performance Requirements**

**Candidates for the B.A. in Music, the B.F.A. in Musical Theatre, or the B.Mus. in Music Education:**

**Freshman and Sophomore years:**

At least one solo or ensemble appearance each semester on an approved public recital or concert.

**Junior year:**

- At least one solo appearance each semester on an approved public recital or concert.
- At least one ensemble appearance each semester on an approved public recital or concert.

**Senior year:**

**Candidates for B.A. in Music**

- Perform a full-length juried solo recital on the major performing vehicle (usually spring semester).
- Make at least one ensemble appearance each semester on an approved public recital or concert.

**B.F.A. in Musical Theatre**

- Perform a full-length juried recital (usually during spring semester).
- Make at least one ensemble appearance each semester on an approved public recital or concert.

**Candidates for B.Mus. in Music Education**

- Perform a half- or full-length juried solo recital on the major performing vehicle (usually fall semester).
- Make at least one ensemble appearance each semester on an approved public recital or concert.

Juried recitals require the written approval of both the student's applied music instructor and the Music Department Chair (see Recital Participation Permission Form on line).
Candidates for the B.A. in Music Business and for the B.A. in Music Technology:

Students are encouraged to develop performance skills on at least one instrument or voice. The Department recommends that all music majors enroll regularly for applied music lessons and take part in public recitals and concerts.

Jury Examinations:

- Applied music jury examinations will be held each semester during exam week.
- All students enrolled in applied music lessons are required to take a jury examination on each instrument or in voice or composition at the end of the semesters during which the study took place.
- Students are expected to prepare three works and/or the equivalent for the exam.
- Students can be excused from a jury examination only for medical or special circumstances and with the approval of the Dean of Studies and Music Department Chair.
- The Jury grade counts for 50% of the term's final Applied Music grade. Failure to appear at the jury will therefore result in a failing grade.
- Written Jury evaluations are kept on file in the Music Department office and students may read their evaluation forms.

Music Program Capstone Assessments

All music students undertake program-specific components in their senior year. The nature of these undertakings emphasizes personal responsibility and independent professional development.

Required Courses

**B.A. in Music**
- MUH 3997 Music Senior Seminar 2
- MUH 3998 Music Senior Project 2

\textit{MUH 3998: includes Recital}

**B.A. in Music Business**
- MUB 3997 Internship Project Seminar 2
- MUH 3998 Music Senior Project 2

\textit{MUH 3998: includes Presentation}

**B.A. in Music Technology**
- MUAT 3032 Advanced Topics in Music Technology 3
- MUH 3998 Music Senior Project 2

\textit{MUH 3998: includes Presentation}

**B.F.A. in Musical Theatre**
- MUA 3996 Musical Theatre Performance Seminar 2
- MUH 3998 Music Senior Project 2
- MUA 3997 Musical Theatre Performance Seminar 2

\textit{MUH 3998: includes Recital}

**B. Mus. in Music Education**
- MUE 3051  
- MUH 3998 Music Senior Project 2
- MUA 4493  
- EDU 3387 Student Teaching & Seminar: Music Education 12

\textit{MUH 3998: Combined B.Mus./M.A.T.}/\textit{includes Recital}

MUA 4493, EDU 3387: B. Mus. alone

*Seminars (MUH 3997, MUB 3997, MUAT 3032, MUA 3996, MUE 3051) may be substituted by arrangement of the Music Department.

**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 Business program 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.

Music, Bachelor of Arts

Requirements for the B.A. Degree in Music

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUTR 1011</td>
<td>Music Theory I: Foundations</td>
<td>3</td>
</tr>
<tr>
<td>MUTR 1012</td>
<td>Music Theory II: Diatonic Harmony</td>
<td>3</td>
</tr>
<tr>
<td>MUTR 2011</td>
<td>Music Theory III: Chromatic Harmony</td>
<td>3</td>
</tr>
<tr>
<td>MUTR 2012</td>
<td>Music Theory IV: Advanced Chromatic</td>
<td>3</td>
</tr>
<tr>
<td>MUET 1021</td>
<td>Ear-Training I</td>
<td>1</td>
</tr>
<tr>
<td>MUET 1022</td>
<td>Ear-Training II</td>
<td>1</td>
</tr>
<tr>
<td>MUET 2021</td>
<td>Ear-Training III</td>
<td>1</td>
</tr>
<tr>
<td>MUET 2022</td>
<td>Ear-Training IV</td>
<td>1</td>
</tr>
<tr>
<td>MUKH 1031</td>
<td>Keyboard Harmony I</td>
<td>0.5</td>
</tr>
<tr>
<td>MUKH 1032</td>
<td>Keyboard Harmony II</td>
<td>0.5</td>
</tr>
<tr>
<td>MUKH 2031</td>
<td>Keyboard Harmony III</td>
<td>0.5</td>
</tr>
<tr>
<td>MUKH 2032</td>
<td>Keyboard Harmony IV</td>
<td>0.5</td>
</tr>
<tr>
<td>MUH 2011</td>
<td>Survey of Western Music I</td>
<td>3</td>
</tr>
<tr>
<td>MUH 2012</td>
<td>Survey of Western Music II</td>
<td>3</td>
</tr>
<tr>
<td>MUA/MUAT</td>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>MUH 3997</td>
<td>Music Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td>MUH 3998</td>
<td>Music Senior Project</td>
<td>2</td>
</tr>
<tr>
<td>MUA 1009</td>
<td>Piano Class I</td>
<td>1</td>
</tr>
<tr>
<td>MUA 1010</td>
<td>Piano Class II</td>
<td>1</td>
</tr>
<tr>
<td>MUA 4 ___</td>
<td>Lessons on Major Instrument or Voice</td>
<td>8</td>
</tr>
<tr>
<td>MUA 4 ___</td>
<td>Music Ensemble (min. 5 in large ensemble)</td>
<td>8</td>
</tr>
<tr>
<td>MU_ 3 ___</td>
<td>3000-level Music Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 50-52

MUH 3997: Capstone I; Seminars may be substituted by arrangement of the department

MUH 3998: Capstone II

MUA 1009-MUA 1010: or equivalent (not required for students with piano as major instrument)

Reading Knowledge of French, German, or Italian (or other foreign language by permission of the Department)

Total Minimum Credits for the Degree: 120.0

NOTE: Accepted Music Majors, without other restrictions, may register for up to a maximum of 21 credits per semester.

A performance audition is required for admission. A grade of at least C- is required for credit towards the Music Major, except in the Senior Capstone courses, which require a minimum grade of C.

Students pursuing a B.A. in Music must have a minimum of 90 liberal arts credits.

Music Business, Bachelor of Arts

Requirements for the B.A. Degree in Music Business

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUTR 1011</td>
<td>Music Theory I: Foundations</td>
<td>3</td>
</tr>
<tr>
<td>MUTR 1012</td>
<td>Music Theory II: Diatonic Harmony</td>
<td>3</td>
</tr>
<tr>
<td>MUH 2011</td>
<td>Survey of Western Music I</td>
<td>3</td>
</tr>
<tr>
<td>MUH 2012</td>
<td>Survey of Western Music II</td>
<td>3</td>
</tr>
<tr>
<td>MUH 3997</td>
<td>Music Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td>MUH 3998</td>
<td>Music Senior Project</td>
<td>2</td>
</tr>
<tr>
<td>MUA 1009</td>
<td>Piano Class I</td>
<td>1</td>
</tr>
<tr>
<td>MUA 1010</td>
<td>Piano Class II</td>
<td>1</td>
</tr>
<tr>
<td>MUA 4 ___</td>
<td>Lessons on Major Instrument or Voice</td>
<td>8</td>
</tr>
<tr>
<td>MUA 4 ___</td>
<td>Music Ensemble (min. 5 in large ensemble)</td>
<td>8</td>
</tr>
<tr>
<td>MUA/MUAT</td>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>MUB 4997</td>
<td>Music Senior Project</td>
<td>2</td>
</tr>
<tr>
<td>MUB 1011</td>
<td>Intro to Music Business: An Overview</td>
<td>3</td>
</tr>
<tr>
<td>MUB 2011</td>
<td>Music Publishing &amp; The Copyright Law</td>
<td>3</td>
</tr>
</tbody>
</table>
MUB 2012  Recording, Broadcast and Digital Music Industries 3
MUB 3011  Contracts & Legal Issues for the Music Business 3
MUB 4497  OR
MUMG 4497
MU_ 3___ 3000-level Music Elective 3
ECO 1002  Principles of Macroeconomics 3
ECO 1001  Principles of Microeconomics 3
MGT 1001  Fundamentals of Management 3
MGT 1002  Fundamentals of Accounting I 3
MGT 1003  Introduction to Marketing 3

MUB 4997: Seminars may be substituted by arrangement of the department

Total Minimum Credits for the Degree: 120.0

Note: Courses with the MGT department code, most courses with the MUA department code, as well as some courses with the MUB 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.

Music Technology, Bachelor of Arts

The purpose of the Music Technology Degree is to provide students with an opportunity to develop skills in all areas related to the art of using technology in music. A performance audition is required for admission. For details, contact the Music Department. A grade of at least C- is required for credit towards the Music Major, except in the Senior Capstone courses, which require a minimum grade of C.

Requirements for the B.A. Degree in Music Technology

Required Courses
MUTR 1011  Music Theory I: Foundations 3
MUTR 1012  Music Theory II: Diatonic Harmony 3
MUTR 2011  Music Theory III: Chromatic 3
MUTR 2012  Music Theory IV: Advanced Chromatic 3
MUET 1021  Ear-Training I 1
MUET 1022  Ear-Training II 1
MUET 2021  Ear-Training III 1
MUET 2022  Ear-Training IV 1
MUKH 1031  Keyboard Harmony I 0.5
MUKH 1032  Keyboard Harmony II 0.5
MUKH 2031  Keyboard Harmony III 0.5
MUKH 2032  Keyboard Harmony IV 0.5
MUH 2011  Survey of Western Music I 3
MUH 2012  Survey of Western Music II 3
MUAT 3032  Advanced Topics in Music Technology 3
MUAT 1007  Midi and Music 3
MUAT 2021  Computer Music 3
MUH 3998: Capstone II

Total Minimum Credits for the Degree: 120.0

Students pursuing a B.A. in Music Technology must have a minimum of 90 liberal arts credits.

Musical Theatre, Bachelor of Fine Arts

Requirements for the B.F.A. Degree in Musical Theatre

Required Musical Theatre Courses:
MUTR 1011  Music Theory I: Foundations 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUTR 1012</td>
<td>Music Theory II: Diatonic Harmony</td>
<td>3</td>
</tr>
<tr>
<td>MUET 1021</td>
<td>Ear-Training I</td>
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<tr>
<td>MUET 1022</td>
<td>Ear-Training II</td>
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<tr>
<td>MUKH 1031</td>
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<tr>
<td>MUKH 1032</td>
<td>Keyboard Harmony II</td>
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<tr>
<td>MUH 2012</td>
<td>Survey of Western Music II</td>
<td>3</td>
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<tr>
<td>MUH 2235</td>
<td>American Musical Theater: Then &amp; Now</td>
<td>3</td>
</tr>
<tr>
<td>MUA 3996</td>
<td>Musical Theatre Performance Seminar</td>
<td>2</td>
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<tr>
<td>MUA 3998</td>
<td>Music Senior Project</td>
<td>2</td>
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<td>MUA 3997</td>
<td>Musical Theatre Performance Seminar</td>
<td>2</td>
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<tr>
<td>MUA ____</td>
<td>Voice class or lessons</td>
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<tr>
<td>MUA 1009</td>
<td>Piano Class I</td>
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<td>MUA 1010</td>
<td>Piano Class II</td>
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<tr>
<td>MUA 2071</td>
<td>Cabaret Performance Workshop</td>
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<tr>
<td>MUA 2227</td>
<td>Acting for Musical Theater: Scene to Song</td>
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<tr>
<td>MUA 2240</td>
<td>Professional World of Musical Theater</td>
<td>2</td>
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<tr>
<td>MUA 4475</td>
<td>Performance Project/Music Theater</td>
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</tr>
<tr>
<td>DTH 1000</td>
<td>Creative Process</td>
<td>3</td>
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<tr>
<td>DTH 1001</td>
<td>Acting I</td>
<td>3</td>
</tr>
<tr>
<td>DTH 1500</td>
<td>Stagecraft I: Sets and Lights</td>
<td>2</td>
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<td>DTH 2013</td>
<td>Design Elective</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 4121</td>
<td>Dance for Musical Theatre</td>
<td>2</td>
</tr>
<tr>
<td>DTH ____</td>
<td>2 semesters of Modern Dance or Ballet</td>
<td>4</td>
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<tr>
<td>DTH ____</td>
<td>Movement Elective</td>
<td>4</td>
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<tr>
<td>DTH 4500A</td>
<td>Production Practicum Stage Crew</td>
<td>1</td>
</tr>
</tbody>
</table>

**Subtotal: 64**

*MUA 3996: Seminars may be substituted by arrangement of the department*

*MUA 1009, MUA 1010: or equivalent (not required for students with piano as major instrument)*

**Total Minimum Credits for the Degree: 120.0**

### Music Education, Bachelor of Music

#### Requirements for the B.Mus. Degree in Music Education

**Prerequisites:**

Acceptance by the School of Education by end of Sophomore Year (2.75 GPA & B- or better in EDU 2000: Fundamentals of Schools and Teaching)

**Required Courses**

- MUTR 1011: Music Theory I: Foundations 3
- MUTR 1012: Music Theory II: Diatonic Harmony 3
- MUTR 2011: Music Theory III: Chromatic Harmony 3
- MUTR 2012: Music Theory IV: Advanced Chromatic 3
- MUET 1021: Ear-Training I 1
- MUET 1022: Ear-Training II 1
- MUET 2021: Ear-Training III 1
- MUET 2022: Ear-Training IV 1
- MUKH 1031: Keyboard Harmony I 0.5
- MUKH 1032: Keyboard Harmony II 0.5
- MUKH 2031: Keyboard Harmony III 0.5
- MUKH 2032: Keyboard Harmony IV 0.5
- MUH 2011: Survey of Western Music I 3
- MUH 2012: Survey of Western Music II 3
- MUE 3051: Instrumental Rudiments III: Brass and Percussion 2
- MUE 2067: Instrumental Rudiments IV: Woodwinds 2
- MUE 2068: Instru Rud II: Strings 2
- MUE 2070: Conducting 2
- MUE 3054: Music Curriculum and Pedagogy I: Childhood 3
- MUE 3057: Music Curriculum and Pedagogy II: Adolescence 3

OR

- MUA 1003: Voice Class Instruction 1
- MUA 1004: Voice Class Instruction II 1

**MUA ____: Lessons on Major Instrument or Voice**

**MUA ____: Ensemble**

- MUA 3998: Music Senior Project 2
- EDU 3387: Student Teaching & Seminar: Music Education 12
EDU 2000  Fundamentals of Schools and Teaching  3
EDU 2010  Educating Children With Diverse Needs  3
SSE 2025  Child Development & Learning  3

*MUE 3051: Seminars may be substituted by arrangement of the department*

*MUH 3998: Combined B.Mus./M.A.T.*

*EDU 3387: B. Mus. Alone*

*MUA 1003 or MUA 1004: not required for students with voice as major instrument*

**Two 3000 level EDU courses from the following three courses**
EDU 3367  Methods Teaching Literacy and Language Arts I  3
EDU 3370  Aesthetic Literacy  3
EDU 3278  Literacy in the Content Areas  3

**Take the following**
EDU 3387  Student Teaching & Seminar: Music Education  12

*MUA 4494*  

**Subtotal: 75-86**

*EDU 3387: Capstone II*

*MUA 4494: BMus*

**Distribution Requirements for Education Degree:**
- A course in Literature (3 credits)
- A course in Science (3 credits)
- A course in Mathematics (3 credits)
- One year or equivalent of coursework in a language other than English (6 credits)
- Passing score on the NY State test LAST
- Passing score on the NY State test AST-W
- Child Abuse Seminar (Student Teaching semester)
- Violence Prevention Seminar (Student Teaching semester)
- Fingerprinting

The following courses meet NY State requirements, if taken at Manhattanville:
- MUT 1040 and MUT 2021: Ear Training I and II for a course in Communications
- MUH 3000-level elective for a course in History
- The College writing requirement for a course in Written Analysis and Expression
- The Aesthetic Requirement is met by the major

**Music Minor**

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 Chair of the Music Department is required for the minor in music.

**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 Capstone courses and have made significant contribution to the activities of the Music Department.

**Music Education, 5 Year B.Mus. /M.A.T.**

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 Chair of the Music Department. For more details, please consult the Music Department.

**Philosophy**

**Introduction**

Whether you know it or not, you have done philosophy before – you have asked philosophical questions and you have taken (if only implicitly) philosophical positions. This might surprise you! What is it that you’ve supposedly been doing?
William James once said that “philosophy is the unusually stubborn attempt to think clearly,” and this is an apt description, for philosophers do seek clarity in what they think and what they say. Clarity about what, however? Clarity about reality and, specifically, about the ultimate nature of reality. It has thus been said that philosophy begins where science ends. For example, scientists presume the existence of the world that they investigate, while philosophers wonder about how the world came to be at all (“Why is there something rather than nothing?”). Scientists presume that we can know things, while philosophers wonder about the foundations of knowledge (“What constitutes knowledge, and how does knowledge differ from opinion?”). Social scientists presume that human beings make moral distinctions and form political arrangements, while philosophers wonder about the nature of morality and the purpose of politics (“What distinguishes right from wrong action, or a good society from a bad one?”). Chances are, you’ve thought about such questions before—in a philosophy class, you will simply do so in a more rigorous and systematic way.

The Manhattanville philosophy department is committed to training students who can think clearly and critically, and yet charitably, who are passionate about truth and justice, and who are conversant with the rich history of philosophical inquiry, especially in the Western tradition. Whether you’re interested in majoring in philosophy, improving your critical thinking skills, or simply getting a better idea of what philosophy is all about, feel free to explore our website and contact us with any and all questions.

A Note on the Elephant in the Room: If you major in philosophy, inevitably you will be asked: “What can you do with a philosophy major?” Not to panic! Think of this as a rite of passage, and a chance to educate others about their misconceptions. For it turns out that one can do a lot with a philosophy major. Want to go to law school? Philosophy majors score higher on the LSAT than political science and pre-law majors. Thinking of business school? Philosophy majors score higher on the GMAT than economics and finance majors. Not interested in graduate school? Statistics show that more and more employers are seeking liberal arts majors for their communication and critical thinking skills, skills that philosophy majors have in spades. Check out this helpful link for the practical benefits of studying philosophy:

https://sites.google.com/site/whystudyphilosophy/

Of course, if you want to pursue graduate studies in philosophy so that one day you can teach the discipline to others, we can certainly help prepare you for that path. And always keep in mind that studying philosophy is simply good in itself. As Aristotle observed, all human beings by nature desire to know, and we desire, above all else, to know something about the “higher things,” about what constitutes happiness, for example, or whether there is a God. If we really do have such desires, then philosophy can help us live fulfilling and meaningful lives.

**Degree**

Bachelor of Arts
Students can either major or minor in Philosophy

**Optional Minors**

Students can minor in Philosophy

**Career Ideas**

Lawyer, Journalist, Author, Book or Magazine Editor, Research Analyst, Public Policy Analyst, Public Relations Specialist, Non-Profit Director, Business Manager, College Administrator, Professor, Primary or Secondary School Teacher, Minister

**Program Administrators**

Paul Kucharski, (914)323-7155, Paul.Kucharski@mville.edu

**Faculty and Staff**

**PROGRAM CHAIR**

**FULL-TIME FACULTY**

Paul Kucharski - Normative Ethics, Applied Ethics, Philosophy of the Person, History of Western Philosophy, Philosophy of Law, Philosophy of Religion
Overview

The department of philosophy has always taken a certain pride of place at Manhattanville College. In her now famous speech, “Principles vs. Prejudices” (1938), Mother Dammann described philosophy as that which “unified” a Manhattanville education, because it cultivated in students “the power to think and to reason and to compare and to discriminate and to analyze.” Today, over seventy years after Mother Dammann’s speech, the department continues to carry out her charge. We believe that the study of philosophy is just as indispensable for today’s Manhattanville students: confronted with an ever-changing, pluralistic world, their ability to analyze and evaluate is crucial for their well-being and success.

The Manhattanville philosophy department offers courses in both the history of philosophy and in the major fields of philosophy. We believe that both are necessary for a truly robust philosophical education. Our faculty members are dynamic teachers and accomplished scholars, active both in the lives of their students and in the various professional activities of their discipline. Our majors are exposed to many exciting and unique academic opportunities because of our proximity to New York City, which houses a broad and vibrant philosophical community of scholars and students.

We take as our model the late Sr. Mary T. Clark, a renowned Augustine scholar who taught philosophy at Manhattanville College for over 40 years. Sr. Clark, herself a Manhattanville graduate, once remarked: “The gift I received from my Manhattanville education was the realization that there is no freedom without truth.” Sr. Clark strove tirelessly to give this same gift to her students, as we do for ours.

Philosophy, Bachelor of Arts

Philosophy Major Requirements

A student majoring in Philosophy must successfully complete (with a grade of C or better) a minimum of eleven courses (33 credits) so distributed

I. Three required introductory courses

(Students may take any of these courses and in any order, but it is recommended that they take the Metaphysics, Theory of Knowledge, Foundations, or Human Values before they take Ethics)

PHL 1005 Foundations of Philosophy 3
PHL 1003 Human Values 3
PHL 1008 Introduction to Metaphysics 3
PHL 1004 Theory of Knowledge 3
PHL 1029 Introduction to Symbolic Logic 3
PHL 2026 Ethics 3
PHL 1007 Intro to Philosophy of Law 3

II. Two required history courses

PHL 1012 ANCIENT PHILOSOPHY 3
PHL 2029 Modern Philosophy 3
PHL 2055 Contemporary Philosophy 3

III. One required Topical Seminar

Such as

PHL 3008 Personhood 3
PHL 3002 Thanatos 3
PHL 3005 Love 3
PHL 3007 Boredom 3
PHL 3042 Ethics & Social Responsibility 3
PHL 3026 Law, Rights, and Morality 3

IV. Five electives (of which all but one must be above the 1000 level)

(Any Philosophy course not taken to satisfy a requirement for the major may count as an elective.)

Students may choose to take one or two of the five electives from the following list of courses from outside the department, or other appropriate courses with prior approval of the Chair of the Philosophy Department.

PHY 1000 Concepts in Physics 3
PHY 1012 The Universe 3
PHY 2045 Introduction to Sustainable Energy 3
CHM 1000 Introduction to Chemistry 3
CHM 1018 CHEMISTRY IN EVERYDAY LIFE 3
BIO 1015 Introduction to Human Disease 3
BIO 2021 Intro to Neuroscience 3
POS 2003 Intro to Political Thought 3
POS 2004 Constitutional Law 3
POS 2019 Civil Liberties 3
POS 2087  Introduction to Common Law  3
POS 2093  Criminal Law  3
POS 3001  Honors Seminar I  3
POS 3096  Honors Seminar II  3

Philosophy Minor

Philosophy Minor Requirements

A Minor in Philosophy requires the completion of five courses in Philosophy. Two must be selected from the Department’s introductory courses. The remaining three are electives chosen by the student from Departmental offerings. All courses must be completed with a grade of C or better.

Philosophy Independent Study

Prerequisite: 4 philosophy courses

Philosophy Departmental Honors

To achieve department honors, a student must obtain at least a 3.5 average in the department’s courses, or present an exemplary paper in a Topical Seminar.

Honors and Awards

Honors Logic Seminar, E. J. Lemmon Prize, Susan Stebbing Prize, Saul Kripke Prize, Ruth Barcan Marcus Prize, Thesis Honors, Departmental Honors.

Physics

Introduction

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.

Degree

Bachelor of Arts

Optional Minors

Students can minor in Physics

Career Ideas

Consultant, Doctor, Engineer, Entrepreneur, High School Teacher, Physicist, Video Game Designer

Program Administrators

Austin Purves, department chair, 914-323-5334, austin.purves@mville.edu

Faculty and Staff

Department Chair

Austin Purves

Full-Time Faculty

Austin Purves

Adjunct Faculty

Pooja Pathak
Ilya Reznikov

Overview

The Physics Department offers a unique program that a student can realistically complete within three years. Students fulfill the major requirements by taking courses in advanced physics, mathematics, computer programming, and chemistry. Students will also take a senior research symposium, in which they 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 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 algebra based course designed to satisfy the requirements of pre-professional programs in medicine, dentistry and veterinary medicine. University Physics, for which calculus is a co-requisite, covers similar material at a more advanced level and prepares the student for more advanced courses in physics and other natural sciences.

**NOTE THAT THE PHYSICS MAJOR REQUIREMENTS ARE EXPECTED TO CHANGE DURING THE 2016-2017 ACADEMIC YEAR. PLEASE SEE DEPARTMENT CHAIR FOR UPDATES.

Physics, Bachelor of Arts

Physics Major Requirements

Required Courses
PHY 1003 University Physics I 5
PHY 1004 University Physics II 5

The advanced physics core of five courses:
PHY 2006 Foundations of Scientific Inquiry 3
PHY 2010 Mechanics 4
PHY 2021 Electromagnetism 4
PHY 2030 Quantum Physics 4
PHY 2040 Thermodynamics & Statistical Physics 4

Mathematics courses
MATH 1030 Calculus I 4
MATH 1032 Calculus II 4
MATH 2030 Calculus III 4
MATH 2021 Differential Equations 4

Two computer programming courses or two biology courses
MAC 1010 Computer Programming I 4
MAC 2010 Computer Programming II 4
BIO 1001 Principles of Biology I 4
BIO 1002 Principles of Biology II 4

Chemistry courses
CHM 1001 Principles of Chemistry I 3
CHM 1002 Principles of Chemistry II 3
CHM 1003 Principles of Chemistry Lab I 1
CHM 1004 Principles of Chemistry Lab II 1
PHY 3090 Senior Research Project & Seminar 3

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.

Physics Senior Evaluation

Seniors must complete the capstone research course PHY 3090: Senior Research Project & Seminar. See description under course listings.

Physics Departmental Honors

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.

Physics Minor

Physics 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, there is a two-course advanced physics requirement that can be readily fulfilled within an academic year:

Required Courses
PHY 1003 University Physics I 5
PHY 1004 University Physics II 5
MATH 1030 Calculus I 4
MATH 1032 Calculus II 4

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.
Political Science, Legal Studies and Criminal Justice and Law

Degree
Bachelor of Arts

Majors
Political Science
Legal Studies
Criminal Justice and Law

Optional Minors
Students can minor in Political Science, Legal Studies or Criminal Law.

Career Ideas
Attorney, Judge, Law Enforcement Officer, Politician, Professor of Political Science or Law, Teacher.

Department Chair and Director of the Legal Studies Program
Matthew Pauley, J.D., Ph.D., Matthew.Pauley@mville.edu (914) 323-5195

Faculty and Staff
Full-Time Faculty
Matthew Pauley, J.D., Ph.D, Professor, Matthew.Pauley@mville.edu (914) 323-5195
Christopher Sarver, Ph.D, Assistant Professor, Christopher.Sarver@mville.edu

Adjunct Faculty
Megan Amer
Robert Ashkinaze
Albert Degatano, Esq.
James C. Hasenfus, Esq.
Daniel Nanjira

Political Science
Introduction
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.

Political Science majors 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. Students can also gain an overview of the American legal system by choosing a concentration in Legal Studies or a concentration in Criminal Law.

Political Science, Bachelor of Arts

Political Science Major Requirements
A student majoring in Political Science must successfully complete (with a grade of C or better) a minimum of eleven courses (thirteen if the student is concentrating in Legal Studies or Criminal Law — see the requirements listed below) including:

Four required introductory courses:
- POS 1031 Intro to American Government 3
- POS 1037 International Politics I 3
  OR
- POS 1038 International Politics II 3
- POS 2011 Comparative Politics 3
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 four required Political Science courses and Senior Evaluation for a total of thirteen courses.

**Requirements for Legal Studies Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 2087</td>
<td>Introduction to Common Law</td>
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</tr>
<tr>
<td>POS 2004</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>POS 2019</td>
<td>Civil Liberties</td>
<td>3</td>
</tr>
<tr>
<td>POS 2024</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>POS 2093</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
</tbody>
</table>

One course on Business Law*

One seminar on Perspective on Law*

Two electives in Criminal Law or Legal Studies (One of the electives may be from outside the Department)

All courses must be completed with a grade of C or better.

* See course descriptions for appropriate courses.

**Criminal Law Concentration**

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 four required courses for the Political Science major, and Senior Evaluation, for total of thirteen courses.

**Requirements for Criminal Law Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
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<td>POS 2087</td>
<td>Introduction to Common Law</td>
<td>3</td>
</tr>
<tr>
<td>POS 2093</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>POS 2024</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>POS 2004</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>POS 2019</td>
<td>Civil Liberties</td>
<td>3</td>
</tr>
</tbody>
</table>

One course on Business Law*

One seminar on Perspective on Law*

Two electives in Criminal Law or Legal Studies (One of the electives may be from outside the Department)
*See courses description for appropriate courses.

All courses must be completed with a grade of C or better.

**Political Science Minor**

Students must complete five courses for a minor in Political Science. Two must be selected from among the four Departmental introductory courses required of all majors. The remaining three are electives chosen by the student from Departmental offerings. All courses must be completed with a grade of C or better.

Legal Studies

**Introduction**

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.

**Legal Studies, Bachelor of Arts**

**Legal Studies Major Requirements**

A student majoring in Legal Studies must successfully complete (with a grade C or better) a minimum of thirteen courses (fourteen if the student is pursuing Honors or Distinction in Legal Studies) including:

- POS 1031 Intro to American Government 3
- POS 2003 Intro to Political Thought 3
- POS 2087 Introduction to Common Law 3
- POS 2004 Constitutional Law 3
- POS 2019 Civil Liberties 3
- POS 2093 Criminal Law 3
- **OR**
- POS 2094 Criminal Procedure 3
- POS 2024 Criminal Procedure 3
- One course on Logic (see Philosophy Department)*
- One seminar on Perspective on Law*
- One course on Ethics*
- Three electives relating to Legal Studies or Criminal Law (Two of the electives must be from outside the Political Science Department)
- Senior Evaluation (or two-semester Honors Seminar for Honors or Distinction)

* See course descriptions for appropriate courses.

**Note:** Courses may be taken in any order, but it is recommended that students take Introduction to American Government early in their course of study.

**Legal Studies Minor**

Students must complete the same eight courses required for a concentration in this field. (See Legal Studies concentration (p. 171)) All courses must be completed with a grade of C or better.

**Legal Studies Senior Evaluation**

There are two options for completing the Senior Evaluation, required of all Legal Studies majors:

- To take Political Science Honors Seminar I and II (or approved equivalent), have a G.P.A. of 3.5 or above in the major (for Honors), and write a senior honors thesis in the seminar
- To complete the senior evaluation by writing a research paper in a 3000-level Political Science Seminar (or seminar from another department in the field of legal studies) during the Senior year.

**Honors and Distinctions in Legal Studies**

Graduation with Honors in Legal Studies requires that a student complete the Honors Program. Students must have a 3.5 grade point average in courses taken for the major. Students who enter the Honors Program complete both the Honors seminar (Honors I or II) 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 courses taken for the major. Students majoring or concentrating in Legal Studies may achieve Distinction in Legal Studies with completion of Honors Seminar I and II and the thesis, as well as a grade point average of 3.0 in the major or concentration.

Criminal Justice and Law

Introduction

The Criminal Law Program is designed to give students an overview of the American criminal justice 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 criminal 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. 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.

Criminal Justice and Law, Bachelor of Arts

Criminal Justice and Law Major Requirements

A student majoring in Criminal Justice and Law must successfully complete (with a grade of C or better) a minimum of thirteen courses (fourteen if the student is pursuing Honors or Distinction) including:

- POS 1031 Intro to American Government 3
- POS 2003 Intro to Political Thought 3
- POS 2087 Introduction to Common Law 3
- POS 2004 Constitutional Law 3
- POS 2019 Civil Liberties 3
- POS 2043 Criminal Law 3
- POS 2024 Criminal Procedure 3
- One course on Ethics*

Five electives relating to Legal Studies or Criminal Law

Senior Evaluation (or two-semester Honors Seminar for Honors or Distinction)

Five electives relating to Legal Studies or Criminal Law:
One of the electives should be from each of the following areas:

- Sociology and Anthropology
- Biology, Chemistry, or Psychology
- Philosophy

Senior Evaluation (or two-semester Honors Seminar for Honors or Distinction)

*See course descriptions for appropriate courses.

Note: Courses may be taken in any order, but it is recommended that students take Introduction to American Government early in their course of study.

Criminal Law Minor

Students must complete the same eight courses required for concentration in this field. (See Criminal Law concentration (p. 171)) All courses must be completed with a grade of C or better.

Criminal Justice and Law Senior Evaluation

These are two options for completing the Senior Evaluation, required of all Criminal Justice and Law majors:

- To take Political Science Honors Seminar I and II (or approved equivalent), have a G.P.A. of 3.5 or above in the major (for Honors), and write a senior honors thesis in the seminar or
- To complete the senior evaluation by writing a research paper in a 3000-level Political Science Seminar (or seminar from another department in the field of Criminal Justice and Law) during the Senior year.
Honors and Distinction in Criminal Justice and Law

Graduation with Honors in Criminal Justice and Law requires that a student complete the Honors Program. Students must have 3.5 grade point average in courses taken for the major. Students who enter the Honors Program complete both the Honors seminar (Honors I and II) 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 courses taken for the major. Students majoring in Criminal Justice and Law or concentrating in Criminal Law may achieve Distinction in Criminal Justice with completion of Honors Seminar I and II and the thesis, as well as a grade point average of 3.0 in the major or concentration.

Pre-Medical

The Pre-Medical/Pre-Dental Studies minor is for students interested in medical, dental, or veterinary school. This minor provides rigorous science coursework within a strong Liberal Arts framework that allows students to consider the role of the healthcare professional in society or to examine ways to communicate with future patients of diverse backgrounds.

Program Administrator

Darlene Gandolfi, Darlene.Gandolfi@mville.edu

Full-Time Faculty

Sangamithra Chintapalli
Darlene Gandolfi
Meghan Johnston
Wendy McFarlane
Christopher Pappas
Austin Purves
Nancy Todd
Anna Yeung-Cheung

Pre-Medical Minor

Pre-Medical Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIO 1001</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 1002</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
</tbody>
</table>

Other courses in Statistics, Biochemistry, Psychology, and Sociology are recommended. One semester of Biochemistry is required for those applying for a Pre-Health Professions Advisory Committee Letter of Recommendation.

At least half of the required courses for the Pre-Medical/Pre-Dental Studies minor must be taken at Manhattanville. Courses taken elsewhere must be approved by the Department in which the course is based. All courses for the Pre-Medical/Pre-Dental Studies minor must be completed with a minimum grade of C-.

Notes: Additional courses directly related to a chosen profession may also be needed for admission to graduate programs. Students should be aware that some professional schools require grades higher than C- for admission. A GPA of 3.3 is also required in the above courses to be considered for a Committee Letter.

For students interested in fields other than medicine or dentistry, please see the Health Sciences minor (p. 143) entry.

Psychology

Introduction

Psychology is the science of human behavior-- including actions, thoughts, and emotions. The science of psychology focuses on learning how to frame useful questions regarding human behavior, how do find
information and perform research that answers these questions, and how to understand the meaning of research results. Applied psychology uses the methods and findings of scientific psychology to solve practical problems of human and animal behavior and experience.

**Degree**

Bachelor of Arts

**Optional Minors**

Students can minor in Psychology

**Career Ideas**


**Program Administrators**

George Schreer Program Chair, George.Schreer@mville.edu

**Faculty and Staff**

**Program Chair**

George Schreer

**Full-Time Faculty and Faculty Interests**

**Katherine Bao** - Social/Personality Psychology—increasing happiness, sustaining happiness, adaptation to positive life events, romantic relationships, and human-animal relationships

**Alison S. Carson** - Cultural psychology—acculturation processes, culture change and identity, and qualitative research methods.

**P. Susan Gerrity** - Developmental psychology—positive child and youth development, environmental influences on development, relationships among attachment, temperament, emotion & coping

**Christiaan Greer** - Counseling psychology—web-based psychological interventions, cognitive rehabilitation, traumatic brain injury (TBI), trauma exposure

**Julie Higgins** - Cognitive Psychology—memory, how interference influences memory processes, cognitive aging, cognitive neuroscience, and source memory

**Anthony C. Santucci** - Biopsychology—biological bases of mental illnesses, neuroscience, physiological measures, effects of emotions, head trauma, and psychopharmacology

**George Schreer** - Social psychology—social norming and persuasion, implicit prejudice, anthropomorphism, and human-animal relationships.

**Overview**

The psychology major at Manhattanville College provides strong academic preparation for graduate training and for careers through the diverse expertise of the faculty in areas including abnormal, biological, clinical, cognitive, cultural, developmental, personality, social, and sport psychology. Students explore the study of behavior from both the empirical and the theoretical perspectives. Students also become familiar with statistical procedures and develop skills in research design. Students are encouraged to participate in faculty member’s research programs and in the research projects of other students. In addition to classroom work, internships and research placements are available.

**Psychology, Bachelor of Arts**

**Psychology Major Requirements**

A minimum of 13 courses are required for the major.

**I. Three Required Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1004</td>
<td>Fundamentals of Psychology</td>
<td>4</td>
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<tr>
<td>PSY 2012</td>
<td>Statistics for the Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>PSY 2040</td>
<td>Research Methods in Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

**PSY 2012 must be passed with C- or above by end of sophomore year for student to continue as a Psychology major. Exceptions/Appeals must be approved by the Chair of the Psychology Department.**

**II. Five Content Breadth Courses (Pick one from each**
Breadth Area

Biological
Offered Fall
PSY 2008  Sensation & Perception  3

or

Offered Spring
PSY 2004  Physiological Bases of Behavior  3

Cultural
Offered Fall
PSY 2046  Psychology of Identity  3

or

Offered Spring
PSY 2042  Psychology & Culture  3

Developmental
Offered Fall
PSY 2001  Developmental Psychology Infancy Through Late Childhood  3

Offered Spring
PSY 2001  Developmental Psychology Infancy Through Late Childhood  3

Personality/Clinical
Offered Fall
PSY 2036  Personality Psychology  3
PSY 2011  Abnormal Psychology  3

or

Offered Spring
PSY 2011  Abnormal Psychology  3

Social
Offered Fall
PSY 2009  Social Psychology  3

Offered Spring
PSY 2009  Social Psychology  3

III. Four Elective Courses (at least one elective at the 3000-level or above)

In addition to other elective courses in the catalog, additional breadth courses can be counted as electives. For example, if both 2011 Abnormal and 2036 Personality are taken, one is an elective.

IV. One Capstone Course
A capstone course is a 3000 or 4000-level course taken in the junior or senior year.

The recommended course sequence for the major is:

Freshman Year:
PSY 1004  Fundamentals of Psychology  4

and one of the five content breadth courses

Sophomore Year:
PSY 2012  Statistics for the Social Sciences  4

and four remaining content breadth courses

PSY 2012 must be passed with C- or above by end of sophomore year for student to continue as a Psychology major. Exceptions/Appeals must be approved by the Chair of the Psychology Department.

Junior Year:
PSY 2040  Research Methods in Psychology  4

and two or three (of the four) electives

Senior Year:
Capstone and remaining elective courses

Psychology Minor

Psychology Minor Requirements
Five courses are required for the minor in Psychology. PSY 1004: Fundamentals of Psychology and four additional courses are required. Students are encouraged to take electives from different content breadth areas in order to be broadly educated in the field of psychology.

Important Considerations for the Psychology Major and Minor

• A minimum grade of C- is required in order to use a psychology course for the major or minor.

Psychology Advising
Students planning to major in Psychology should declare a psychology major as soon as possible. Students are advised not to wait until the end of the sophomore year because some courses are reserved for major and minors, and many opportunities needed for graduate school begin
earlier than the junior year. (See Academic Advising web page “Forms” to obtain an “Undergraduate Declaration/Change of Program, Minor or Change of Advisor Form.”)

**Psychology Departmental Honors and Distinction**

The minimum criteria for *Departmental Honors* eligibility are: “B+” or higher in all psychology courses and “A-” or above in at least one 3000-level course or in 4020, 4025, or 4030 or 4497 taken in the junior or senior year. Following the completion of these minimum requirements, Departmental Honors are awarded based on the full Psychology Department faculty’s evaluation of the intellectual quality of a student’s entire psychology program.

*Departmental Distinction* is awarded to graduating psychology majors who, although not meeting the 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.

The Psychology Department also awards the *Everett J. Delahanty Jr. Prize in Psychology*. This prize is awarded to the senior psychology major who has achieved the highest cumulative psychology GPA, and, because the award is intended to recognize students who undertake challenging coursework, it is awarded to students who also included at least four courses at the 3000-level or higher. In addition to these criteria, awarding of this prize requires that the full Psychology Department’s faculty judge that the intellectual quality of a student’s entire psychology program and performance is superior. The full-time faculty of the Psychology Department serves as the Prize Committee and the Prize Committee is responsible for determining the recipient of this prize. The Committee is not bound to make an award each year. The Committee can make more than one award if more than one student is deemed to qualify for this special prize.

**Psychology 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/programs/psychology

**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.)

**Faculty and Professional Interests**

*Peter Gardella* — Judaism and Christianity, psychology of religions, Bible

*Beth Williford* — Social movements, globalization, Latin America, gender

*James Jones* — African and African-American religion, Islam, socio-cultural theory

**Social Justice Minor**

**Social Justice Minor Requirements**

Students who choose Social Justice as a minor must complete the following requirements:

SOCJ 2075
Sociology and Anthropology

Introduction

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.

Degree

Bachelor of Arts

Minors

Students can minor in Sociology and Anthropology

Career Ideas


Department Chair

Eric Slater, Program Chair, (914) 798-2732, Eric.Slater@mville.edu

Faculty and Staff

Full-Time Faculty

Elizabeth Cherry — Environmental sociology, animals and society, social movements, sociology of culture

Eric Slater — Urban studies, world-historical sociology and globalization, research methods

Hephzibah Strmic-Pawl — Race, multiracialism, social inequality, intersectional analysis

Beth Williford — Social movements, Latin America, indigenous peoples, Women’s and Gender Studies

Emeritus

David Eisenhower

Nancy Harris

John Murray

Adjunct Faculty

Dikebu Muley, Erin Jackson, Nick Urban, Elaine Lord

Overview

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.

Sociology and Anthropology, Bachelor of Arts

Sociology and Anthropology Major Requirements

Ten courses in the department must be completed satisfactorily for a major in sociology.

The following four are required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 1001</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2091</td>
<td>Social Science Research</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3003</td>
<td>Classical Social Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3091</td>
<td>Advanced Research Project</td>
<td>3</td>
</tr>
</tbody>
</table>

The requirement of 10 courses should be considered a minimum; students majoring in the department may wish to include additional sociology and anthropology courses in their programs. All courses in anthropology and
selected courses in social justice, and women’s studies count as electives in sociology.

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.

**Sociology and Anthropology 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 strongly recommended but not required that majors take Classical Social Theory (SOC 3033) in the Spring semester in the Junior year.

**Sociology and Anthropology Minor**

**Sociology and Anthropology Minor Requirements**

A minor in sociology and anthropology 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 the department, one of which must be taken at the 3000 level. These requirements are flexible, but in all cases students should consult with the departmental faculty to insure that course selections are compatible with their interests.

**Sociology Internship**

Students will participate in a supervised off-campus internship which is guided by a full-time professor within the Sociology-Anthropology Department at Manhattanville. The goal of this experience is to integrate and apply knowledge and theory learned in the classroom in a professional workplace setting.

Students are responsible for securing an internship prior to registering this course. The Center for Career Development (CCD) assists students as they identify and apply for internship opportunities. Students wishing to earn credit for an internship register SOC 4497 Internship under a Faculty Internship Advisor in the department. During the course they complete academic assignments, consult with the CCD, consult with their professor, evaluate their experience, and receive an evaluation of their performance from their internship supervisor. At the end of the course, the Faculty Internship Advisor provides a grade.

The CCD administers Internship course registration. Students must contact the CCD to initiate the process. Students may register Internship courses for 1-3 credits and as letter grade or pass/fail, with some restrictions (see Major/Minor Credit).

Major Credit: One SOC 4497 Internship course can count as a Department major elective. Internship courses counted toward the major must be registered as 3-credit Letter Graded courses.

Prerequisites: Minimum 30 credits of coursework completed, and a major in Sociology-Anthropology declared.

**Sport Studies**

**Introduction**

Manhattanville College’s Sport Studies program enhances your career opportunities in the fields of professional, amateur and youth sports, and education. The wide range of coursework exposes you to the history, politics, business, physiology, and psychology of sport, establishing a knowledge foundation for different post-graduation paths to choose from.

Those paths include careers and graduate school interests in sports business and management, physical education, sport psychology, coaching, sport communication/journalism, and many more.

**Degree**

Bachelor of Arts

Manhattanville College offers both a minor and a major in Sport Studies.

**Optional Minors**

Students can minor in Sport Studies
Career Ideas

Recreation & Fitness Studies Professions, Sports Psychologist, Sports Agent, Sports Events Planner, Sports Writer/Publicist

Program Administrator

Lawson Bowling, Program Director, 914-323-5316, Lawson.Bowling@mville.edu

Faculty and Staff

Program Director

Lawson Bowling - Sports History, Business/Economic History

Faculty - Full-time

Rhonda Clements - Physical Education, Best Teaching Practices, Instructional Strategies, and International Sports
Kristie Lynch - Physical Education, Health Education, Exercise Physiology
Anthony Santucci - Assessment of Neuropsychological Effects of Sport Concussions
Christopher Sarver - Politics of International Sport

Faculty - Part-time

Joseph Askinasi, DC - Applied Kinesiology
Matt Baumoel - Health Education, Physical Education
Louis Galgano Esq. - Sport Law
Cameron Hillis - Sport Medicine, Athletic Training
Arlen Marshall - Coaching
Martin Rotberg - Sport Business
Kelly Striefler - Sport Medicine, Physical Education
Donna Tobin - Nutrition
David Turco - Coaching
Kate Vlahakis - Athletic Administration, Coaching

Overview

As both the major and minor in Sport Studies are interdisciplinary, the coursework will expose you to many different approaches to the study of sport, designed to establish a knowledge foundation that will prepare you to consider plenty of options after graduation.

Internships in sport settings will be available to you while attending Manhattanville and you can use the real-world experience to earn academic credit in earning your degree.

Manhattanville’s program also allows you to take three science prerequisite courses that can be used towards your MAT in Physical Education and Sport Pedagogy at the College after earning your bachelor’s degree, and with approval, while still an undergraduate you can also take graduate courses in the College’s Master’s in Sport Business Management program, although said classes would not be able simultaneously to count toward both degrees.

Students in the Bachelor of Arts (BA) in Sport Studies study the broad and varied aspects of the world of sport that would aid in preparing for careers in sport-related fields. The major and minor are both Liberal Arts and interdisciplinary. The coursework exposes students to a wide range of approaches to the study of sport, including the history, politics, business, physiology, and psychology of sport, thus developing an understanding of the influence of sport on the mind and body of the individual as well as the relationship between sport and society at large. In addition, students will have the opportunity to gain experience with sport management and physical education topics. Internships in sport settings are available to students, which can be used for academic credit toward the degree, providing real-world work and networking experiences in the fields of sport.

Undergraduate students can also take three science prerequisite courses that can be used to enter the MAT at Manhattanville College in Physical Education and Sport Pedagogy program upon completion of the B.A (see requirements for application https://www.mville.edu/programs/physical-education-and-sports-pedagogy).

Manhattanville College students may declare a second major or an academic minor, which can help Sport Studies graduates tailor their education toward specific career aspirations. Minors of particular interest to our students include Economics, Finance, Management, Accounting,
Marketing; Communication & Media; Psychology; and Biology.

An accelerated BA, Sport Studies/MS in Sport Business Management degree is also offered; see the Dual Degrees section (p. 198) of the catalog for details.

Sport Studies, Bachelor of Arts

Sport Studies Major Requirements

The Sport Studies major requires completion of, with a grade of C- or better, eleven courses as outlined in the following requirements;

• Two Science Courses
• One Statistics Course
• Two Core Sport Content Courses
• One Writing-Intensive Course
• Five Elective Courses

Sport Studies Minor

Sport Studies Minor Requirements

Students who wish to minor in Sport Studies are required to take a total of five courses. Courses must be completed with a grade of C- or better. Requirements for the minor are as follows:

• One Science course
• Two Core Sport Content courses
• Two Elective courses

Courses that meet requirements of the Major and Minor

I. Science Courses

(2 courses required for the major, 1 course required for the minor)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1000</td>
<td>Introduction to Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 1003</td>
<td>Intro to Wellness</td>
<td>3</td>
</tr>
<tr>
<td>BIO 1012</td>
<td>HUMAN BIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BIO 1015</td>
<td>Introduction to Human Disease</td>
<td>3</td>
</tr>
<tr>
<td>BIO 3007</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 3017</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 3054</td>
<td>Osteology: Form, Function and Development of Bones</td>
<td>4</td>
</tr>
<tr>
<td>SPRT 1001</td>
<td>Introduction to Personal Health and Wellness</td>
<td>3</td>
</tr>
</tbody>
</table>

SPRT 3546 Sports Nutrition 3
SPRT 3542 Applied Kinesiology for P.E. and Sport Performance 3
SPRT 3545 Applied Exercise Physiology for P.E. And Sport Performance 3

II. Statistics Courses

(1 course required for the major; not required for the minor)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3012</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2060</td>
<td>Economic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2012</td>
<td>Statistics for the Social Sciences</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: Students cannot receive Sport Studies credit for more than one statistics course.

III. Core Sport Content Courses

(2 courses required for both the major and the minor)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAM 3090</td>
<td>Sport Communication &amp; Media</td>
<td>3</td>
</tr>
<tr>
<td>HIS 2012</td>
<td>American Sports History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 3067</td>
<td>Topics in American Sports History</td>
<td>3</td>
</tr>
<tr>
<td>MSBM 5001</td>
<td>Dynamics of Sports Business</td>
<td>3</td>
</tr>
<tr>
<td>MSBM 5004</td>
<td>Sport Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MSBM 5005</td>
<td>Legal and Ethical Considerations in Sports</td>
<td>3</td>
</tr>
<tr>
<td>MSBM 5029</td>
<td>International Sports Management</td>
<td>3</td>
</tr>
<tr>
<td>POS 2068</td>
<td>Sports and International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2055</td>
<td>Sport Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3325</td>
<td>Advanced Topics in Sport Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2017</td>
<td>Sports and Society</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 1005</td>
<td>Introduction to Sport Business Mgt</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 1010</td>
<td>Introduction to Sport Law</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 3608</td>
<td>Cross Cultural Perspectives of Sport</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 3610</td>
<td>Theoretical Concepts of Coaching</td>
<td>3</td>
</tr>
</tbody>
</table>

MSBM 5005: Seniors only

Note: MSBM courses may be used for undergraduate credit to fulfill requirements in the Sport Studies Program. Entry requires the permission of the Director of the MSBM graduate program.

IV. Writing-Intensive Courses

(1 course required for the major; not required for the minor)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 4495</td>
<td>Independent Study</td>
<td>1-4</td>
</tr>
<tr>
<td>BIO 4497</td>
<td>Internship</td>
<td>1-3</td>
</tr>
<tr>
<td>CAM 3090</td>
<td>Sport Communication &amp; Media</td>
<td>3</td>
</tr>
<tr>
<td>HIS 3067</td>
<td>Topics in American Sports History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 4495</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>SPRT 3608</td>
<td>Cross Cultural Perspectives of Sport</td>
<td>3</td>
</tr>
<tr>
<td>POS 2068</td>
<td>Sports and International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4020</td>
<td>Writing Review Articles in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4025</td>
<td>Research &amp; Writing Experience</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4030</td>
<td>Field Work Experience</td>
<td>3</td>
</tr>
<tr>
<td>BIO 4495, BIO 4497, HIS 4495</td>
<td>by faculty approval, both History and Sport Studies, only</td>
<td></td>
</tr>
</tbody>
</table>

Note: MSBM courses may only be used for undergraduate credit to fulfill requirements in the Sport Studies Program.

Note: Students cannot count a course for the Writing-Intensive requirement that was already used to satisfy Category III above.

V. Elective Courses

(5 courses required for the major; 2 courses required for the minor)

Any course in the list of Sport Studies courses in the college catalog may count as an elective, as long as it has not been used to fulfill any of requirements I – IV noted above. List is accurate as of publication. Courses may be added to the list; consult the Sport Studies Director.

NOTE: Only a total of up to three (3) MSBM courses can be used for the Sport Studies major with only one (1) MSBM course used to fulfill Category III: CORE SPORT CONTENT COURSES. MSBM may only be used for undergraduate credit.

NOTE: The ability to register for a MSBM course is limited only to Juniors or Seniors who have a 3.30 or better overall GPA. Students must obtain at least a grade of “B” in order to be permitted to register for another MSBM course in the future.

NOTE: Students who minor in Sport Studies are permitted to count no more than two (2) MSBM courses toward their five (5) total courses only one (1) of which can be used to fulfill Category III: CORE SPORT CONTENT COURSES.

MSBM may only be used for undergraduate credit.

Sport Studies Internship

SPRT 4497

SPRT 4497: variable credit

Must also be approved in advance by the Sport Studies Director if intended for major/minor credit in Sport Studies.

Biology Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1000</td>
<td>Introduction to Biology</td>
<td>3</td>
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<td>BIO 1003</td>
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<td>Introduction to Human Disease</td>
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<td>Human Anatomy &amp; Physiology I</td>
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<tr>
<td>BIO 3012</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 3017</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 3054</td>
<td>Osteology: Form, Function and Development of Bones</td>
<td></td>
</tr>
</tbody>
</table>

BIO 4495, BIO 4497: Only with permission of the Biology Department. Must be done under supervision of a Biology faculty member. Must also be approved in advance by the Sport Studies Director if intended for major/minor credit in Sport Studies.

Communications and Media Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CAM 1001</td>
<td>Introduction to Communication &amp; Media Sciences</td>
<td>3</td>
</tr>
<tr>
<td>CAM 3090</td>
<td>Sport Communication &amp; Media</td>
<td>3</td>
</tr>
</tbody>
</table>

History Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 2012</td>
<td>American Sports History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 3067</td>
<td>Topics in American Sports History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 4495</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Management, Marketing and Economics Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 2060</td>
<td>Economic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 4497</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT 1001</td>
<td>Fundamentals of Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 1003</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MGT 4497</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MGT 1001, MKT 1003, MGT 4497: NOTE: These courses do not count toward the 90 Liberal Arts credits needed for the B.A. in Sport Studies.

Only with permission of the Economics/Finance/Management Department. Must be done under supervision of an Economics/Finance/Management faculty member. Must also be approved by the Sport Studies Director if intended for major/minor credit in Sport Studies.

Physical Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPRT 1001</td>
<td>Introduction to Personal Health And Wellness</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>SPRT 3542</td>
<td>Applied Kinesiology for P.E. and Sport Performance</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 3545</td>
<td>Applied Exercise Physiology for P.E. And Sport Performance</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 3546</td>
<td>Sports Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 3604</td>
<td>Fundamentals of Team Sports</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 3606</td>
<td>Intro to Sports Medicine</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 3608</td>
<td>Cross Cultural Perspectives of Sport</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 3610</td>
<td>Theoretical Concepts of Coaching</td>
<td>3</td>
</tr>
</tbody>
</table>

**SPRT 3542, SPRT 3545, SPRT 3546, SPRT 3604, SPRT 3606:**

*NOTE:* These courses do not count toward the 90 Liberal Arts credits needed for the B.A. in Sport Studies.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 2068</td>
<td>Sports and International Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Political Science Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1004</td>
<td>Fundamentals of Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 2012</td>
<td>Statistics for the Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>PSY 2055</td>
<td>Sport Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2049</td>
<td>HEALTH PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3325</td>
<td>Advanced Topics in Sport Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4020</td>
<td>Writing Review Articles in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4025</td>
<td>Research &amp; Writing Experience</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4030</td>
<td>Field Work Experience</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4495</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**Sociology Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 2017</td>
<td>Sports and Society</td>
<td>3</td>
</tr>
</tbody>
</table>

**Sport Business Management Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPRT 1005</td>
<td>Introduction to Sport Business Mgt</td>
<td>3</td>
</tr>
<tr>
<td>MSBM 5001</td>
<td>Dynamics of Sports Business</td>
<td>3</td>
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<tr>
<td>MSBM 5004</td>
<td>Sport Marketing</td>
<td>3</td>
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<tr>
<td>MSBM 5017</td>
<td>Sport Communications</td>
<td>3</td>
</tr>
<tr>
<td>MSBM 5029</td>
<td>International Sports Management</td>
<td>3</td>
</tr>
<tr>
<td>MSBM 5005</td>
<td>Legal and Ethical Considerations in Sports</td>
<td>3</td>
</tr>
</tbody>
</table>

**MSBM 5001, MSBM 5004, MSBM 5017, MSBM 5029, MSBM 5005:**

3 cr graduate and undergraduate

**MSBM 5001, MSBM 5004, MSBM 5029:**

*NOTE:* These courses do not count toward the 90 Liberal Arts credits needed for the B.A. in Sport Studies.

**NOTE:** Entry into all MSBM courses requires the permission of the Director of the MSBM program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPRT 1010</td>
<td>Introduction to Sport Law</td>
<td>3</td>
</tr>
</tbody>
</table>

### Women’s and Gender Studies Program

**Introduction**

The Women’s and Gender Studies program considers historical and current analyses of women and gender in the US and globally. This program draws on the unique offerings of several departments and programs at Manhattanville. This interdisciplinary program provides students the opportunity to study women’s lives and gender through the perspectives of anthropology, art history, communication studies, English, film studies, history, political science, sociology, world literatures and languages, and world religions.

Women’s Studies began as the academic outgrowth of women’s and feminist activism in the late 1960s and 1970s. At this time, women’s voices and experiences were rarely represented in the social or natural sciences. The Women’s Studies program at Manhattanville was founded in 1981. Students in the program have gone on to be community organizers, attend graduate school, and work in a variety of professional fields.

**Degree**

Women’s and Gender Studies is offered as a minor.

**Program Administrators**

Beth Williford, Program Director, (914) 323-5143, Beth.Williford@mville.edu

**Faculty and Staff**

**Program Director**

Beth Williford

**Affiliated Faculty**

Nada Halloway (English)

Maria José Lujan (World Language and Literatures)

Lisa Rafanelli (Art History)

Hephzibah Strmic-Pawl (Sociology and Anthropology)
Overview

Women’s and Gender Studies at Manhattanville is a broadly-based, interdisciplinary program.

To receive a minor in Women’s and Gender Studies students need to complete a total of five courses, including WGS 1040: Women in Society: An Introduction to Women’s and Gender Studies.

Women’s and Gender Studies Minor

Women’s and Gender Studies Minor Requirements

A minor in Women’s and Gender Studies requires five courses (15 credit hours total):

Required course:
WGS 1040 WOMEN IN SOCIETY 3

and a minimum of four other courses such as those from the samples listed in the possible WGS courses section.

Women’s and Gender Studies Internship

To fulfill the 15 credits for the WGS minor, students may choose participate in a supervised off-campus internship which is guided by a full-time professor within the Women’s and Gender Studies Program at Manhattanville. The goal of this experience is to integrate and apply knowledge and theory learned in the classroom in a professional workplace setting.

Students are responsible for securing an internship prior to registering this course. The Center for Career Development (CCD) assists students as they identify and apply for internship opportunities. Students wishing to earn credit for an internship register WGS 4497 Internship under a Faculty Internship Advisor in the Program. During the course they complete academic assignments, consult with the CCD, evaluate their experience, and receive an evaluation of their performance from their internship supervisor. At the end of the course, the Faculty Internship Advisor provides a grade.

The CCD administers Internship course registration. Students must contact the CCD to initiate the process. Students may register Internship courses for 1-3 credits and as letter grade or pass/fail, with some restrictions (see Minor Credit).

Minor Credit: One WGS 4497 Internship course can count as a Program minor elective. Internship courses counted toward the minor must be registered as 3-credit Letter Graded course.

Prerequisites: Minimum 30 credits of coursework completed and successful completion (having earned a grade of C or higher) of WGS 1040 Women in Society.

Possible WGS Courses

WGS courses include but are not limited to the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 1040</td>
<td>WOMEN IN SOCIETY</td>
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<tr>
<td>WGS 2001</td>
<td>Gender in Global Perspective</td>
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</tr>
<tr>
<td>WGS 2015</td>
<td></td>
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<tr>
<td>WGS 2030</td>
<td>Introduction to Feminist Theory</td>
<td>3</td>
</tr>
<tr>
<td>WGS 2065</td>
<td>Women’s Writing</td>
<td>3</td>
</tr>
<tr>
<td>WGS 2079</td>
<td>Women’s Film</td>
<td>4</td>
</tr>
<tr>
<td>WGS 3005</td>
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<td>WGS 3010</td>
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<td>WGS 3015</td>
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<tr>
<td>WGS 3024</td>
<td>GENDER, HEALTH AND CULTURE</td>
<td>3</td>
</tr>
<tr>
<td>WGS 3027</td>
<td>Spanish Women Writers</td>
<td>3</td>
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<td>WGS 3030</td>
<td>Social Equality</td>
<td>3</td>
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<tr>
<td>WGS 3031</td>
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<tr>
<td>WGS 3042</td>
<td>The Nude: Female Body in Art</td>
<td>4</td>
</tr>
<tr>
<td>WGS 3052</td>
<td>History of Women in U.S.</td>
<td>3</td>
</tr>
<tr>
<td>WGS 3073</td>
<td>Women and the Law</td>
<td>3</td>
</tr>
<tr>
<td>WGS 3080</td>
<td>Gender &amp; Communication</td>
<td>3</td>
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<tr>
<td>WGS 3119</td>
<td>Monstrous Women</td>
<td>3</td>
</tr>
<tr>
<td>WGS 3173</td>
<td>Queer Film &amp; Media Studies</td>
<td>4</td>
</tr>
<tr>
<td>WGS 4497</td>
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</tr>
</tbody>
</table>

World Languages and Literatures

In an increasingly interdependent world, knowing a second language has become the necessary means for traversing boundaries, for understanding other peoples and cultures, and for becoming knowledgeable and broad-minded world citizens. Language study has also been shown to generally improve academic performance and cognitive skills. Certainly career opportunities for those who have mastered another language are greatly enhanced. At Manhattanville College learning a second language is understood to be an integral part of preparing
students to achieve Manhattanville’s mission of creating leaders for the global community. A year of second language study is a general education requirement for all Manhattanville students, but the hope is that most students will go beyond this minimum to study one or more languages in greater depth. There are many opportunities for doing so. Language instruction is available in French, German, Italian, Japanese, and Spanish, and through a cross-registration program with neighboring Purchase College, in Chinese. Students can major in French and Spanish and minor in French, German, Italian and Spanish. Japanese and Chinese courses can count toward a major or minor in Asian Studies. In addition to classroom instruction, there are a variety of extra-curricular activities and events to engage students in active use of the language and to help them deepen their knowledge and appreciation of the world’s languages and cultures. These include guest lectures, language tables, language clubs, an annual international film festival, a languages holiday party in December, and study trips to New York City and neighboring towns. Students studying languages beyond the introductory level are encouraged to study abroad for a summer or an academic semester.

**Faculty:** Binita Mehta Chair, World Languages and Literatures

**Language Coordinators:**
- Binita Mehta - French
- Gabriele Wickert, - German
- Alessandro Daniele - Italian
- Maria José Lujan - Spanish

French (World Languages and Literatures)

**Introduction**

French is a global language that is spoken today in many parts of Europe, Africa, Asia, the Caribbean, and North and South America. It is one of the two official languages of the United Nations and its ancillary organizations. If you want to become a citizen of the world, studying French at Manhattanville can start you on your journey. You will not just learn French in the classroom, but will be encouraged to immerse yourself in the language and culture through extracurricular activities and field trips or through our exchange program with the Université Paul-Valéry Montpellier III in the south of France. Studying French at Manhattanville will also serve you well after graduation since employers regard fluency in a foreign language an important skill in today’s global marketplace.

**Degree**

Bachelor of Arts
Students can choose to major or minor in French.

**Optional Minors**

Students can minor in French. There are two different minors offered, French and French Studies.

**Career Ideas**

Anti-Terrorism Intelligence Agent, Attorney, Bi-lingual Technical Writer, Broadcast News Analyst, Business Professional, College Administrator, Cultural Affairs Manager, Diplomat, Editor, FBI/CIA Agent, Financial Analyst, Foreign Language Translator, Foreign Services Officer, Foreign Student Advisor, French Professor, Global Human Resources, High School French Teacher, Human Resources, Intelligence Specialist, International Development, Interpreter, Language Teacher, Lawyer, Museum Curator, Non-Profit Director, Peace Corps Worker, Tourism Industry, Translator, Travel Agent, Travel Writer, Writer/Author

**Program Administrators**

**Department Chair**

Binita Mehta, 914-323-5407, Binita.Mehta@mville.edu
Undergraduate Programs of Study (Majors, Minors and Requirements)

Program Coordinator
Binita Mehta, 914-323-5407, Binita.Mehta@mville.edu

Faculty and Staff
Full-Time Faculty
Binita Mehta – All levels of French language and literature. Orientalism in French Literature, Literature in French written outside of France, Postcolonial Literatures in French and English, French Cinema

Adjunct Faculty
Katarzyna Hollis - Katarzyna.Hollis@mville.edu

Overview
The French program at Manhattanville offers beginning, intermediate, and advanced language instruction. The Program will help you enrich your French language skills through the study of French and Francophone literature and culture.

After graduating with a degree in French you will be able to listen, read, write, and speak fluently, while building an understanding and appreciation of the literature, history, and culture of the French-speaking world. You’ll be able to combine your study of French with other disciplines at Manhattanville, such as art history, communication and media, film studies, history, international management, international studies and music. You can also minor in French, or take a few courses in French to brush up on your language skills.

French, Bachelor of Arts
French Major Requirements

Major Requirements
Students majoring in French are expected to achieve fluency in reading, writing, and speaking French. They are expected to complete 30 credits to fulfill their French major requirements. They will take nine courses (at least 27 credits) at the 2000 and 3000 level and write a 3-credit Senior Evaluation. With approval from the Coordinator in French, one course can be taken in English, provided it deals significantly with French art, literature, music, history, and culture.

Senior Evaluation
Students register for a 3-credit Senior Evaluation in the fall of their senior year and write on a topic or theme related to French literature, history, or culture. The French major can choose to write the senior evaluation in French or English.

French Minor
French Minor Requirements

There are two options for minoring in French: the regular French minor and the French Studies minor.

French Minor
Students who minor in French must take five courses (at least 15 credits) above the introductory level, one of which must be at the 3000-level. All courses must be in French.

French Studies Minor
Students who minor in French Studies must take six courses. Four of the six courses must be in French, above the introductory level, and one must be at the 3000-level. Two courses can be taken in English provided they deal significantly with French art, literature, music, history or culture (see list below).

Current courses in English that can count toward the French Studies minor (maximum of two) with approval from the French Coordinator:
AFS 3125 OR HIS 3125 Europeans and Americans Through African Eyes
ARH 2009 ARH 3032 Twentieth Century Painting
ARH 2018 ARH 3032 Writing Africa: Colonial/Post-Colonial Discourse and African Literature
ENG 3107 ENG 2077 Cultures and Contexts: Literature Of the Caribbean
HIS 2044
FRN 2055 French Cinema: From the New to Banlieue 3
FRN 2055A French Cinema: Reading and Discussion 1
FRN 3122 City of Lights: Paris in Literature And Film 3
PHL 2067 20th Century Philosophy 3
PHL 3014 Descartes 3
PHL 3029 Heidegger and Sartre 3

FRN 2055, FRN 3122: taught in English
FRN 2055A: taught in French, for French majors and minors and to be taken in conjunction with FRN 2055

Note: All course work counted toward the major and minor must be taken for a letter grade and must receive a grade of C- or better.

Student Learning Outcomes for French Majors

2. Students must develop conversational skills in everyday and specialized contexts and integrate the development of advanced language skills with culture and literature.
3. Students must write interpretive and expository essays, and/or develop creative work related to the French-speaking world and its history.
4. Students must describe, contextualize, and interpret French texts and cultural and historical documents in written and oral reports, developing critical thinking skills by establishing connections between literary works and films and cultural/historical traditions.
5. Students must write interpretive and expository essays on literary texts, films, and their aesthetic, cultural and historical contexts, and perform research in French literature and related disciplines.
6. Student must demonstrate information literacy skills with the Internet and other multimedia in French.

French Departmental Honors

French Honors are conferred upon graduating seniors with a French major who have maintained a minimum grade point average in French of 3.5 and have received a minimum grade of A- for the senior evaluation.

Study Abroad

The French Department currently has an exchange program with the University Paul-Valéry Montpellier III, located in Montpellier, France. Interested students should consult as early as possible with the Coordinator for French and with the Study Abroad advisor.

French Placement Exam

Please take this exam if you have any background in speaking or reading French and you want to continue to study it at Manhattanville, or to see whether you can already use it to fulfill your language requirement. You need not take the test if you have never studied this language.

Examination Information:

The French Placement Exam is an online Web-based program that will be made available through Blackboard at Orientations in July and August and at certain times during the academic year. Normally, within 48 hours, placement scores and their Manhattanville course equivalences (if applicable) will appear in your WebAdvisor account. Click the “Placement Exams, Non Course and Transfer Course Equivalences” link.

-- Students may take the French placement exam only once --

German (World Languages and Literatures)

Introduction

Often referred to as “das Land der Dichter und Denker” (the land of poets and thinkers) Germany and other German speaking countries have made significant contributions to Western civilization, especially in the areas of literature, music and philosophy. In contemporary times Germany has emerged as a political
and economic leader within the European Union, and has become the envy of many because of its stable economy.

**Degree**

German is offered as a Minor only

**Optional Minors**

German is offered as a Minor only

**Career Ideas**

German fluency can be a distinct asset for students seeking jobs in the global business, banking, diplomatic and humanitarian sectors.

**Program Administrators**

**Department Chair**

Binita Mehta, 914-323-5407, Binita.Mehta@mville.edu

**Program Coordinator**

Gabriele Wickert, 914-323-5478, Gabriele.Wickert@mville.edu

**Faculty and Staff**

**Full-Time Faculty**

Gabriele Wickert - Language teaching, literature/culture of post-unification Germany, German film

**Adjunct Faculty**

Andrea Ritter – rittera@mville.edu

**Overview**

Given the historical and current significance of Germany, Manhattanville encourages the study of German.

Although a traditional major in German is not feasible, students may complete a minor in German Studies and in conjunction with this, are encouraged to spend a summer or semester abroad in one of the German speaking countries.

**German Studies Minor**

**German Studies Minor Requirements**

The German Studies minor requires the completion of six courses beyond the introductory level, at least four of which must come from the following German offerings:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 2001</td>
<td>INTERMEDIATE GERMAN I</td>
<td>3</td>
</tr>
<tr>
<td>GER 2002</td>
<td>INTERMEDIATE GERMAN II</td>
<td>3</td>
</tr>
<tr>
<td>GER 4001</td>
<td>Improving German Reading &amp; Writing</td>
<td>3</td>
</tr>
<tr>
<td>GER 4002</td>
<td>Bldg German Proficiency</td>
<td>3</td>
</tr>
<tr>
<td>GER 3009</td>
<td>Politics/Art of German Cinema</td>
<td>4</td>
</tr>
<tr>
<td>GER 3060</td>
<td>Heimat: Germany's Fall &amp; Rise</td>
<td>3</td>
</tr>
<tr>
<td>GER 4495</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GER 3009, GER 3060: taught in English**

Two further courses may come from other departments, as long as they deal significantly with German culture or history, such as the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 2023</td>
<td>Twentieth Century Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIS 3035</td>
<td>The Third Reich</td>
<td>3</td>
</tr>
<tr>
<td>HIS 3048</td>
<td>WORLD WAR II REVISITED</td>
<td>3</td>
</tr>
<tr>
<td>HOLC 3042</td>
<td>Literature of the Holocaust</td>
<td>3</td>
</tr>
<tr>
<td>HOLC 3036</td>
<td>The Holocaust in Film</td>
<td>3</td>
</tr>
</tbody>
</table>

German Language and Culture courses taken at an approved summer or study abroad program can count toward the German minor.

*Note: All course work counted toward the minor must be taken for a letter grade and must receive a grade of C- or better.*

**Study Abroad**

Students, especially those intending to complete the German Studies minor, are encouraged to spend a summer or semester studying in a Germany-speaking country, for which they can usually receive academic credit. They are urged to speak to the German coordinator and the Study Abroad advisor about the possibilities.

**German Placement Exam**

Please take this exam if you have any background in speaking or reading German and you want to continue to study it at Manhattanville, or to see whether you can already use it to fulfill your language requirement. You need not take the test if you have never studied this language.
Examination Information:
The German Placement Exam is an online Web-based program that will be made available through Blackboard at Orientations in July and August and at other times during the academic year. Normally, within 48 hours, placement scores and their Manhattanville course equivalences (if applicable) will appear in your WebAdvisor account. Click the “Placement Exams, Non Course and Transfer Course Equivalences” link.

Students may take the German placement exam only once

Italian (World Languages and Literatures)

Introduction

The relevance of Italian culture, both past and present, is readily apparent. Dante, Galileo and Michelangelo are household names, signifying the highest achievements in the arts and sciences, the influence of which has extended across time and space, deeply influencing European culture.

Studying Italian is thus a gateway to understanding masterpieces of Italian literature, opera, cinema and theater, but it also means becoming a part of the global community. With Italy one of the top five economies in the world and given the growth of American ties with Italian companies, studying Italian also opens up opportunities in international business and trade.

Degree

Students can choose to minor in Italian or Italian Studies.

Career Ideas

Anti-Terrorism Intelligence Agent, Archivist, Area & Cultural Studies Professor, Conciliator, Customs Inspector, Italian Professor, Foreign Exchange Trader, Foreign Service Officer, Foreign Student Advisor, High School Italian Teacher, Historian, Intelligence Specialist, Interpreter, Librarian, Scientific Linguist, Social Service Volunteer, Travel Agent, Translator, Travel Writer

Optional Minors

Italian Minor and Italian Studies Minor

Program Administrators

Department Chair

Binita Mehta, 914-323-5407, Binita.Mehta@mville.edu

Program Coordinator

Alessandro Daniele, (914) 323-5167
Alessandro.Daniele@mville.edu

Faculty and Staff

Department Chair

Binita Mehta

Italian Language Coordinator

Alessandro Daniele – Language teaching

Adjunct Faculty

Frank Rakas – Language teaching

Overview

Although a traditional major in Italian is not feasible, students may complete a minor in Italian or Italian Studies.

The Italian minor is more focused on learning the language, with all courses taught in Italian, while Italian Studies allows students to take some courses in English dealing with Italian. Students are also encouraged to spend a summer or semester abroad in Italy.

Italian Requirements

Although a traditional major in Italian is not feasible, students may choose to self-design a major in Italian. A self-designed major usually consists of 10 courses (30 credits) at the 2000 and 3000 level, as well as a senior thesis, and includes courses in Italian language and literature, as well as courses on Italian subjects originating in other departments (for example, art history or history). Students are referred to the special form “Directions for
Applying for Approval of a Self-Designed Major”, available online and in the Academic Advising Office.

**Italian Minor**

**Italian Minor Requirements**

**Italian Minor**

Students who minor in Italian must take five courses (at least 15 credits) in Italian above the introductory level, one of which must be at the 3000-level.

**Italian Studies Minor**

Students choosing the Italian Studies minor must complete 6 courses (18 credits). Four of the six courses must be taken in Italian, above the introductory level, and one of them must be at the 3000-level.

Two courses may be on Italian culture, history or literature taught in English out of other departments (for example, art history or history).

**Courses in English that can count toward the Italian Studies minor with approval from the Italian Coordinator:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH 2038</td>
<td>Baroque Art &amp; Architecture in Italy</td>
<td>3</td>
</tr>
<tr>
<td>HIS 2030</td>
<td>Italy Since 1800</td>
<td>3</td>
</tr>
<tr>
<td>CSCH 3002</td>
<td>Decoding Davinci</td>
<td>4</td>
</tr>
<tr>
<td>HIS 1050</td>
<td>Traditional Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIS 2098</td>
<td>European Culture 1848-1945</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note: All course work counted toward the minor must be taken for a letter grade and must receive a grade of C- or better.*

**Study Abroad**

Summer or semester study in Italy is highly recommended. Students with at least a B average have the opportunity to live and study in Italy for a semester. Of particular interest are programs in Florence, Rome and Siena. Professors and Study Abroad staff work closely with students to find the appropriate program, which is usually made affordable by the application of Manhattanville aid.

**Italian Placement Exam**

Please take this exam if you have any background in speaking or reading Italian and you want to continue studying it at Manhattanville, or to see whether you can already use it to fulfill your language requirement. You need not take it if you have never studied this language before.

**Examination Information:**

The Italian Placement Exam will be made available through Blackboard at Orientations in July and August and at certain times during the academic year. Normally, within 48 hours, placement scores and their Manhattanville course equivalences (if applicable) will appear in your WebAdvisor account. Click the “Placement Exams, Non Course and Transfer Course Equivalences” link.

*Students may take the Italian placement exam only once*

**Japanese (World Languages and Literatures)**

Japan is a country rich in ancient culture and tradition, but it also has the contemporary world’s second largest and most prosperous economy and is a world-wide model for efficiently-run companies that market their products globally. Additionally, Japan is the successful cultural exporter of origami, sushi, anime, manga, karaoke, martial arts, and Hello Kitty. There are thus many reasons to learn Japanese. We offer two four semesters of elementary Japanese – JPN 1001, Introduction to Japanese I and JPN 1002, Introduction to Japanese and II and JPN 2001, Intermediate Japanese I and JPN 2002, Intermediate Japanese II. *Courses in Japanese can be used as part of the Asian Studies major or minor.*

**Faculty and Staff**

**Adjuncts**

Ann Imai Tarumoto - Japanese language  
ann.tarumoto@mville.edu

**Spanish and Latin American Studies (World Languages and Literatures)**

**Introduction**

**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 U.S., the Spanish program offers a wide range of courses that introduce students to the language, culture and literature of Spanish-speaking countries.

**Latin American Studies**

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 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.

**Degree**

Bachelor of Arts. All students who wish to major or minor in Spanish, or to minor in Latin American Studies, must register with the coordinator for Spanish.

**Optional Minors**

Spanish
Latin American Studies

**Career Ideas**

Anti-Terrorism Intelligence Agent, Archivist, Area & Cultural Studies Professor, Conciliator, Customs Inspector, French Professor, Foreign Exchange Trader, Foreign Service Officer, Foreign Student Advisor, High School French Teacher, Historian, Intelligence Specialist, Interpreter, Librarian, Scientific Linguist, Social Service Volunteer, Travel Agent, Translator, Travel Writer

**Program Administrators**

WLL Department Chair
Binita Mehta, 914-323-5407, Binita.Mehta@mville.edu

Program Coordinator

María José Luján, Spanish Language Coordinator, 914-323-5190, MariaJose.Lujan@mville.edu

**Overview**

The Spanish and Latin American Studies program at Manhattanville College believes that well-prepared Spanish students should be able not only to speak, read, write and understand the Spanish language at an advanced level of proficiency, but also to acquire a better knowledge and understanding of Spanish and Latin American culture and literature.

The program 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. A semester abroad in Spain or Latin America is recommended.

In addition, the Latin American Studies Program hosts symposia, concerts, cinema and art exhibitions, as well as lectures by distinguished experts on the Latin American region. A semester abroad in Latin America is recommended.

**Faculty and Staff**

**Full-Time Faculty**

Maria José Luján — Peninsular and Latin American Literature, Spanish Language and Spanish and Latin American Literature & Film
Carolina Rodríguez — Lecturer, Language, carolina.rodriguez@mville.edu

**Adjunct Faculty**

Bruno Casanova — Bruno.cassanova@mville.edu - Spanish Language
Marguerite Cattan — marguerite.cattan@mville.edu - Spanish Language
Angeles Dam — angeles.dam@mville.edu - Spanish Language
Julie Dolphin — Julie.dolphin@mville.edu - Spanish Language
Carol Stroud — carol.stroud@mville.edu - Language and Literature
Spanish, Bachelor of Arts

Spanish Major Requirements

A student majoring in Spanish is expected to achieve fluency in reading, writing and speaking Spanish. Students fulfill the major by taking courses in both Latin American and Spanish Literature. The chosen program of study is to be discussed and planned with the Spanish Coordinator at the time of the declaration of the major. All courses for the major must be conducted in Spanish. A semester abroad is highly recommended for all majors at a time discussed with the Coordinator. Eleven courses, including the senior evaluation, are required (33 credits), distributed as follows:

Courses required of all majors (4):

For students coming in with fluency in Spanish (1 course):
SPN 2012  Written Contemporary Spanish          3
OR
SPN 2016  Spanish Creative Writing              3
OR
SPN 2018  Spanish Translation                    3

For students coming in without fluency in Spanish (1 course):
SPN 2023  Speaking About Movies: Advanced        3
OR
SPN 3047  THE ART OF PUBLIC SPEAKING             3
PLUS the following 3 courses:
SPN 2032  Analysis of Spanish American Literacy 3
Texts
SPN 3016  Latin American Civilization           3
SPN 3020  Spanish Civilization Past & Present    3

Elective Courses (total of 6 required)

3 courses in Spanish Literature selected from the following:
SPN 3056  Short Stories From Spain               3
SPN 5056  Short Stories From Spain               3
SPN 3011  The Spanish Golden Age                 3
SPN 5011  The Spanish Golden Age                 3
SPN 3012  Spanish Literature and Film            3
SPN 5012  Spanish Literature and Film            3
SPN 3026  Modern Spanish Novel                   3
SPN 5026  Modern Spanish Novel                   3
SPN 3027  Spanish Women Writers                  3
SPN 5027  Spanish Women Writers                  3
SPN 3032  Spanish Theatre                        3
SPN 5032  Spanish Theatre                        3
SPN 3041  20th Century Spanish Poetry            3
SPN 5041  20th Century Spanish Poetry            3

3 courses in Latin American Literature selected from the following:
SPN 3010  Latin American Novel and Film          3
SPN 5010  Latin American Novel and Film          3
SPN 3014  Magic Realism Writers Writers          3
SPN 5014  Magic Realism Writers Realism Writers  3
SPN 3028  Latin American Black Literature        3
SPN 5028  Latin American Black Literature        3
SPN 3031  Women's Writings in Latin America      3
SPN 5031  Women's Writings in Latin America      3
SPN 3034  Latino Literature in the US             3
SPN 5034  Latino Literature in the US             3
SPN 3038  Spanish Caribbean Literature           3
SPN 5038  Spanish Caribbean Literature           3
SPN 3046  Literature and Film in Cuba             3
SPN 5046  Literature and Film in Cuba             3

Senior Evaluation:
SPN 3998  Senior Evaluation                      3

Taken in Fall or Spring of senior year, in this course students write a thesis, in Spanish, on a cultural or literary topic approved by the Spanish Coordinator.

Spanish Minor

Spanish Minor Requirements

For students starting in Fall 2016, the requirements for the Spanish minor will be as follows:

Students who minor in Spanish must take five courses (at least 15 credits) above the introductory level, one of which must be at the 3000-level.

All courses must be in Spanish.

Latin American Studies Minor

Latin American Studies Minor Requirements

Students who minor in Latin American Studies must take a total of six courses related to Latin American issues. Four of these courses must be in Spanish, while 2 others may
be courses on Latin American politics, history or culture from other departments (e.g., Art History, History, Sociology). Two of these courses must be at the 3000 level.

Courses available for the Latin American Studies Minor:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH 2023</td>
<td>20th Century Latin American Art</td>
<td>3</td>
</tr>
<tr>
<td>ARH 3077</td>
<td>Mexican Muralists</td>
<td>4</td>
</tr>
<tr>
<td>ARH 5077</td>
<td>Mexican Muralists: Picturing Revolution</td>
<td>4</td>
</tr>
<tr>
<td>HIS 1021</td>
<td>History of the Caribbean</td>
<td>3</td>
</tr>
<tr>
<td>HIS 1025</td>
<td>Indigenous &amp; Colonial Latin America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 3127</td>
<td>Latin American Economic History</td>
<td>3</td>
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<td>HIS 5127</td>
<td>Latin American Economic History</td>
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<tr>
<td>SOC 3000</td>
<td>Latin American Social Movements</td>
<td>3</td>
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<tr>
<td>SOC 5000</td>
<td>Latin American Social Movements</td>
<td>3</td>
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<tr>
<td>SOC 3040</td>
<td>Soc of Latinos in the USA</td>
<td>3</td>
</tr>
<tr>
<td>SOC 5040</td>
<td>Sociology of Latinos in the USA</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3010</td>
<td>Latin American Novel and Film</td>
<td>3</td>
</tr>
<tr>
<td>SPN 5010</td>
<td>Latin American Novel and Film</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3014</td>
<td>Magic Realism Writers Writers</td>
<td>3</td>
</tr>
<tr>
<td>SPN 5014</td>
<td>Magic Realism Writers Writers</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3016</td>
<td>Latin American Civilization</td>
<td>3</td>
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<td>SPN 5016</td>
<td>Latin American Civilization</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3028</td>
<td>Latin American Black Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPN 5028</td>
<td>Latin American Black Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3031</td>
<td>Women's Writings in Latin America</td>
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<td>SPN 5031</td>
<td>Women's Writings in Latin America</td>
<td>3</td>
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<tr>
<td>SPN 3034</td>
<td>Latino Literature in the US</td>
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<td>SPN 5034</td>
<td>Latino Literature in the US</td>
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<tr>
<td>SPN 3038</td>
<td>Spanish Caribbean Literature</td>
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<tr>
<td>SPN 5038</td>
<td>Spanish Caribbean Literature</td>
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<tr>
<td>SPN 3046</td>
<td>Literature and Film in Cuba</td>
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<tr>
<td>SPN 5046</td>
<td>Literature and Film in Cuba</td>
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</table>

ARH 3077, ARH 5077, HIS 1021, HIS 1025, HIS 3127, HIS 5127, SOC 3000, SOC 5000, SOC 3040, SOC 5040: In English
SPN 3010, SPN 5010, SPN 3014, SPN 5014, SPN 3016, SPN 5016, SPN 3028, SPN 5028, SPN 3031, SPN 5031, SPN 3034, SPN 5034, SPN 3038, SPN 5038, SPN 3046, SPN 5046: In Spanish

Note: All course work counted toward the major and the minor must be taken for a letter grade and must receive a grade of C- or better.

Student Learning Outcomes for Spanish Majors

1. Language: Students must understand Spanish in most social and professional settings, communicating verbally (with correct grammar) in most social and professional settings, writing grammatically correct essays and papers exhibit various forms of writing including literature, journalism and non-fiction.

2. Literature: Students should use literary terms and concepts that are commonly used in explaining and interpreting texts. Must be able to contrast and discuss a diverse range of literary genres, recall how social, historical, political, philosophical and cultural factors informed the writing of specific texts & exhibit an understanding of relevant literary criticism.

3. Culture: Students must understand the people in Spanish and Latin American cultures both geographically and historically, be able to identify the contemporary social structures within Spanish and Latin American cultures, exhibit how music, sports, religion, marriage, politics and other social and cultural factors are uniquely Spanish or Latin American, and identify and discuss painting, architecture, sculpture, music, and literature.

Spanish Departmental Honors

Departmental Honors are conferred upon graduating seniors with a Spanish major who have maintained a minimum grade point average in Spanish of 3.5 and have received a minimum grade of A- for Senior Evaluation.

Study Abroad

Students with at least a B average are encouraged to apply for study in Spain or Latin America. 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 Coordinator of Spanish and the Study Abroad Advisor.

Spanish Placement Exam

Please take this exam if you have any background in speaking or reading Spanish and you are considering continuing to study it at Manhattanville to fulfill your
language requirement. You need not take it if you have never studied this language.

**Examination Information:**

The Spanish Placement Exam is an online Web-based program that will be made available through Blackboard during Orientations in July and August and at certain times during the academic year. Normally, within 48 hours, placement scores and their Manhattanville course equivalences (if applicable) will appear in your WebAdvisor account. Click the “Placement Exams, Non Course and Transfer Course Equivalences” link.

**Students may take the Spanish placement exam only once.**

**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 and other non-profits.

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 (Chair)** — Survey of World Religions; Christianity; religion in the United States; psychology of religion; Bible; religion and sexuality

**James Edwards Jones** — Islam; African-American religions; comparative religion, socio-cultural theory

**Adjunct Faculty**

**Baila R. Shargel** — Holocaust Literature and Film
**Norton D. Shargel** — Judaism, Hebrew
**Wilfred Leonard Tyrrell, SA** — Catholicism, Ethics; Buddhism and Indian religious traditions

**World Religions, Bachelor of Arts**

**World Religions 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 two of the following courses:
  - Asian Religions
  - Buddhism
  - Monks and Merchants: the Religions and Cultures of Asia’s Silk Road
  - Religions of China
  - Religions of Japan
  - Religions of India

- 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 foreign language courses that are useful for research, preparation for graduate school or serious study of one or more world religions.
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; comparative religion including cross-cultural issues; key religious figures; arts literature and religion; ethics, gender and sexuality; new religious movements; philosophy of religion; religion and violence, 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 (one must be the current department Chair) and a conference with the student.

Students are required to 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 Senior Evaluation. A proposal with a description of the project and an annotated bibliography should be submitted to the student’s faculty advisor and the Chair of the department by the end of the required one credit seminar or independent study. 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 (one of these two faculty members must be the current department Chair).

World Religions Minor

World Religions 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 (i.e., Judaism, Christianity, Islam, Buddhism)

World Religions Departmental Honors

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.

Bachelor Degrees in Accelerated Format

Manhattanville College offers five accelerated undergraduate degree-completion programs for adult students in its APPEAL (Accelerated Professional Programs for Evening Adult Learners) programs. The degrees are in Accounting, Behavioral Studies, Business Management, 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 a grade point average of 2.5 or better, are at least 21 years of age, and have a minimum of two years’ of work experience are eligible for the program. A maximum of 90 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:

1. complete 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.
2. 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.
3. 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 seven-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.

There is rolling admissions for the Adult Accelerated Undergraduate Degree Completion Programs. Please note that transcripts from undergraduate course work can be preliminarily evaluated for transfer credits by the program director prior to completion of the application, for those who are interested.

Program Requirements:

• 21 Years of age
• 2.5 GPA

The application process is as follows:

• A completed and signed application with fee made payable to Manhattanville College. The fee is waived for applications made online at the Manhattanville Website, www.mville.edu.
• Official transcripts from all colleges attended
• A 2 – 3 page typewritten autobiographical essay describing your educational and career experiences. The essay should be creative and reflective in nature and be responsive to the following questions:
  • How and why did you decide to pursue this program
  • How can this program further your personal and/or professional goals
• Resume reflective of your business and educational experience
• Interviews will be arranged for those with acceptable completed application files.
• Proof of the required immunizations against measles, mumps, and rubella in compliance with New York State regulations for those born on or after January 1, 1957.

Send Materials to:

Manhattanville College
School of Business Admissions
Reid Castle, Room G5
2900 Purchase Street
Purchase, NY 10577

Accounting, Bachelor of Science

This program is designed to enable eligible students to earn their undergraduate degree in an accelerated format to fulfill both the course content and credit requirement for the Certified Public Accountant Exam (CPA). CPA credentials offer opportunities in diverse professions that extend far beyond being an accountant.

The accounting major requires completion of fifteen (15) required 3-credit courses for a total of 45 credit hours. Ten of these courses are in accounting and five are in non-accounting business related courses. The following are the required courses:

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 1002</td>
<td>Fundamentals of Accounting I</td>
</tr>
<tr>
<td>ACC 1008</td>
<td>Fundamentals of Accounting II</td>
</tr>
<tr>
<td>ACC 2035</td>
<td>Intermediate Accounting I</td>
</tr>
<tr>
<td>ACC 2036</td>
<td>Intermediate Accounting II</td>
</tr>
<tr>
<td>MGT 2037</td>
<td>Fundamentals of Taxation</td>
</tr>
<tr>
<td>MGT 3019</td>
<td>Cost Accounting</td>
</tr>
<tr>
<td>MGT 3024</td>
<td>Auditing</td>
</tr>
<tr>
<td>ACC 3081</td>
<td>Advanced Auditing</td>
</tr>
<tr>
<td>ACC 3083</td>
<td>Advanced Taxation</td>
</tr>
<tr>
<td>ACC 3085</td>
<td>Advanced Accounting</td>
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</tbody>
</table>

**Required Non-Accounting Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 1002</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>FIN 3018</td>
<td>Corporate Finance OR FIN 2002</td>
</tr>
<tr>
<td>MGT 3019</td>
<td>Principles of Finance</td>
</tr>
<tr>
<td>ECO 2060</td>
<td>Economic Statistics</td>
</tr>
<tr>
<td>POS 2014</td>
<td>Practical Approach to Business Law</td>
</tr>
<tr>
<td>POS 2090</td>
<td>Law and Business Ethics</td>
</tr>
</tbody>
</table>

In addition to the 15 required courses, two courses are strongly recommended for the accounting major:
Behavioral Studies, Bachelor of Science

Requirements

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–four credits in the major.

Prerequisites

PSY 1004  Fundamentals of Psychology  4
SOC 1001  Introduction to Sociology  3

Required Courses

BIO 3024  ENVIRONMENTAL SCIENCE  3
BIO 3048  Biology of Health and Illness  3
ENW 2040  Writing for the Media  3
IDS 3010  Career & Life Work Planning  1
PHL 3042  Ethics & Social Responsibility  3
PSY 2001  Developmental Psychology: Infancy–Late Childhood  3
PSY 2011  Abnormal Psychology  3
PSY 2009  Social Psychology  3
PSY 2012  Statistics for Social Science  3
SOC 3010  Family and Society  3
SOC 3078  Contemporary Social Issues  3
SOC 3090  Social Research Methods  3
IDS 3098  Final Integrative Project for Behavioral Studies Concentration  2

Business Management, Bachelor of Science

Requirements

This program has four business concentrations that students can specialize in, applying their skills in a discipline that is most fascinating and matches their career goals:

Accounting
Finance
Human Resource Management

International Management
Marketing

In the core curriculum, there’s a focus on such important topics as global competition, communication, finance, marketing, business law and corporate processes. Students then, choose the electives in their selected concentration area to support their career goals.

All business management majors are required to take the following nine courses:

MGT 1001  Fundamentals of Management
ACC 1002  Fundamentals of Accounting I
MGT 1003  Introduction to Marketing
MGT 1007  Computer Concepts Business Applications
ACC 1008  Fundamentals of Accounting II
ECO 1002  Principles of Macroeconomics I
ECO 1001  Principles of Microeconomics II
ECO 2060  Economic Statistics
MGT 3090  Capstone Seminar

Five Different Concentrations

Concentration in Accounting
Completion of the nine required courses for the business management major and the completion of:

ACC 2035  Intermediate Accounting I
ACC 2036  Intermediate Accounting II

Plus one of the following:

ACC 2037  Fundamentals Of Taxation
ACC 3019  Cost Accounting
ACC 3024  Auditing

Concentration in Finance
Completion of the nine required courses for the Business Management major and the completion of:

ECO 2015  Money and Banking
FIN 2002  Principles of Finance
FIN 3010  Corporation Finance
FIN 3015  Investment Analysis
OR
FIN 3017  Global Finance

Concentration in Human Resource Management
Completion of the nine required courses for the business management major and the completion of:

MGT 1005  Management of Human Resources

Plus Any Three of the Following (3):

MGT 1006  General HR Employment Practice
Concentration in International Management
Completion of the nine required courses for the business management major and the completion of:

Two of the following (2):
- MGT 2006 International Marketing
- MGT 2007 International Management
- ECO 3035 Seminar In International Business

One of the Following (1):
- ECO 3016 International Trade
- ECO 3018 Economics Of Developing Countries

Elective Courses
Business Management majors who do not choose an area of concentration must take 3 electives. In addition to the management-designated courses (coded MGT), students may take any accounting, economics, finance or marketing course as an elective (any course coded ACC, ECO, FIN or MKT).

Communications Management, Bachelor of Science
Requirements
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 – three credits in the major.

Required Courses
- IDS 3010 Career & Life Work Planning 1
- CAM 3070 Media Ethics 3
- CAM 2009 Public Speaking 3
- ENW 2040 Writing for the Media 3
- MGT 3032 Understanding the Marketplace & Competition 3
- CAM 3064 Film & Media Aesthetics & Analysis 3
- CAM 2090 Communication & Media Theory 3
- CAM 3072 Social Media 3
- CAM 3067 Communications Industries & Info Technology 3
- CAM 2010 Interpersonal & Intercultural Communications 3
- SOC 3051 Mass Media & Society 3
- MGT 3098 Final Integrative Project 3

Organizational Management, Bachelor of Science
Requirements
This program offers an overview of the field of management in a setting of the liberal arts. Students must complete thirty – three credits in the concentration.

Prerequisites
- Principles of Accounting I
- Principles of Macroeconomics
- Principles of Microeconomics

Required Courses
- Approaches to Literature 3
- Finance & Planning Process 3
- Career & Life Work Planning 1
- Business Policy 3
- Development & Change in Social Organizations 3
- Entrepreneurship 3
- Understanding the Marketplace 3
- Managing Diversity 3
Dual Degree Programs
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 – Grade 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)

Manhattanville School of Business (MSB) Dual Degree Programs for Students Pursuing Accelerated Bachelor’s and Other 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.

1. B.S. in Behavioral Studies/M.S. in M.S. in Business Leadership (up to 9 graduate credits)
2. B.S. in Behavioral Studies /M.A.T. Program in Early Childhood Education (Birth – Grade 2) (up to 15 graduate credits)
3. B.S. in Behavioral Studies /M.A.T. Program in Childhood Education (Grades 1 – 6) (up to 15 graduate credits)
4. B.S. in Behavioral Studies M.A.T. Program in Early Childhood (Birth – Grade 2) plus Childhood Education (Grades 1 – 6) (up to 15 graduate credits)
5. B.S Behavioral Studies/M.S. in Human Resource Management and Organizational Effectiveness (up to 9 graduate credits)
6. B.S. in Business Management/M.S. in Human Resource Management and Organizational Effectiveness (up to 12 graduate credits)
7. B.S. in Business Management/M.S. in International Management (up to 12 graduate credits)
8. B.S. in Business Management/M.S. in Marketing Communication Management (up to 12 graduate credits)
9. B.S. in Business Management/M.S. in Sport Business Management (up to 12 graduate credits)
10. B.S. in Communications Management/M.S. in Marketing Communication Management (up to 9 graduate credits)
11. B.S. in Organizational Management/M.S. in M.S. in Business Leadership (up to 9 graduate credits)
12. B.S. in Organizational Management/M.S. in International Management (up to 9 graduate credits)
13. B.S. in Organizational Management/M.S. in Human Resource Management and Organizational Effectiveness (up to 9 graduate credits)

ALSO

14. B.A. in Sport Studies/M.S. in Sport Business Management (up to 12 graduate credits) (not Accelerated)

15. B.A. Business Management/M.S. in Sport Business Management (up to 12 graduate credits) (not Accelerated).

Accelerated Dual Degree Programs in Business Management and Sport Business Management

The Manhattanville School of Arts and Sciences and the School of Business offer two options for full-time undergraduates who wish to combine a Bachelor of Arts in Business Management or a Bachelor of Science in Business Management with a Master of Science in Sport Business Management.

The following dual degree programs are available:

1. Business Management Bachelor of Arts / Sport Business Management Master of Science

2. Business Management Bachelor of Science / Sport Business Management Master of Science

These programs allow students to complete the requirements for an undergraduate and graduate degree at Manhattanville at an accelerated pace. That is, Business Management undergraduate students will be able to complete up to 12 credits in the M.S. in Sports Business Management program prior to the completion of their undergraduate degree and apply these credits to their graduate degree. This dual degree program offers courses frequently enough for students to complete within 5 years.

Students must have at least 75 earned credits to be accepted into the program. Candidates need an overall GPA of at least 3.3, have taken coursework to provide a strong foundation of business knowledge, and have at least one recommendation from Manhattanville faculty attesting to the student’s preparedness for graduate level study.

All students in the dual degree program must complete MSBM 5001, as it is a prerequisite for all other MSBM course. MSBM 5002 must be completed before taking MSBM 5006. Students must earn a B or better in all MSBM coursework to continue in the program and may take no more than one MSBM course in the first two semesters of their participation in the program. Students may subsequently take up to two MSBM courses per semester.

Courses which may count toward both degrees:

- MSBM 5001 Dynamics of the Sports Business World
Accelerated Dual Degree Program in Sport Studies and Sport Business Management

The Manhattanville Program of Sport Studies and the School of Business offer an option for full-time undergraduates who wish to combine a Bachelor of Arts in Sport Studies with a Master of Science in Sport Business Management. The following dual degree is available:

Sport Studies Bachelor of Arts / Sport Business Management Master of Science

Undergraduate students who are accepted into the dual degree program would fulfill these electives as well as one additional course (which would count toward the degree, but not the major) via 4 of 5 possible graduate-level courses in the Sport Business Management M.S. program.

- MSBM 5002 Managing Sports Businesses Strategically
- MSBM 5003 Economic and Financial Aspects of Sports Management
- MSBM 5004 Sports Marketing
- MSBM 5006 Leading Sports Organizations

This program would allow students to complete the requirements for an undergraduate and graduate degree at Manhattanville at an accelerated pace. That is, Sport Studies undergraduate students will be able to complete up to 12 credits in the M.S. in Sport Business Management program prior to the completion of their undergraduate degree and apply these credits to their graduate degree. The dual degree program offers courses frequently enough for students to complete within 5 years. Completion of the dual degree within 5 years requires that a student be matriculating in the program, remain in good standing, and meet all other requirements in a timely fashion. All undergraduate courses must be completed within 7 years of the semester in which students take their first undergraduate course. All graduate courses must be completed within 5 years of the semester in which students take their first graduate course.

The Bachelor of Arts (B.A.) program of study in Sport Studies requires students to complete two core sport content courses, two science courses, one statistics course (ECO 2060) one writing intensive course and five elective courses. Undergraduate students who are accepted into the dual degree program would fulfill these electives as well as four of five possible graduate-level courses in the Sport Business Management M.S. program (see below). These courses encompass five core courses which are required to earn the M.S. degree in Sport Business Management. All students in the dual degree program must complete MSBM 5001, as it is a prerequisite for all other MSBM course. MSBM 5002 must be completed before taking MSBM 5006. Students must earn a B or better in all MSBM coursework to continue in the program and may take no more than one MSBM course in the first two semesters of their participation in the program. Students may subsequently take up to two MSBM courses per semester.

Eligible courses which may count toward both degrees:

- MSBM 5001  Dynamics of the Sports Business World
- MSBM 5002  Managing Sports Business Strategically
- MSBM 5003  Economic and Financial Aspects of Sport Management
- MSBM 5004  Sports Marketing
- MSBM 5006  Leading Sports Organizations
Students who have declared an undergraduate major in Sport Studies may apply for admission to the dual degree program. Students must have at least 75 earned credits to be accepted into the program. Students may submit applications in the semester during which they are projected to earn 75 credits. However, applications from students with fewer than 75 earned credits will only be approved pending successful completion of 75 credits. Candidates need an overall GPA of at least 3.3, have taken coursework to provide a strong foundation of business knowledge, and have at least one recommendation from Manhattanville faculty attesting to the student’s preparedness for graduate level study.

**Business Management Bachelor of Science / Human Resource Management & Organizational Effectiveness Master of Science**

The Manhattanville School of Arts and Sciences and the School of Business offer an option for full-time undergraduates who wish to combine a Bachelor of Science in Business Management with a Master of Science in Human Resource Management & Organizational Effectiveness. The following dual degree is available:

**Business Management Bachelor of Science / Human Resource Management & Organizational Effectiveness Master of Science**

This program would allow students to complete the requirements for an undergraduate and graduate degree at Manhattanville at an accelerated pace. That is, Business Management undergraduate students will be able to complete up to 15 credits in the M.S. in Human Resource Management & Organizational Effectiveness program prior to the completion of their undergraduate degree and apply these credits to their graduate degree. The Business Management B.S. and Human Resource Management & Organizational Effectiveness M.S. programs are appropriate for this type of dual degree progression given the content, goals and philosophies underlying the curricula. After completing a solid foundation in Business Management at the undergraduate level, students continue to the M.S. degree program. The M.S. program further educates students by providing them with advanced knowledge and business skills in business to prepare them to assume leadership roles in management. The M.S. program provides a thorough foundation in business while allowing flexibility for students to explore a wide variety of opportunities within a number of fields.

The B.S. programs of study in Business Management require students to complete three elective courses in an area of concentration. Undergraduate students who are accepted into the dual degree program would fulfill these electives as well as additional courses (which would count toward the degree, but not the major) via 4 of 5 possible graduate level courses in the Human Resource Management and Organizational Effectiveness M.S. program (see below). This program encompasses seven core courses, four courses in an area of concentration and one additional elective which are required to earn the M.S. degree in Human Resource Management and Organizational Effectiveness. All students in the dual degree program must complete HROE 5100, HROE 5102, MGPS 5010 and MGPS 5050 and must also earn a B or better in all HROE/MGPS coursework to continue in the program and may take no more than one HROE/MGPS course in the first two semesters of their participation in the program. Students may subsequently take up to two HROE/MGPS courses per semester.

Courses that are eligible to be counted toward both degrees:

- HROE 5100 Human Resource Competencies
- HROE 5101 Business Strategies for a Globally Diverse Workforce
- HROE 5102 Strategic Talent Management
- MGPS 5010 Communicating Effectively
- MGPS 5050 Leading Effectively and Ethically

Students who have declared an undergraduate concentration in Human Resource Management may apply for admission to the dual degree program which is appropriate to the degree type that they are pursuing (B.S.). Students must have at least 75 earned credits to be accepted into the program. Students may submit applications in the semester during which they are projected to earn 75 credits. However, applications from students with fewer than 75 earned credits will only be approved pending successful completion of 75 credits. The typical accepted candidate will have an overall GPA of at least 3.3, have taken coursework to provide a strong foundation of business knowledge, and have at least one recommendation from Manhattanville faculty attesting to the student’s preparedness for graduate level study. The
GPA quoted above (3.3), however, is a guideline. Having a GPA of 3.3 or greater does not guarantee acceptance to the program. Likewise, some students may be accepted even if their overall GPA is less than 3.3 if they can otherwise demonstrate their readiness for graduate work. Students must earn a B or better in all HROE/MGPS coursework to continue in the program.

**Business Management Bachelor of Science / International Management Master of Science**

The Manhattanville School of Arts and Sciences and the School of Business offer an option for full-time undergraduates who wish to combine a Bachelor of Science in Business Management with a Master of Science in International Management. The following dual degree is available:

**Business Management Bachelor of Science / International Management Master of Science**

This program would allow students to complete the requirements for an undergraduate and graduate degree at Manhattanville at an accelerated pace. That is, Business Management undergraduate students will be able to complete up to 15 credits in the M.S. in International Management program prior to the completion of their undergraduate degree and apply these credits to their graduate degree. The Business Management B.S. and International Management M.S. programs are appropriate for this type of dual degree progression given the content, goals and philosophies underlying the curricula. After completing a solid foundation in Business Management at the undergraduate level, students continue to the M.S. degree program. The M.S. program further educates students by providing them with advanced knowledge and business skills in business to prepare them to assume leadership roles in management. The M.S. program provides a thorough foundation in business while allowing flexibility for students to explore a wide variety of opportunities within a number of fields.

The B.S. programs of study in Business Management require students to complete three elective courses in an area of concentration. Undergraduate students who are accepted into the dual degree program would fulfill these electives as well as additional courses (which would count toward the degree, but not the major) via 4 of 5 possible graduate level courses in the International Management M.S. program (see below). This program encompasses eight core courses, and four courses in an area of concentration which are required to earn the M.S. in International Management. All students in the dual degree program must complete MSBL 5601, MSIM 5002, MSIM 5004 and MSIM 5006 and must also earn a B or better in all MSBL/MSIM/MGPS coursework to continue in the program and may take no more than one MSBL/MSIM course in the first two semesters of their participation in the program. Students may subsequently take up to two MSIM/MGPS courses per semester.

Courses that are eligible to be counted toward both degrees:

- MSBL 5601 Global Business
- MSIM 5002 Competing Globally
- MSIM 5004 International Law & Ethics
- MSIM 5006 Managing Global Corporate Processes and Projects
- MGPS 5010 Communicating Effectively

Students who have declared an undergraduate concentration in International Management may apply for admission to the dual degree program which is appropriate to the degree type that they are pursuing (B.S.). Students must have at least 75 earned credits to be accepted into the program. Students may submit applications in the semester during which they are projected to earn 75 credits. However, applications from students with fewer than 75 earned credits will only be approved pending successful completion of 75 credits. The typical accepted candidate will have an overall GPA of at least 3.3, have taken coursework to provide a strong foundation of business knowledge, and have at least one recommendation from Manhattanville faculty attesting to the student’s preparedness for graduate level study. The GPA quoted above (3.3), however, is a guideline. Having a
GPA of 3.3 or greater does not guarantee acceptance to the program. Likewise, some students may be accepted even if their overall GPA is less than 3.3 if they can otherwise demonstrate their readiness for graduate work. Students must earn a B or better in all MSBL/MSIM/MGPS coursework to continue in the program.

Business Management Bachelor of Science / Marketing Communication Management Master of Science

The Manhattanville School of Arts and Sciences and the School of Business offer an option for full-time undergraduates who wish to combine a Bachelor of Science in Business Management with a Master of Science in Marketing Communication Management. The following dual degree is available:

Business Management Bachelor of Science / Marketing Communication Management Master of Science

This program would allow students to complete the requirements for an undergraduate and graduate degree at Manhattanville at an accelerated pace. That is, Business Management undergraduate students will be able to complete up to 15 credits in the M.S. in Marketing Communication Management program prior to the completion of their undergraduate degree and apply these credits to their graduate degree. The Business Management B.S. and Marketing Communication Management M.S. programs are appropriate for this type of dual degree progression given the content, goals and philosophies underlying the curricula. After completing a solid foundation in Business Management at the undergraduate level, students continue to the M.S. degree program. The M.S. program further educates students by providing them with advanced knowledge and business skills in business to prepare them to assume leadership roles in management. The M.S. program provides a thorough foundation in business while allowing flexibility for students to explore a wide variety of opportunities within a number of fields.

The B.S. programs of study in Business Management require students to complete four elective courses in an area of concentration. Undergraduate students who are accepted into the dual degree program would fulfill these electives as well as additional courses (which would count toward the degree, but not the major) via 4 of 5 possible graduate level courses in the Marketing Communication Management M.S. program (see below). This program encompasses seven core courses and five electives which are required to earn the M.S. degree in Marketing Communication. All students in the dual degree program must complete MKMC 5100, MKMC 5101, MKMC 5102 and MSIM 5602 and must also earn a B or better in all MKMC/MGPS coursework to continue in the program and may take no more than one MKMC/MGPS course in the first two semesters of their participation in the program. Students may subsequently take up to two MKMC/MGPS courses per semester.

Courses that are eligible to be counted toward both degrees:
MKMC 5100 Public Relations Theory and Practice
MKMC 5101 Communication Ethics and Regulations
MKMC 5102 Social Media and the Business Imperative
MKMC 5602 Global Marketing Strategies
MKMC 5605 Consumer Behavior

Students who have declared an undergraduate concentration in Marketing Communication Management may apply for admission to the dual degree program which is appropriate to the degree type that they are pursuing (B.S.). Students must have at least 75 earned credits to be accepted into the program. Students may submit applications in the semester during which they are projected to earn 75 credits. However, applications from students with fewer than 75 earned credits will only be approved pending successful completion of 75 credits. The typical accepted candidate will have an overall GPA of at least 3.3, have taken coursework to provide a strong foundation of business knowledge, and have at least one recommendation from Manhattanville faculty attesting to the student’s preparedness for graduate level study. The GPA quoted above (3.3), however, is a guideline. Having a GPA of 3.3 or greater does not guarantee acceptance to the program. Likewise, some students may be accepted even if their overall GPA is less than 3.3 if they can otherwise demonstrate their readiness for graduate work.
Students must earn a B or better in all MKMC/MGPS coursework to continue in the program.

**Behavioral Studies Bachelor of Science / Business Leadership Master of Science**

The School of Business offers an option for adult undergraduates who wish to combine a Bachelor of Science in Behavioral Studies with a Master of Science in Business Leadership. The following dual degree is available:

**Behavioral Studies Bachelor of Science / Business Leadership Master of Science**

This program would allow students to complete the requirements for an undergraduate and graduate degree at Manhattanville at an accelerated pace. That is, Behavioral Studies undergraduate students will be able to complete up to 9 credits in the M.S. in Business Leadership program prior to the completion of their undergraduate degree and apply these credits to their graduate degree. The Behavioral Studies B.S. and Business Leadership M.S. programs are appropriate for this type of dual degree progression given the content, goals and philosophies underlying the curricula. After completing a solid foundation in Behavioral Studies at the undergraduate level, students continue to the M.S. degree program. The M.S. program further educates students by providing them with advanced knowledge and business skills in business to prepare them to assume leadership roles in management. The M.S. program provides a thorough foundation in business while allowing flexibility for students to explore a wide variety of opportunities within a number of fields.

The B.S. program of study in Behavioral Studies requires students to complete all of their core courses in the major. Undergraduate students who are accepted into the dual degree program would fulfill these required courses as well as three additional courses (which would count toward the degree as electives, but not the major) via three possible graduate level courses in the Business Leadership M.S. program (see below). This program encompasses eight core courses and five elective courses which are all required to earn the M.S. degree in Business Leadership. All students in the dual degree program must complete three courses of which MSBL 5100, MGPS 5000, MGPS 5010, MGPS 5040, MGPS 5050 are eligible, and must also earn a B or better in all MSBL/MGPS coursework to continue in the program.

Courses that are eligible to be counted toward both degrees:
- MGPS 5000 Business Strategy
- MSBL 5100 Transitioning from Manager to Leader
- MGPS 5010 Communicating Effectively
- MGPS 5040 Analytical and Financial Tools for Decision Making
- MGPS 5050 Leading Effectively and Ethically

Students may apply for admission to the dual degree program which is appropriate to the degree type that they are pursuing (B.S.). Students must have at least 75 earned credits to be accepted into the program. Students may submit applications in the semester during which they are projected to earn 75 credits. However, applications from students with fewer than 75 earned credits will only be approved pending successful completion of 75 credits. The typical accepted candidate will have an overall GPA of at least 3.25, have taken coursework to provide a strong foundation of business knowledge, and have at least one recommendation from Manhattanville faculty attesting to the student’s preparedness for graduate level study. The GPA quoted above (3.25), however, is a guideline. Having a GPA of 3.25 or greater does not guarantee acceptance to the program. Likewise, some students may be accepted even if their overall GPA is less than 3.25 if they can otherwise demonstrate their readiness for graduate work. Students must earn a B or better in all MSBL/MGPS coursework to continue in the program.

**Behavioral Studies Bachelor of Science / Human Resource Management & Organizational Effectiveness Master of Science**

The School of Business offers an option for adult undergraduates who wish to combine a Bachelor of Science in Behavioral Studies with a Master of Science in Human Resource Management & Organizational Effectiveness. The following dual degree is available:

**Behavioral Studies Bachelor of Science / Human Resource Management & Organizational Effectiveness Master of Science**

Students may apply for admission to the dual degree program which is appropriate to the degree type that they are pursuing (B.S.). Students must have at least 75 earned credits to be accepted into the program. Students may submit applications in the semester during which they are projected to earn 75 credits. However, applications from students with fewer than 75 earned credits will only be approved pending successful completion of 75 credits. The typical accepted candidate will have an overall GPA of at least 3.25, have taken coursework to provide a strong foundation of business knowledge, and have at least one recommendation from Manhattanville faculty attesting to the student’s preparedness for graduate level study. The GPA quoted above (3.25), however, is a guideline. Having a GPA of 3.25 or greater does not guarantee acceptance to the program. Likewise, some students may be accepted even if their overall GPA is less than 3.25 if they can otherwise demonstrate their readiness for graduate work. Students must earn a B or better in all MSBL/MGPS coursework to continue in the program.
This program would allow students to complete the requirements for an undergraduate and graduate degree at Manhattanville at an accelerated pace. That is, Behavioral Studies undergraduate students will be able to complete up to 9 credits in the M.S. in Human Resource Management & Organizational Effectiveness program prior to the completion of their undergraduate degree and apply these credits to their graduate degree. The Behavioral Studies B.S. and Human Resource Management & Organizational Effectiveness M.S. programs are appropriate for this type of dual degree progression given the content, goals and philosophies underlying the curricula. After completing a solid foundation in Behavioral Studies at the undergraduate level, students continue to the M.S. degree program. The M.S. program further educates students by providing them with advanced knowledge and business skills in business to prepare them to assume leadership roles in management. The M.S. program provides a thorough foundation in business while allowing flexibility for students to explore a wide variety of opportunities within a number of fields.

The B.S. program of study in Behavioral Studies requires students to complete all of their core courses in the major. Undergraduate students who are accepted into the dual degree program would fulfill these required courses as well as three additional courses (which would count toward the degree as electives, but not the major) via three possible graduate level courses in the Human Resource Management and Organizational Effectiveness M.S. program (see below). This program encompasses seven core courses, four courses in an area of concentration and one additional elective which are all required to earn the M.S. degree in Human Resource Management and Organizational Effectiveness. All students in the dual degree program must complete three courses of which HROE 5100, HROE 5101, HROE 5102, MGPS 5010 and MGPS 5050 are eligible, and must also earn a B or better in all HROE/MGPS coursework to continue in the program.

Courses that are eligible to be counted toward both awards:

- HROE 5100 Human Resource Competencies
- HROE 5101 Business Strategies for a Globally Diverse Workforce
- HROE 5102 Strategic Talent Management
- MGPS 5010 Communicating Effectively
- MGPS 5050 Leading Effectively and Ethically

Students may apply for admission to the dual degree program which is appropriate to the degree type that they are pursuing (B.S.). Students must have at least 75 earned credits to be accepted into the program. Students may submit applications in the semester during which they are projected to earn 75 credits. However, applications from students with fewer than 75 earned credits will only be approved pending successful completion of 75 credits. The typical accepted candidate will have an overall GPA of at least 3.25, have taken coursework to provide a strong foundation of business knowledge, and have at least one recommendation from Manhattanville faculty attesting to the student’s preparedness for graduate level study. The GPA quoted above (3.25), however, is a guideline. Having a GPA of 3.25 or greater does not guarantee acceptance to the program. Likewise, some students may be accepted even if their overall GPA is less than 3.25 if they can otherwise demonstrate their readiness for graduate work. Students must earn a B or better in all HROE/MGPS coursework to continue in the program.

Bachelor of Science in Behavioral Studies / Master of Arts in Teaching (E101) Childhood Education (Grades 1-6)

Manhattanville’s School of Business and School of Education offer an option for adult undergraduates who wish to combine a Bachelor of Science in Behavioral Studies with a Master of Arts in Teaching (E101) Childhood Education (Grades 1-6). The following dual degree is available:

Bachelor of Science in Behavioral Studies / Master of Arts in Teaching (E101) Childhood Education (Grades 1-6)

This program would allow students to complete the requirements for an undergraduate and graduate degree at Manhattanville at an accelerated pace. That is, Behavioral Studies undergraduate students will be able to complete up to 15 credits in the Master of Arts in Teaching (E101) program prior to the completion of their undergraduate degree and apply these credits to their graduate degree. The Behavioral Studies B.S. and Master of Arts in Teaching programs are appropriate for this type of dual degree progression given the content, goals and philosophies underlying the curricula. After completing a solid foundation in Behavioral Studies at the
undergraduate level, students continue to the M.A.
degree program. The M.A. program further educates
candidates to become ethically and socially responsible
teachers and school leaders for participation in the
educational community.

The B.S. program of study in Behavioral Studies requires
students to complete all of their core courses in the
major. Undergraduate students who are accepted into the
dual degree program would fulfill these required courses
as well as up to five additional courses (which would
count toward the degree as electives, but not the major)
via five possible graduate level courses in the Master of
Arts in Teaching (E101) program (see below). These
courses are all required to earn the Master of Arts in
Teaching (E101). Dual degree students may take up to five
eligible courses, and must also earn a B or better in all
EDU coursework to continue in the program.

Courses that are eligible to be counted toward both
degrees:

- EDU 5071 Introduction to the Exceptional Student
- EDU 5367 Methods Teaching Literacy I
- EDU 5107 Childhood Mathematics Methods
- EDU 5108 / EDU 5109 Childhood Science Methods
- EDU 5112 / EDU 5113 Childhood Social Studies and the
  Arts

Students may apply for admission to the dual degree
program which is appropriate to the degree type that they
are pursuing (B.S.). Students must have at least 75 earned
credits to be accepted into the program. Students may
submit applications in the semester during which they are
projected to earn 75 credits. However, applications from
students with fewer than 75 earned credits will only be
approved pending successful completion of 75 credits.

The typical accepted candidate will have an overall GPA of
at least 3.25, have taken coursework to provide a strong
foundation of business knowledge, and have at least one
recommendation from Manhattanville faculty attesting to
the student’s preparedness for graduate level study. The
GPA quoted above (3.25), however, is a guideline. Having
a GPA of 3.25 or greater does not guarantee acceptance
to the program. Likewise, some students may be accepted
even if their overall GPA is less than 3.25 if they can
otherwise demonstrate their readiness for graduate work.

Bachelor of Science in Behavioral Studies / Master of Arts in Teaching
(E102) Early Childhood Education (Birth – Grade 2)

Manhattanville’s School of Business and School of
Education offer an option for adult undergraduates who
wish to combine a Bachelor of Science in Behavioral
Studies with a Master of Arts in Teaching (E102). The
following dual degree is available:

Bachelor of Science in Behavioral Studies / Master of
Arts in Teaching (E102) Early Childhood Education (Birth – Grade 2)

This program would allow students to complete the
requirements for an undergraduate and graduate degree
at Manhattanville at an accelerated pace. That is,
Behavioral Studies undergraduate students will be able
to complete up to 15 credits in the Master of Arts in
Teaching (E102) program prior to the completion of their
undergraduate degree and apply these credits to their
graduate degree. The Behavioral Studies B.S. and Master
of Arts in Teaching programs are appropriate for this type
of dual degree progression given the content, goals and
philosophies underlying the curricula. After completing a
solid foundation in Behavioral Studies at the
undergraduate level, students continue to the M.A.
degree program. The M.A. program further educates
candidates to become ethically and socially responsible
teachers and school leaders for participation in the
educational community.

The B.S. program of study in Behavioral Studies requires
students to complete all of their core courses in the
major. Undergraduate students who are accepted into the
dual degree program would fulfill these required courses
as well as up to five additional courses (which would
count toward the degree as electives, but not the major)
via five possible graduate level courses in the Master of Arts in Teaching (E102) program (see below). These courses are all required to earn the Master of Arts in Teaching (E102). Dual degree students may take up to five eligible courses, and must also earn a B or better in all EDU coursework to continue in the program.

Courses that are eligible to be counted toward both awards:

EDU 5031 Emergent Literacy: Methods & Materials for Beginning Literacy Instruction
EDU 5307 Observing, Assessing And Understanding Child Development: Birth -grade 2
EDU 5323 The Integrated Curriculum in ECE I: Math, Science and Technology
EDU 5367 Methods Teaching Literacy I
EDU 5452 Strategies for Teaching Young Children and Guiding Their Behavior

Students may apply for admission to the dual degree program which is appropriate to the degree type that they are pursuing (B.S.). Students must have at least 75 earned credits to be accepted into the program. Students may submit applications in the semester during which they are projected to earn 75 credits. However, applications from students with fewer than 75 earned credits will only be approved pending successful completion of 75 credits. The typical accepted candidate will have an overall GPA of at least 3.25, have taken coursework to provide a strong foundation of business knowledge, and have at least one recommendation from Manhattanville faculty attesting to the student’s preparedness for graduate level study. The GPA quoted above (3.25), however, is a guideline. Having a GPA of 3.25 or greater does not guarantee acceptance to the program. Likewise, some students may be accepted even if their overall GPA is less than 3.25 if they can otherwise demonstrate their readiness for graduate work. Students must earn a B or better in all EDU coursework to continue in the program.

Bachelor of Science in Behavioral Studies / Master of Arts in Teaching (E103) Early Childhood (Birth-Grade 2) and Childhood Ed (Grades 1-6).

Manhattanville’s School of Business and School of Education offer an option for adult undergraduates who wish to combine a Bachelor of Science in Behavioral Studies with a Master of Arts in Teaching (E103) combining Birth-Grade 2 and Childhood Ed (Grades 1-6). The following dual degree is available:

Bachelor of Science in Behavioral Studies / Master of Arts in Teaching (E103) Early Childhood (Birth-Grade 2) and Childhood Ed (Grades 1-6).

This program would allow students to complete the requirements for an undergraduate and graduate degree at Manhattanville at an accelerated pace. That is, Behavioral Studies undergraduate students will be able to complete up to 15 credits in the Master of Arts in Teaching (E103) program prior to the completion of their undergraduate degree and apply these credits to their graduate degree. The Behavioral Studies B.S. and Master of Arts in Teaching (E103) programs are appropriate for this type of dual degree progression given the content, goals and philosophies underlying the curricula. After completing a solid foundation in Behavioral Studies at the undergraduate level, students continue to the M.A. degree program. The M.A. program further educates candidates to become ethically and socially responsible teachers and school leaders for participation in the educational community.

The B.S. program of study in Behavioral Studies requires students to complete all of their core courses in the major. Undergraduate students who are accepted into the dual degree program would fulfill these required courses as well as up to five additional courses (which would count toward the degree as electives, but not the major) via five possible graduate level courses in the Master of Arts in Teaching (E103) program (see below). These courses are all required to earn the Master of Arts in Teaching (E103). Dual degree students may take up to five
eligible courses, and must also earn a B or better in all EDU coursework to continue in the program.

Courses that are eligible to be counted toward both degrees:

EDU 5017 Foundations of Early Childhood Education
EDU5367 Methods Teaching Literacy I
EDU 5112 / EDU 5113 Childhood Social Studies and the Arts
EDU 5307 Observing, Assessing And Understanding Child Development: Birth - grade 2
EDU 5323 The Integrated Curriculum in ECE I: Math, Science and Technology

Students may apply for admission to the dual degree program which is appropriate to the degree type that they are pursuing (B.S.). Students must have at least 75 earned credits to be accepted into the program. Students may submit applications in the semester during which they are projected to earn 75 credits. However, applications from students with fewer than 75 earned credits will only be approved pending successful completion of 75 credits. The typical accepted candidate will have an overall GPA of at least 3.25, have taken coursework to provide a strong foundation of business knowledge, and have at least one recommendation from Manhattanville faculty attesting to the student’s preparedness for graduate level study. The GPA quoted above (3.25), however, is a guideline. Having a GPA of 3.25 or greater does not guarantee acceptance to the program. Likewise, some students may be accepted even if their overall GPA is less than 3.25 if they can otherwise demonstrate their readiness for graduate work. Students must earn a B or better in all EDU coursework to continue in the program.

Communications Management Bachelor of Science / Marketing Communication Management Master of Science

The School of Business offers an option for adult undergraduates who wish to combine a Bachelor of Science in Communication Management with a Master of Science in Communications Management. The following dual degree is available:

Communications Management Bachelor of Science / Marketing Communication Management Master of Science

This program would allow students to complete the requirements for an undergraduate and graduate degree at Manhattanville at an accelerated pace. That is, Communications Management undergraduate students will be able to complete up to 9 credits in the M.S. in Marketing Communication Management program prior to the completion of their undergraduate degree and apply these credits to their graduate degree. The Communications Management B.S. and Marketing Communication Management M.S. programs are appropriate for this type of dual degree progression given the content, goals and philosophies underlying the curricula. After completing a solid foundation in Communications Management at the undergraduate level, students continue to the M.S. degree program. The M.S. program further educates students by providing them with advanced knowledge and business skills in marketing to prepare them to assume leadership roles in management. The M.S. program provides a thorough foundation in business while allowing flexibility for students to explore a wide variety of opportunities within a number of fields.

The B.S. program of study in Communications Management requires students to complete all of their core courses in the major. Undergraduate students who are accepted into the dual degree program would fulfill these required courses as well as three additional courses (which would count toward the degree as electives, but not the major) via three possible graduate level courses in the Marketing Communication Management M.S. program (see below). This program encompasses seven core courses and five elective courses which are all required to earn the M.S. degree in Marketing Communication Management. All students in the dual degree program must complete three courses of which MKMC 5100, MKMC 5101, MKMC 5102, MKMC 5602, MKMC 5605 are eligible, and must also earn a B or better in all MKMC coursework to continue in the program.
Courses that are eligible to be counted toward both degrees:
MKMC 5100 Public Relations Theory and Practice
MKMC 5101 Communication Ethics and Regulations
MKMC 5102 Social Media and the Business Imperative
MKMC 5602 Global Marketing Strategies
MKMC 5605 Consumer Behavior

Students may apply for admission to the dual degree program which is appropriate to the degree type that they are pursuing (B.S.). Students must have at least 75 earned credits to be accepted into the program. Students may submit applications in the semester during which they are projected to earn 75 credits. However, applications from students with fewer than 75 earned credits will only be approved pending successful completion of 75 credits.

The typical accepted candidate will have an overall GPA of at least 3.25, have taken coursework to provide a strong foundation of business knowledge, and have at least one recommendation from Manhattanville faculty attesting to the student’s preparedness for graduate level study. The GPA quoted above (3.25), however, is a guideline. Having a GPA of 3.25 or greater does not guarantee acceptance to the program. Likewise, some students may be accepted even if their overall GPA is less than 3.25 if they can otherwise demonstrate their readiness for graduate work. Students must earn a B or better in all MKMC coursework to continue in the program.

Organizational Management Bachelor of Science / Human Resource Management & Organizational Effectiveness Master of Science

The School of Business offers an option for adult undergraduates who wish to combine a Bachelor of Science in Organizational Management with a Master of Science in Human Resource Management & Organizational Effectiveness. The following dual degree is available:

Organizational Management Bachelor of Science / Human Resource Management & Organizational Effectiveness Master of Science

This program would allow students to complete the requirements for an undergraduate and graduate degree at Manhattanville at an accelerated pace. That is, Organizational Management undergraduate students will be able to complete up to 9 credits in the M.S. in Human Resource Management & Organizational Effectiveness program prior to the completion of their undergraduate degree and apply these credits to their graduate degree. The Organizational Management B.S. and Human Resource Management & Organizational Effectiveness M.S. programs are appropriate for this type of dual degree progression given the content, goals and philosophies underlying the curricula. After completing a solid foundation in Organizational Management at the undergraduate level, students continue to the M.S. degree program. The M.S. program further educates students by providing them with advanced knowledge and business skills in business to prepare them to assume leadership roles in management. The M.S. program provides a thorough foundation in business while allowing flexibility for students to explore a wide variety of opportunities within a number of fields.

The B.S. program of study in Organizational Management requires students to complete all of their core courses in the major. Undergraduate students who are accepted into the dual degree program would fulfill these required courses as well as three additional courses (which would count toward the degree as electives, but not the major) via three possible graduate level courses in the Human Resource Management and Organizational Effectiveness M.S. program (see below). This program encompasses seven core courses, four courses in an area of concentration and one additional elective which are all required to earn the M.S. degree in Human Resource Management and Organizational Effectiveness. All students in the dual degree program must complete three courses of which HROE 5100, HROE 5101, HROE 5102, MGPS 5010 and MGPS 5050 are eligible, and must also earn a B or better in all HROE/MGPS coursework to continue in the program.

Courses that are eligible to be counted toward both degrees:

HROE 5100 Human Resource Competencies
HROE 5101 Business Strategies for a Globally Diverse Workforce
HROE 5102 Strategic Talent Management
MGPS 5010 Communicating Effectively
MGPS 5050 Leading Effectively and Ethically

Students must have at least 75 earned credits to be accepted into the program. Students may submit applications in the semester during which they are projected to earn 75 credits. However, applications from students with fewer than 75 earned credits will only be approved pending successful completion of 75 credits. The typical accepted candidate will have an overall GPA of at least 3.25, have taken coursework to provide a strong foundation of business knowledge, and have at least one recommendation from Manhattanville faculty attesting to the student’s preparedness for graduate level study. The GPA quoted above (3.25), however, is a guideline. Having a GPA of 3.25 or greater does not guarantee acceptance to the program. Likewise, some students may be accepted even if their overall GPA is less than 3.25 if they can otherwise demonstrate their readiness for graduate work. Students must earn a B or better in all HROE/MGPS coursework to continue in the program.

Organizational Management Bachelor of Science / Business Leadership Master of Science

The School of Business offers an option for adult undergraduates who wish to combine a Bachelor of Science in Organizational Management with a Master of Science in Business Leadership. The following dual degree is available:

Organizational Management Bachelor of Science / Business Leadership Master of Science

This program would allow students to complete the requirements for an undergraduate and graduate degree at Manhattanville at an accelerated pace. That is, Organizational Management undergraduate students will be able to complete up to 9 credits in the M.S. in Business Leadership program prior to the completion of their undergraduate degree and apply these credits to their graduate degree. The Organizational Management B.S. and Business Leadership M.S. programs are appropriate for this type of dual degree progression given the content, goals and philosophies underlying the curricula. After completing a solid foundation in Organizational Management at the undergraduate level, students continue to the M.S. degree program. The M.S. program further educates students by providing them with advanced knowledge and business skills in business to prepare them to assume leadership roles in management. The M.S. program provides a thorough foundation in business while allowing flexibility for students to explore a wide variety of opportunities within a number of fields.

The B.S. program of study in Organizational Management requires students to complete all of their core courses in the major. Undergraduate students who are accepted into the dual degree program would fulfill these required courses as well as three additional courses (which would count toward the degree as electives, but not the major) via three possible graduate level courses in the Business Leadership M.S. program (see below). This program encompasses eight core courses and five elective courses which are all required to earn the M.S. degree in Business Leadership. All students in the dual degree program must complete three courses of which MSBL 5100, MGPS 5000, MGPS 5010, MGPS 5040, MGPS 5050 are eligible, and must also earn a B or better in all MSBL/MGPS coursework to continue in the program.

Courses that are eligible to be counted toward both degrees:
MGPS 5000 Business Strategy
MSBL 5100 Transitioning from Manager to Leader
MGPS 5010 Communicating Effectively
MGPS 5040 Analytical and Financial Tools for Decision Making
MGPS 5050 Leading Effectively and Ethically

Students may apply for admission to the dual degree program which is appropriate to the degree type that they are pursuing (B.S.). Students must have at least 75 earned credits to be accepted into the program. Students may submit applications in the semester during which they are projected to earn 75 credits. However, applications from
students with fewer than 75 earned credits will only be approved pending successful completion of 75 credits. The typical accepted candidate will have an overall GPA of at least 3.25, have taken coursework to provide a strong foundation of business knowledge, and have at least one recommendation from Manhattanville faculty attesting to the student’s preparedness for graduate level study. The GPA quoted above (3.25), however, is a guideline. Having a GPA of 3.25 or greater does not guarantee acceptance to the program. Likewise, some students may be accepted even if their overall GPA is less than 3.25 if they can otherwise demonstrate their readiness for graduate work. Students must earn a B or better in all MSBL/MGPS coursework to continue in the program.

Organizational Management Bachelor of Science / International Management Master of Science

The School of Business offers an option for adult undergraduates who wish to combine a Bachelor of Science in Organizational Management with a Master of Science in International Management. The following dual degree is available:

Organizational Management Bachelor of Science / International Management Master of Science

This program would allow students to complete the requirements for an undergraduate and graduate degree at Manhattanville at an accelerated pace. That is, Organizational Management undergraduate students will be able to complete up to 9 credits in the M.S. in International Management program prior to the completion of their undergraduate degree and apply these credits to their graduate degree. The Organizational Management B.S. and International Management M.S. programs are appropriate for this type of dual degree progression given the content, goals and philosophies underlying the curricula. After completing a solid foundation in Organizational Management at the undergraduate level, students continue to the M.S. degree program. The M.S. program further educates students by providing them with advanced knowledge and business skills in business to prepare them to assume leadership roles in management. The M.S. program provides a thorough foundation in business while allowing flexibility for students to explore a wide variety of opportunities within a number of fields.

The B.S. program of study in Organizational Management requires students to complete all of their core courses in the major. Undergraduate students who are accepted into the dual degree program would fulfill these required courses as well as three additional courses (which would count toward the degree as electives, but not the major) via three possible graduate level courses in the International Management M.S. program (see below). This program encompasses eight core courses and four courses in an area of concentration which are all required to earn the M.S. degree in International Management. All students in the dual degree program must complete three courses of which MSBL 5601, MSIM 5002, MSIM 5004, MSIM 5006, MGPS 5010 are eligible, and must also earn a B or better in all MSBL/MSIM/MGPS coursework to continue in the program.

Courses that are eligible to be counted toward both degrees:
MSBL 5601 Global Business
MSIM 5002 Competing Globally
MSIM 5004 International Law & Ethics
MSIM 5006 Managing Global Corporate Processes and Projects
MGPS 5010 Communicating Effectively

Students may apply for admission to the dual degree program which is appropriate to the degree type that they are pursuing (B.S.). Students must have at least 75 earned credits to be accepted into the program. Students may submit applications in the semester during which they are projected to earn 75 credits. However, applications from students with fewer than 75 earned credits will only be approved pending successful completion of 75 credits. The typical accepted candidate will have an overall GPA of at least 3.25, have taken coursework to provide a strong foundation of business knowledge, and have at least one recommendation from Manhattanville faculty attesting to the student’s preparedness for graduate level study. The GPA quoted above (3.25), however, is a guideline. Having
Partnerships with Other Institutions

Manhattanville College has collaborated with New York Medical College and Pace University to provide additional opportunities for qualified students.

B.A. Manhattanville College: 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.

Required Courses

**Required Courses**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>PUB 606</td>
<td>General Interest Books**</td>
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<tr>
<td>PUB 608</td>
<td>Editorial Principles and Practices**</td>
</tr>
<tr>
<td>PUB 612</td>
<td>Marketing Principles and Practices**</td>
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<tr>
<td>PUB 624</td>
<td>Book Production and Design**</td>
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<tr>
<td>PUB 624</td>
<td>Financial Aspects of Publishing**</td>
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<tr>
<td>PUB 628</td>
<td>Information Systems in Publishing**</td>
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For guidance, students should consult with Professor Jeff Bens, Director of Creative and Professional Writing, ext. 7137.

**B.A. Manhattanville College: 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 Health Sciences and Practice (NYMC-SHSP).

Students may pursue any major/minor at Manhattanville, while completing certain prerequisites. NYMC-SHSP recommends a full four years of undergraduate work and the completion of the B.A. degree. After successful completion of the three years of study at NYMC-SHSP, the student receives a Doctor of Physical Therapy. At this point, the student is eligible to take the physical therapy licensure exam.

This early acceptance program requires that interested students follow specific guidelines in order to assure proper counseling, essential communication, and timely processing of the application. Interested students should contact the Manhattanville Pre-Health Advisor at prehealth@mville.edu in their Freshman year.

**B.A. Manhattanville College: 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 Health Sciences and Practice (NYMC-SHSP). This program is one of the very few in the nation that is medically oriented.

Students may pursue any major/minor at Manhattanville, while completing specific prerequisites. NYMC-SHSP 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 NYMC-SHSP, the student receives a Master of Science in Speech-Language Pathology.

This early acceptance program requires that interested students follow specific guidelines in order to assure proper counseling, essential communication, and timely processing of the application. Interested students should contact the Manhattanville Pre-Health Advisor at prehealth@mville.edu in their Freshman year.
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*. The information in this booklet is 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. MAT programs range from 36 to 49 credits depending on the program and the areas in which certification is sought. All MAT 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 MPS and the Professional Diploma prepare candidates for certification in School Building Leadership, School District Leadership, School District Leadership/Athletic Director depending on prior experience. MPS 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 MPS 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.
Doctorate in Educational Leadership

The doctoral program (Ed.D.) in educational leadership is to meet the needs of mid-career professionals who already have leadership experience in public or private schools, in community programs, in governmental agencies, or in NGOs with major education initiatives. This program does not lead to any certification, as most accepted students will have both early career leadership experience and the initial licensure/certification/program requirements for their chosen career path as leaders in education. Students complete a three-year program of study that tightly integrates coursework, field experiences, and applied research (59 semester hours of post-master’s credit including dissertation). The focus is on preparing leaders to work in changing suburbs and small cities, and the signature pedagogy is problem-based learning. The doctoral program experiences are organized around five themes: leading learning organizations, becoming a sophisticated practitioner-scholar, developing self and others, participating in professional and policy-making communities, and facilitating responsive education programs. The program offers the option to do a three-article dissertation or a traditional five-chapter dissertation. Up to twelve (12) credits of post-master level courses taken at a regionally accredited institution within the last ten (10) years may be transferred. Students need to provide an official transcript (and in some cases a syllabus) for previously taken courses to allow for the course transfer. Students’ request for credit transfer is subject to review and endorsement of the faculty advisor, and approval by the Program Coordinator. The program is offered in collaboration with the Putnam Northern Westchester BOCES

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.

Teaching Field Experience

In addition to the student/supervised teaching in the final semester of each program, New York State regulations now require 100 hours of field experience prior to the clinical experience. At Manhattanville, most required education courses assign a specified number of hours of field experience. These field experience hours provide students with opportunities throughout their programs to observe and participate in school-related activities appropriate to the theoretical content of the courses with which they are associated.
Child Abuse and School Violence Prevention Education

The School of Education offers an opportunity for degree or PMC candidates to fulfill these New York State requirements during the student teaching semester.

**Education Graduate Programs**

**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 than New York, the student is urged to find out about the certification procedures of each state by calling the specific State Education Department, Division of Teacher Certification.

**Transfer Credits**

Matriculated masters and advanced certification program students may transfer credits. Appropriate graduate-level courses completed at other institutions, up to a maximum of six credits, provided that the coursework was taken within the last ten years, is determined by the faculty to be appropriate for their program, 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.

Additional credits beyond the maximum of six from selected institutions will be considered in very limited instances at the discretion of the college. We apply this largely to students transferring from our immediate regional competitors, notably LIU-Westchester and Fordham-Westchester.

**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:

- Require the student to repeat the course; or
- Ask the student to complete an equivalent course; and
- Refuse to count the course toward the program; and/or
- 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.

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.

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.

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.

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.
COURSE OFFERINGS

Any 8000 level course is doctoral

Any 5000 level course is graduate

Any course number under 5000 is undergraduate

ACC - Economics, Finance & Mgmt

ACC 1002 - Fundamentals of Accounting I (3)
Introduction to accounting concepts for external financial reporting. Topics include accounting theories and principles relative to asset and liability valuations and income determination.

ACC 1008 - Fundamentals of Accounting II (3)
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.

ACC 2035 - Intermediate Accounting I (3)
Intermediate-level treatment of accounting concepts and theories pertaining to external financial reporting. Study of Generally Accepted Accounting Principles underlying the preparation of basic financial statements: Balance sheet, Income statement, and statement of cash flows. Emphasis on standards issued by the FASB and the reporting requirements of the SEC. Prerequisite: MGT 1008.

ACC 2036 - Intermediate Accounting II (3)
Intermediate-level treatment of accounting concepts and theories pertaining to external financial reporting. Study of Generally Accepted Accounting Principles applied to accounting for leases, post-employment benefits, deferred taxes, and other specialized topics. Emphasis on FASB statements. Prerequisite: MGT 2035 Intermediate Accounting I.

ACC 2037 - Fundamentals of Taxation (3)
Study of accounting and internal revenue code and regulations as applied to individuals and business entities. Concepts of gross income, allowable deductions and credits, determination of tax liabilities. Prerequisite: MGT 1002

ACC 3019 - Cost Accounting (3)
Fundamentals of cost accounting systems, classification of costs and basic cost reports. Responsibility accounting in the analysis of material, overhead and labor charges. Job order and process cost systems, standard cost systems. Activity based costing methods. Prerequisite: ACC.1008 or MGT.1008 (former version)

ACC 3024 - Auditing (3)
Study of Generally Accepted Auditing Standards (GAAS), practice and procedures in auditing financial statements. The role of management, the independent public accountant and the internal auditor in examining matters of evidence and the internal control system. The ethics and legal responsibilities of the accounting professional. Latest pronouncements of relevant professional and regulatory authorities. Prerequisite: ACC 1002 FUND OF ACCOUNTING I

ACC 3081 - Advanced Auditing (3)
Topics in the course focus on issues and procedures in internal auditing and the impact of fraud on organizations and individuals. Study includes procedures of the internal audit unit and the detail duties and responsibilities of the internal auditor in the private and government sectors. The ethical framework and models pertaining to fraud are studied. Students learn how fraud is perpetrated, detected, and made preventable. Prerequisite: ACC 3024 Auditing

Prerequisite: ACC 3024.
ACC 3083 - Advanced Taxation (3)
This course focuses primarily on the taxation of corporations, partnerships, estates and trusts. Students will acquire information critical to the tax preparer, and gain the skills necessary to conduct basic tax research and tax planning, as well as, prepare tax forms such as, Form 1120, U.S. Corporation Income Tax Return. Uses of proven learning methods are included to sharpen critical-thinking, oral presentation, and writing. Online resources such as updates highlighting relevant tax law changes as they take effect and use of professional software program will assure the currency of student knowledge. Prerequisites: Fundamentals of Taxation.
Prerequisite: ACC 2037.

ACC 3085 - Advanced Accounting (3)
This course introduces the accounting treatment of three areas: business combinations and consolidated financial reporting, international accounting for multinationals, and accounting for partnerships, non-profits, and government organizations. Student knowledge of concepts learned in intermediate accounting is deepened and extended. Comprehensive coverage of the latest Financial Accounting Standards Board (FASB) standards is provided. Prerequisites: Intermediate Accounting I II
Prerequisite: ACC 2035,ACC 2036.

AFS - African Studies

AFS 1016 - Arabic II (3)
Arabic language instruction at the intermediate level.
Prerequisite: AFS 1015.

AFS 1017 - Advanced Arabic (3)
This course explores the experiences of Arabic in the original texts while teaching advanced oral and written skills. Prerequisite: Intermediate Quranic Arabic
Prerequisite: AFS 1016.

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

AFS 2021 - Intro to African Studies II (3)
This course provides an interdisciplinary introduction to the western hemisphere. Themes include African historical and societal background in the Americas: the Diaspora in the Americas; slavery in the western hemisphere; 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 to insure 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.

AFS 2082 - ANCIENT AFRICAN HISTORY (3)
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.

AFS 2085 - HISTORY OF CONTEMPORARY AFRICA (3)
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.

**AFS 3005 - ARABIC TO ENGLISH (3)**

The main goal of this translation workshop is to improve the students' comprehension of Arabic and writing skills in English. It will enhance the students' vocabularies in Arabic and English as they strive to master clarity, precision and nuance in both languages. Students will translate a variety of texts taken from different relevant sources both popular and academic. One segment will discuss subtitles, in English and in Arabic in movies. In the course of translating the assigned texts, students will also discuss various philosophies regarding translation.

**AFS 3006 - Arabic Literature (3)**

This course explores Arabic literature in the original texts. Prerequisites: AFS 1015, AFS 1016 and 1017 (Spring)

**AFS 3014 - AFRICAN-AMERICAN HISTORY (3)**

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). Topics are examined within the context of American history so as to highlight both intimate links as well as distinctiveness.

**AFS 3027 - Islam (3)**

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 seventh-century Arabian peninsula and the modern world.

**AFS 3030 - Modern South Africa (3)**

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

**AFS 3033 - THE RELIGIOUS AND POLITICAL PHILOSOPHY OF MARTIN L. KING JR. (3)**

The ideological journey of a man who was a central figure in the Civil Rights movement of the 1960s is the focus of this course. In particular, this course will focus on the socio-cultural context and the theological underpinnings of King's particular form of non-violent direct action.

**AFS 3035 - Slavery Through History (3)**

Slavery is usually seen only in local historical contexts because of its many forms, different histories and consequences, and yet, the universality of its practice is evident. The course focuses on slavery in a comparative perspective, covering it in general and in its local specificities, with a particular emphasis on Africa and the Americas, so we can understand the differences while assessing the similarities. The themes include topics such as women's status and role, the economics of slavery, the religious, ideological and political justifications, the ethics and the legal, changes in the systems from within and from without.

**AFS 3041 - HARLEM RENAISSANCE (3)**

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.

**AFS 3098 - Africa in World Politics (3)**

This course focuses on themes, issues and theories relevant to the study of Africa's place and role in international contemporary politics. Beyond the theoretical debates on methodology and competing definitions of the subject matter; the course covers analyzes case studies, sometimes of selected African countries or regions. It covers also the history of the perception of Africa's role in international politics,
including the UN, regional and sub-regional organizations, local and international conflicts.

**AFS 3112 - AFRICA DISCOVERED: AFRICA AND AFRICANS IN WORLD HISTORY (3)**

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.

**AFS 3118 - Women, the State & Politics in African History (3)**

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, women146s 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 women146s contemporary political and social activism.

**AFS 3123 - Race, Religion and Revolution (3)**

The ideological journeys and the speaking skills of three central figures in the Civil Rights/ human rights movements in the 1960s, 70s and 80s are the foci of this course. In particular, this course will focus on the socio-cultural context and the ethical underpinnings of the work of Angela Davis, Malcolm X and Martin Luther King, Jr. In doing so, students will have the opportunity to develop a critical reflective understanding of the College's mission to "educate students to be ethical and socially responsible leaders in a global community." In addition, the course will focus on the development of students' oral competency using Angela Davis, Malcolm X and Martin Luther King, Jr. as possible role models.

**AFS 4005 - Quranic Arabic Language & Culture (4)**

This travel study course is designed to provide students with the opportunity to enhance their Quranic Arabic Language skills while living in an Arabic cultural milieu. Students will participate in a 5 day per week month-long Quranic Arabic Immersion program at Al 150Azhar University in CairoEgypt. Pre-requisite: Suitable for all levels but beginners and native speakers. Students must be able to read Arabic alphabets and sounds.

**AMS - American Studies**

**AMS 1000 - THE AMERICAN DREAM (3)**

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), we will analyze the ideals and myths about America151147the American dream148--which form the basis of American consciousness. 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.

**AMS 1050 - American Voices (3)**

This introductory-level course examines the quest for soul, character and personality in American writing, film, and visual art. Individuals whose lives and works are examined include Benjamin Franklin, Walt Whitman, Ralph Ellison, Ansel Adams, Thomas Merton, Alfred Kazin, Oliver Sacks, and Dorothy Day. Films include Citizen Kane and Zelig.

**AMS 2021 - American Places I: Cities on a Hill (3)**

This interdisciplinary course examines the society, politics, and culture of particular American places: Salem, Massachusetts; Washington, D.C; and Los Angeles, California. Our texts include novels, films, stories, historical works, journalism, and social commentary.
AMS 2022 - American Places II: Frontier Nation (3)
This course continues the interdisciplinary study of cultural geography introduced in American Places I. It explores literature, film, histories, and critical writing on Thomas Jefferson’s Virginia; Texas; and Cyberspace.

AMS 2040 - THE AMERICAN HERO IN TEXT AND IMAGE (3)
This course will examine the concept of the ideal American in its various cultural representations, what these representations express about the ideological climate that produced them, and how our continuing reexamination of these images and ideals shape our understanding of our place in American society.

AMS 2041 - Americans Abroad (3)
Americans Abroad will examine novels, films and histories that chronicle the experiences of American citizens in foreign countries. The course will focus on the stories of individuals—ambassadors, expatriates and travelers—as they encounter cultures that are foreign to their own. In exploring Americans abroad we will consider how Americans have perceived the world and how they have been perceived, what they were seeking in different countries, why some of them returned, and how it can be an occasion to better understand America.

AMS 3072 - THE AMERICAN TRANSCENDENTALISTS: EMERSON & HIS CIRCLE (3)
This course explores the origins, ideas and impact of an extraordinary literary and philosophical movement that flourished briefly in mid-19th-century New England: American Transcendentalism. Readings include selected essays of the movement’s leading light, Ralph Waldo Emerson, Henry David Thoreau’s Walden, essays and poetry of Margaret Fuller, and Nathaniel Hawthorne’s critical fiction, as well as works of historical and interpretive analysis of their Concord community.

AMS 3123 - THE MISSISSIPPI: SITE, SCENE, SYMBOL (3)
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.

ANTH - Sociology & Anthropology

ANTH 1050 - Cultural Anthropology (3)
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 2020 - Cultures of Central Asia (3)
The purpose of this course is to introduce students to the study of Central Asia from anthropological and historical perspectives. Located between China, Russia, the Middle East, and India, Central Asia has a rich past and is heir to multiple and overlapping cultural layers. After surveying the impact of nomadic empires, the Silk Road, Islam, Russian/Soviet rule, and post-Soviet globalization on the history of the region, we will move on to examine post-independence attempts at nation-building, urban landscapes, reemerging patronage, commercial and labor networks, relations between minority and majority groups, the impact of the post-Soviet return of religion, ongoing reconstructions of gender relations, family life, public and private celebrations, and popular culture (film, television, and music). The course’s focus is on the five post-Soviet ?stans?, though links with neighboring areas in Chinese Xinjiang, Russia, Mongolia and Afghanistan will also receive some attention.

ANTH 2031 - Cultures of Southeast Asia (3)
This course is an introductory exploration of this vibrant region with a particular focus on the themes of gender, sexuality, and religion. The course will include an introductory overview, exploring geographic, cultural, linguistic, and historical commonalities and differences
across the region. Following a roughly historical path, the course will also touch on aspects of colonialism, race, and nationalism. Subsequent class materials include discussion of transnationalism through religion, migration, sex trade, and popular culture. Ethnographies and articles will focus on anthropological efforts to describe and understand this fascinating world area. As an area-focused course, this class welcomes students from all disciplinary backgrounds.

**ANTH 2037 - ANTHROPOLOGY OF DEATH & DYING (3)**

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 2041 - Contemporary Chinese Culture (3)**

This course provides an overview of China's contemporary social landscape in relation to the impact of globalization and modernization. It draws upon critical and historical anthropological frameworks to explore emerging trends in contemporary Chinese culture and society. The course will focus on post-Mao reform era (1978-present), but will ground an examination of contemporary developments in the pre-socialist past and be particularly concerned with the persistent shaping force of the Maoist era (1949-1978). Topics we will examine include China's economic development, environment, family, kinship, marriage, sex, religion, ethnicity, gender politics, labor migration, popular culture, youth identity, international Chinese students, and collective actions. We will also examine the transnational and globalizing forces that help shape cross-cultural imaginaries of China. The class's aim is to encompass critically within common frames of analysis issues of continuity and change, material practices and mass-mediated cultural forms, the local and the global, and the anthropological approach to cultural diversity.

**ANTH 2062 - Physical Anthropology & Archeology (3)**

This course presents an introduction to the study of human adaptation to physical and social environments from early primates to modern humans. The course traces cultural and physical development from the earliest human ancestors through modern civilization, with an emphasis on material culture and the physical body and what we can infer from that evidence about the mind. Topics will include evolution, primate physical and social adaptations and behavior, tool-making, the rise of agriculture and warfare, the first cities, the first kingdoms, and the origins of such human activities as art, religion, music, and others.

**ANTH 2065 - LANGUAGE AND CULTURE (3)**

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 - Intro to Medical Anthropology (3)**

This course provides an introduction to the field of medical anthropology, the study of how societies approach health and healing. We will examine variations in concepts of health, illness, and becoming and staying well in several parts of the world. We will also look at contemporary "biomedicine" as a cultural entity. We will look at cultural practices that encourage or inhibit disease, the influence of social institutions of health and illness, health and gender, and cross-cultural responses to diseases such as AIDS, leprosy, and malaria.

**ANTH 3010 - Cultures of Science and Technology (3)**

This course will enhance students' awareness of the social construction of knowledge and develop their ability to make well-informed and ethical judgments about the social implications of emerging and existing technologies. The course is also designed to give students a chance to engage in wide-ranging, exploratory reading, combined with collegial discussion and analysis of theoretical, methodological, and policy-related issues that impact their everyday life.
ANTH 3020 - Representation and Power of Contemporary China (3)

This course looks into contemporary Chinese society and culture, along with recent debates in social theory and theories of representation. It critically examines the construction processes of categories and assumptions we bring to the study of contemporary China, how they affect and reshape Chinese society, and how we might rethink them. In this class, student will explore a wide range of topics, including the conceptualization of "class" in Chinese modern history, the creation of the social concept of "fu nu" (woman), the "birth" of middle-class subjectivity, the varied modes of nostalgia about the socialist past, the discourse of "quality" (suzhi) as a marker of modernity, the constitution of gendered identities, the commodification of the body, and so on. Overall, students in this class will study the complicated politics of representation in relation to China's consistent pursuit of modernity and drastic social transformation in the past few decades.

ANTH 3024 - GENDER, HEALTH AND CULTURE (3)

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.

ANTH 3025 - Global Health (3)

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 3030 - Men and Masculinities (3)

This course will introduce students to the field of men and masculinity. It will examine cultural construction of masculinity through the life course of men and in institutions such as family, schools, college, workplace, military, marriage, politics, and with a focus on contemporary American, Chinese, Mexican, and Japanese societies. This course will highlight the multiple masculinities that exist, showing which are privileged and what effects this hierarchy of masculinities has. Topics include men's socialization, male sexuality and fertility, men's health and body, male aggression and violence, the idea of machismo, intimacy and friendship among males, fatherhood, men's experiences with sports and work, media representations of boys and men, and the social construction of masculinities in different historical and cultural contexts. This course will help students understand how masculinity as a social concept affects their relations with the people in their lives, approaching gender problems in a rational way, and developing cultural sensitivity toward masculinity and gender issues.

ANTH 3035 - Cont. Chinese Culture (3)

This course provides an overview of China's contemporary social landscape in relation to the impact of globalization and modernization. It draws upon critical and historical anthropological frameworks to explore emerging trends in contemporary Chinese culture and society. The course will focus on post-Mao reform era (1978-present), but will ground an examination of contemporary developments in the pre-socialist past and be particularly concerned with the persistent shaping force of the Maoist era (1949-1978). Topics we will examine include China's economic development, environment, family, kinship, marriage, sex, religion, ethnicity, gender politics, labor migration, popular culture, youth identity, international Chinese students, and collective actions. We will also examine the transnational and globalizing forces that help shape cross-cultural imaginaries of China. The class's aim is to encompass critically within common frames of analysis issues of continuity and change, material practices and mass-mediated cultural forms, the local and the global, and the anthropological approach to cultural diversity.
ANTH 3040 - Cultures of East Africa (3)
This course will introduce students to the diverse cultures and communities throughout the East African region. The course will focus on tradition and change at the level of the community and region. Students will explore the region from a historical, colonial, post-colonial, and globalization perspective. Throughout the course students will examine issues of ethnicity, nationalism and identity, western religious influence, subsistence practices, problems of development, social conflict, and urbanization.

ANTH 3050 - ISLAM, CULTURE and SOCIETY (3)
Muslim boybands to Islamic fashion shows; radio sermons to tweeting fatwas (Islamic legal rulings); gender roles to marriage, classical poetry to how-to veiling tutorials on YouTube. With over 1.6 billion adherents, Islam is practiced in a profoundly diverse array of nations, ethnic groups, and cultural contexts. Taking a broad, anthropological perspective on the study of religion, this course examines the many different ways in which culture and society have been influenced by Islam in different parts of the world. The objective of this course is to move beyond simplistic stereotypes in order to appreciate the lived complexities of Islam and the utility of anthropology for understanding Islam. This course examines the themes of gender, religious identity, education, authority, and lived experience in the Muslim world. Geographically, we will take on a broad range of cultural contexts including but not limited to Egypt, France, Indonesia, Malaysia, Mali, and the United States. Course materials will include select academic articles and books, ethnographies, news articles, music videos, and popular films. Students will be asked to prepare short, weekly response papers and will be required to lead class discussion once or twice during the semester. For final projects, students will be asked to write a final paper that more deeply examines one of our course themes.

ARB - World Languages & Literatures

ARB 1001 - INTRO TO ARABIC I (4)
This course will provide students with a basic knowledge of the Arabic language. It involves learning basic reading, writing and pronunciation of the Arabic language. It is also an introduction to sentence structures and basic tenses as well as acquiring knowledge of Arabic culture and basic vocabulary.

ARB 1002 - INTRO TO ARABIC II (4)
This course expands oral practice, reading, writing, and understanding of grammatical structures. It provides students with an intermediate knowledge of Arabic. It involves learning reading, writing and the pronunciation of Qur’anic Arabic. Students will also be introduced to sentence structure, tenses and acquire knowledge of Arabic culture and vocabulary. Students will enhance their ability to read, understand, and recite some Qur’anic verses as well as comprehend the role it plays in the lives of Muslims. They will also improve their ability to converse and read and write simple passages.

Prerequisite: ARB 1001.

ARB 1015 - INTRO TO ARABIC I (3)
This course will provide students with a basic knowledge of the Arabic language. It involves learning basic reading, writing and pronunciation of the Arabic language. It is also an introduction to sentence structures and basic tenses as well as acquiring knowledge of Arabic culture and basic vocabulary with the ability to read (including grammatical rules), understand and memorize some verses of the Qur’an, and to understand its role in the daily life of Muslims.

ARH - Art History

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

**ARH 1012 - History of Art II (4)**

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 Baroque to the present. Museum visits or papers may be required.

**ARH 1016 - Great Renaissance Masters: Leonardo, Raphael & Michelangelo (3)**

This lecture course will explore the lives and works of three of the best-known artists and architects of the Italian Renaissance: Leonardo da Vinci, Raffaello Sanzio, and Michelangelo Buonarroti. The name recognition of these artists belies their importance for the art and development of the High Renaissance style in Italy, and the history of Western art and art appreciation in general. The lives and careers of these men span from roughly 1450 to 1565, a period of time encompassing what is commonly referred to as the Early and High Renaissance in Italy. This class will provide the vehicle for in-depth analysis of each artist’s oeuvre, training, and stylistic development. Together, we will examine the relationship of each artist’s work to the culture (religious, political, socio-economic) and artistic developments of the Renaissance. We will focus on understanding the role of patronage in their lives and works. We will also explore the myths and legends about each of these artists — from divine inspiration to the burdens of terrible genius. Ultimately, it is hoped that students will come away with a better understanding of what makes the work of Leonardo, Raphael and Michelangelo significant. But it is also hoped that students will develop a more critical awareness of the changing role of the artist — and of art — in society.

**ARH 1018 - Age of Cathedral and Castle (3)**

This course is meant to be an introduction to medieval art from the 4th to the 14th centuries. Topics include Early Christian, Byzantine and early Medieval art, as well as the birth of Gothic architecture. Lectures will also explore the evolution of cathedral sculpture, stained glass and manuscript illumination. Eight lectures will be dedicated to the study of the Gothic period in Italy.

**ARH 1021 - COLONIAL AMERICAN ART & LIFE (3)**

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.

**ARH 1030 - History of Photography (3)**

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.

**ARH 1039A - CITY OF ROME: ANCIENT (3)**

This class is offered only in conjunction with the Art History Department’s Study Trip to Rome during the March spring vacation. In order to take this course, you must be signed up for the study trip. In this course, students are introduced to the vast architectural and artistic riches of the city of Rome from antiquity through the Renaissance and Baroque by daily guided visits to monuments such as the Imperial Forum, Colosseum, the Basilica of Saint Peter’s, the Vatican Museums, the archaeological sites of Ostia Antica and the Via Appia Antica. Those enrolled in 1039A will focus on aspects of ancient Roman culture or art; students enrolled in 1039B will focus on aspects on an aspect of Renaissance or Baroque culture or art.

**ARH 1039B - CITY OF ROME: REN TO BAROQ (3)**

This class is offered only in conjunction with the Art History Department’s Study Trip to Rome during the March spring vacation. In order to take this course, you must be signed up for the study trip. In this course, students are introduced to the vast architectural and artistic riches of the city of Rome from antiquity through
the Renaissance and Baroque by daily guided visits to
monuments such as the Imperial Forum, Colosseum, the
Basilica of Saint Peter’s, the Vatican Museums, the
archaeological sites of Ostia Antica and the Via Appia
Antica. Those enrolled in 1039A will focus on aspects of
ancient Roman culture or art; students enrolled in 1039B
will focus on aspects on an aspect of Renaissance or
Baroque culture or art.

ARH 1042 - ARTS OF AFRICA, OCEANIA & NATIVE
AMERICAS (3)

This course will provide a comprehensive study of
the native arts of Africa, Oceania, and the Americas from pre-
history to the present. The student will be introduced to
the stylistic diversity of these three regions through
lectures which will be based on the required course texts.
The course will cover the history of the visual arts in these
three regions over a large expanse of time and geography.
Lectures will stress the aesthetic qualities, religious, social,
and ethnographic functions and meanings of native art
forms. Each week the student will be introduced to a
geographic region and the art producing ethnic groups of
each region will be studied. Particular attention will be
given to figural, masking, and architectural traditions;
other topics will include textile design, architecture, and
royal arts. One field trip to The Metropolitan Museum of
Art will be required.

ARH 1051 - TWENTIETH CENTURY ASIAN ART (3)

This course is designed to provide and introduction to
important themes and artists in Asian art history since the
20th century. It involves careful examination of modern
and contemporary arts in Asia as visual culture. Building
up the knowledge on general history of Asia, emphases
are on early developments of photography, film, and
various forms of fine arts, often in comparison with the
practices in China, Japan, Korea, and South Asia. At the
same time, the course will explore the post-1945 artistic
engagement with political activism and identity politics.
The course will include lectures and presentations,
discussions of readings and videos.

ARH 1066A - Venetian Art: Ancient to Medieval (3)

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 the
mainland to visit noteworthy Roman and Byzantine
monuments within a short drive of Venice. There are trip
charges in addition to tuition. Sign up with the Art History
Department occurs in the fall term to allow travel
arrangements to be made. Students must have permission
of the instructors to register. Course requirements include
attendance at all required on-site visits, an on-site oral
presentation, submissions of a travel journal, and
completion of a written exam after the return to school.
Students signing up for ARH.1066A will focus on Roman,
Early Christian, Byzantine or Medieval monuments for
their research projects.

ARH 1066B - Venetian Art: Renaissance and Baroque (3)

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 the
mainland to visit Giotto's famous frescoes in the Scrovegni
Chapel in Padua and Palladian architecture in Vicenza.
There are trip charges in addition to tuition. Sign up with
the Art History Department occurs in the fall term to allow
travel arrangements to be made. Students must have
permission of the instructors to register. Course requirements include
attendance at all required on-site visits, an on-site oral presentation, submissions of a travel journal, and completion of a written exam after the return to school. Students signing up for ARH.1066B will focus on Renaissance or Baroque monuments for their research projects.
ARH 1066C - Venetian Art: Modern and Contemporary (3)

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 the mainland to visit Giotto's famous frescoes in the Scrovegni Chapel in Padua and Palladian architecture in Vicenza. There are trip charges in addition to tuition. Sign up with the Art History Department occurs in the fall term to allow travel arrangements to be made. Students must have permission of the instructors to register. Course requirements include attendance at all required on-site visits, an on-site oral presentation, submissions of a travel journal, and completion of a written exam after the return to school. Students signing up for ARH.1066C will focus on 18th through 20th c. Venetian art or Venice as a center for promoting modern and contemporary art for their research projects.

ARH 1070 - Survey of East Asian Arts (3)

This course is a general introduction to the major artistic traditions of East Asia, focused on the three countries of China, Korea, and Japan, from the Neolithic period to the present. Although Korea and Japan share similar artistic and cultural values to China, each country has also had its own distinctive development and unique style in art and architecture. Lectures will cover the social and historical contexts, the major religions, and philosophies through the timeline. This course will explore the major styles of painting, sculpture, architecture, and decorative arts from East Asia. It highlights important works to discuss the artistic achievements and the aesthetics of these regions. Lectures and reading materials provide a contextual framework for understanding in each class. In addition, students will have an opportunity to observe original works in the Asian art collection at the Metropolitan Museum of Art.

ARH 2001 - CONTEMPORARY ART (3)

This class will survey the history of contemporary art from 1945 to the present. The course will focus on developments in painting, sculpture, and installation art with an emphasis on artists from Europe and the United States. Topics to be explored include: abstraction vs. figuration in painting and sculpture, conceptual art, feminist art, post-modernism, and current tendencies in 21st century art.

ARH 2005 - ART IN ITALY 1200-1475 (3)

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 and to 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.

ARH 2006 - HIGH RENAISSANCE IN ITALY (3)

An introduction to the history of painting, sculpture and architecture in Italy from 1475-1600, a period known as the Italian 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 these primary texts.

ARH 2011 - Greek Art (3)

The course examines the art of Greece and its Minoan and Mycenaean predecessors, including painting, sculpture and architecture. It also considers Greek art as the foundation of the classical tradition in Western art. Field trips to New York museums.
ARH 2013 - AMERICAN ART I (3)
American Art I: Colonial to 1850 (3 cr.) A study of American art and architecture from its beginning in the 17th century through the early decades of the 19th century. Special emphasis is placed on its European roots and the gradual evolution of indigenous characteristics. Field study encouraged.

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

ARH 2018 - Twentieth Century Painting (3)
Study of modern movements in European and American painting from Post-Impressionism through Abstract Expressionism.

ARH 2020 - NORTHERN RENAISSANCE ART (3)
This course will explore the artistic production of Flanders, the Netherlands, France and Germany from approximately 1350 to 1600, beginning with an examination of the International Style and ending with the school of Fontainebleau. The lives and works of many artists will be examined, including Jan Van Eyck, Hieronymous Bosch, and Albrecht Dürer. Lectures explore the religious, political, social and economic circumstances of artistic production in Northern Europe. Special attention will also be paid to cross-cultural exchange with Italy. There will be a midterm, final, and two essays (details TBA).

ARH 2022 - Art of Ancient Egypt (3)
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.

ARH 2023 - 20th Century Latin American Art (3)
This course will survey the history of Latin American art in the 20th century. It will examine the artistic movements of this region with a focus on the art of Argentina, Bolivia, Brazil, Chile, Colombia, Cuba, Mexico, and Uruguay. The artistic movements of each country will be discussed in their cultural and historic contexts. The course will examine the ways in which national identity and political struggle have influenced the production of Latin American art.

ARH 2024 - Survey of Irish Art (3)
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.

ARH 2025 - Survey of African Art (4)
This course will survey the history of art in Africa from ancient times to the present. The student will be introduced to the stylistic diversity of African art through lectures which will be based on the required reading (Visona, et al. A History of Art in Africa). Lectures will stress the aesthetic qualities, religious, social, and ethnographic functions and meanings of African art forms. Each week the student will be introduced to a geographic region of Africa and the art producing ethnic groups of each region will be studied. Particular attention will be given to figural and masking traditions; other topics will include textile design, architecture, and royal arts. Topics include, Ancient Egyptian art, the Islamic art of North and East Africa, the traditional arts of West, Central and Southern Africa and contemporary African art.
ARH 2029 - DISCOVERING THE ART OF THE METROPOLITAN MUSEUM (3)

This course will explore the art, history, and collecting practices of The Metropolitan Museum of Art one of the largest and most comprehensive art museums in the world containing an encyclopedic collection of art dating from ancient times to the present. Lectures will take place weekly at the museum, we will meet at the Group Reservations Desk in the Main Hall of the museum at 82nd Street and 5th Avenue. During each class meeting we will walk through a different museum collection and study its masterpieces. We will focus on the collection’s art historical importance while considering its collecting practices, history, and exhibition style.

ARH 2038 - Baroque Art & Architecture in Italy (3)

This lecture course introduces students to the painting, sculpture, and architecture produced in Italy from the late sixteenth to early eighteenth centuries. (Students will also be introduced to important trends in Baroque art outside of Italy.) Lectures will examine cultural, political, religious, and intellectual changes in Europe that make the art of this period distinctive. Topics to be explored the impact of the Counter-Reformation and Council of Trent on the arts; changing patterns of patronage; antiquarianism and art collecting; urban planning; advances in scientific reasoning and the clash with the church; as well as the emerging prominence of female artists. There will be a midterm, final, and two essays (details TBA).

ARH 2041 - NATIVE AMERICAN ART (3)

This course will survey the history of the native arts of North, Central, and South America from pre-historic times to the present. Students will be presented with a stylistic and historical overview of the native cultures of these three areas through slide lectures and assigned reading. A midterm and final examination will be given and students are required to complete a short research paper. There will be several field trips.

ARH 2042 - ART OF CIVILIZATION’S CRADLE (3)

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

ARH 2043 - FLORENCE AND TUSCANY FROM THE ETRUSCANS TO THE MEDICI (3)

This class is offered in conjunction with the Art History Department's Study Trip to Florence and Tuscany during the March spring vacation. Students are introduced to the art, architecture, and culture of Tuscany, from its origins with the pre-Roman Etruscans, to the birth of the Italian Renaissance through daily guided visits to the monuments and museums in Florence, Siena, Assisi and Volterra. There are trip charges in addition to tuition. Sign up with the Art History Department occurs in the fall term to allow travel arrangements to be made. Students must have permission of the instructors to register. Course requirements include attendance at all required on-site visits, an on-site oral presentation, submissions of a travel journal, and completion of a written exam after the return to school. Students enrolled in section 01 will focus their research on an aspect of ancient Etruscan culture or art; students enrolled in section 02 will focus on an aspect of Renaissance culture or art.

ARH 2060 - Roman Art (3)

A study of the art of Ancient Rome of the Republic and Empire, from the Etruscan Period to Early Christianity. It covers the architecture, sculpture and painting of Rome and her provinces from the 5th century B.C. to the 5th century A.D.

ARH 2070 - Islamic Art (3)

This lecture course will examine the history of Islamic art and architecture of the Mediterranean region from Spain
to the Middle East and including North Africa. The artistic traditions of Islam from the 7th century to the present will be examined with particular attention given to architecture, textiles, ceramics, metalwork, and manuscript illumination. There will be two required field trips, to the Metropolitan Museum of Art's new galleries for the Art of the Arab Lands, and to the Islamic Cultural Center of New York, New York City's largest mosque.

ARH 2109 - 19TH CENTURY EUROPEAN ART (3)

The course explores modern art from Neoclassicism through Impressionism. The emphasis is on French art, although movements in England, Germany, Spain and the United States are also touched upon.

ARH 3011 - THE GILDED AGE IN AMERICA (3)

This seminar will examine painting, sculpture and architecture during the last two decades of the 19th century and the first decade of the 20th century. We will also look at trends in photography and minor arts and at patronage and art collecting by the wealthy "giants" of the era. There will be several optional field trips, and each student will write a research paper and give an oral presentation.

ARH 3029 - HUDSON RIVER PAINTERS (4)

The seminar will focus on the treatment of the American landscape by the painters of the Hudson River School. We will examine both the stylistic and the philosophical trends of this 19th century art movement, relating it to literary and historical developments. Students complete a research paper and present an oral report. Prerequisite: One art history course or permission of the instructor.

ARH 3030 - ANCIENT PAINTING (4)

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

ARH 3033 - ABSTRACT EXPRESSIONISM (4)

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.

ARH 3037 - PRE-RAPHAELITE ART (4)

A seminar investigating the members of the Pre-Raphaelite Brotherhood, a group of mid-19th century English 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. Prerequisite: One art history course or permission of the instructor.

ARH 3042 - The Nude: Female Body in Art (4)

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: Two art history course or permission of the instructor. (Fall ?11)

ARH 3057 - GLORY OF RENAISSANCE VENICE (4)

This seminar explores Renaissance art in Venice during the 15th and 16th centuries. We will examine the religious paintings of Bellini, Carpaccio's narrative paintings, the 147 painted poetry of Giorgione and Titian, the drama of Tintoretto and the grandeur of Veronese, and 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. Prerequisite: One art history course or permission of the instructor.

**ARH 3063 - Sexuality & Gender in Ancient Art (4)**

A seminar focusing on the ways in which the ancient civilizations of Mesopotamia, Egypt, Greece and Rome used art as a means of presenting and representing the relationship between biological sex (male, female) and the social invention of gender (husband, warrior, king, wife, mother, whore, etc.). Students complete a research paper and present an oral report. Prerequisite: One art history course or permission of the instructor.

**ARH 3070 - DEATH & THE AFTER LIFE IN ANCIENT ART (4)**

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

**ARH 3073 - ISSUES IN CONTEMPORARY ART (4)**

This seminar will examine the history of contemporary art from the 1970s to the present. The course will focus on developments in painting, sculpture, installation, photography, and digital art, with an emphasis on art producing in Europe, The United States, and Asia. Through course readings, students will examine the different theoretical and critical models through which contemporary art has been interpreted. Topics to be explored include: conceptual art, feminist art, post-modernism, post-medium art, globalization and current tendencies in the 21st century. Prerequisite: One Art History course or permission of instructor.

**ARH 3076 - TROUBLED IMAGES: ART & CONFLICT IN IRELAND (4)**

This seminar will survey the history of political art in Ireland from the late 19th century to the present. The student will be introduced to the visual arts of modern day Ireland through lectures and readings. A critical analysis of Irish art will be presented while we consider issues of national identity and cultural revivalism. We will begin by looking at the arts of the Celtic Revival of the late 1880s and continue to the Northern Irish mural movement of 1980s and 1990s. Particular attention will be given to the ways in which Irish artists have addressed the subjects of colonialism, religious conflict, and economic hardship in their work. A prerequisite of one art history course or one Irish studies course is required for this seminar.

**ARH 3077 - Mexican Muralists (4)**

This seminar will offer a comprehensive investigation of the Mexican Mural Movement (1923-1974). A major artistic movement in Latin American culture born in 1920s revolutionary Mexico and culminating in the socially conscious art of the 1960s. The course will primarily focus on the work of the three most prominent Latin American muralists, the so-called Los Tres Grandes: José Clemente Orozco (1883-1949), Diego Rivera (1886-1957), and David Alfaro Siqueiros (1896-1974). We will examine their work in both Mexico and the United States. Particular consideration will be given to their important role in the development of 20th century politically conscious art; and to the politics of the 1910 Mexican Revolution. In addition, we will study the work of several other Mexican artists, including Frida Kahlo and Rufino Tamayo. A 15 page research paper and 15 minute oral presentation is required for this course. Prerequisite: One Art History course or permission of instructor.

**ARH 3079 - MICHELANGELO (4)**

This 4-credit seminar explores the life and work of "the Divine" Michelangelo Buonarroti, perhaps the best known artist and architect of the Italian Renaissance. The name
recognition of this artist belies his importance for the art and development of the High Renaissance style in Italy, and the history of Western art and art appreciation in general. This class will provide the vehicle for in-depth analysis of the artist's oeuvre, training, and stylistic development. Together, we will examine the relationship of the artist's work to the culture and artistic developments of the Renaissance. We will focus on understanding the role of patronage in the life of the artist - from Lorenzo de' Medici to the papacy. We will also explore the myths and legends about Michelangelo -- from divine inspiration to the burdens of terrible genius. Ultimately, it is hoped that students will come away with a better understanding of what makes the work of this Renaissance master significant. But it is also hoped that students will develop a more critical awareness of the changing role of the artist -- and of art -- in society. Field trips. Prerequisite: one art history course or permission of instructor.

ARH 3080 - Seminar for Majors (4)

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.

Prerequisite: ARH 1011, ARH 1012.

ARH 3081 - ART OF 15TH CENTURY FLORENCE (4)

An exploration of 15th-century painting, sculpture and architecture in Florence, the city that is considered the birthplace of the Renaissance. The artists to be studied include Masaccio, Ghiberti, Brunelleschi, Alberti, Donatello, Piero della Francesca, Filippo Lippi and Botticelli. Renaissance patronage patterns will also be considered. Students complete a research paper and present an oral report. Prerequisite: One art history course or permission of the instructor.

ARH 3082 - WOMEN ARTISTS REN & BAROQUE (4)

This 4-credit seminar aims to explore the careers of women artists in Renaissance and Baroque Italy. The course will begin with a discussion about the validity of studying artists by gender, and an in-depth examination of modern feminist art-historical literature both encouraging and discouraging the practice. We will move on to consider the biographies and works of female artists in the 16-17th centuries in Italy, situating them within the larger context of artistic achievement in the period. We will then focus on their career strategies, training, and the different ways in which they managed to overcome the social, moral, religious and professional restrictions particular to their gender. There will be a research paper, oral presentation, and required field trips. Prerequisites: One art history course or permission of the instructor.

ARH 3087 - ART OF THE AEGEAN BRONZE AGE (4)

This 4-credit seminar explores the art and archaeology of the Cycladic, Minoan and Helladic cultures during the Bronze Age (ca. 3000-1100 BCE) in Greece and the Eastern Mediterranean. We will examine the artistic production of these cultures, paying particular attention to Late Bronze Age and the extraordinary impact of the intensive intercultural interaction among the kings, diplomats, merchants and other travelers between this region and the great civilizations of Egypt, the Levant, Mesopotamia and Anatolia. In addition to attending mandatory field trips to the Metropolitan Museum of Art, students will complete a research project with a substantial paper and oral report; field trips required. Prerequisites: Two lower level art history courses or permission of the instructor.

ARH 3089 - THE LIFE AND TIMES OF LEONARDO DA VINCI (4)

An investigation of the life and work of Leonardo da Vinci that looks at his work, training, stylistic development and contributions. We will also read studies by authors such as Giorgio Vasari, Sigmund Freud and Dan Brown, who 147invent148 Leonardo, contributing to the myths and legends surrounding him and blurring the line between fact and fiction. Students complete a research paper and present an oral report. Prerequisite: One art history course or permission of the instructor.
ARH 3998 - SENIOR EVALUATION (3)

Majors may select either to write a substantial research paper or to undertake an internship to fulfill the requirement for Senior Evaluation. In either case, departmental approval and supervision are required.

ARH 4495 - Independent Study (3)

Students may undertake a research project with the approval and supervision of a member of the art history faculty.

ARH 4497 - Internship (1-3)

Museums, galleries, historical societies, auction houses and other cultural institutions in Westchester and New York City offer many opportunities for internships. One day per week of work (or the equivalent), a written journal and overview paper, and the written evaluation of an on-site supervisor are required. (Fall) (Spring)

ART - Studio Art

ART 1001 - Fundamentals of Drawing (3)

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 as a whole 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. (Fall). Drawing I and II may be taken in any order.

ART 1002 - Fundamentals of Drawing II (3)

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

ART 1003 - Two Dimensional Design (3)

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. Three required hours of lab time per week.

ART 1007 - Ceramics for Non-Majors (3)

This course offers a survey of ceramic process for non-art majors to have an opportunity to work with clay. This course will cover the very basics in hand-building, wheel-throwing on the potter’s wheel, and simple glazing techniques. (Note: this course is NOT a prerequisite for Advanced Ceramics: Processes or Surfaces.)

ART 1023 - Three Dimensional Design (3)

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 150 wood, metal, clay, plaster, wire and mat board.

ART 1024 - Three Dimensional Design (3)

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 150 wood, metal, clay, plaster, wire and mat board.

ART 2003 - Creative Process (3)

In this class students will learn several approaches to the creative process and that these processes 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 one field trip and visiting artist workshop.
This course is for intended freshmen and sophomore art majors. (Fall) (Spring)

**ART 2023 - Color I (3)**

Color theory and practice. The student is led through a series of projects focusing on color perception, interaction, structural relationships such as the color wheel and the color solid, color composition, and color expression. Emphasis will be on using color in various ways in works of art, and building a vocabulary of color design for the artist. Three required hours of lab time per week.

**ART 2030 - Color/Two Dimensional Design (3)**

This course the skills needed to function as a visual artist. How to apply elements of design (line, rhythm, and texture) combined with theories of color provide the basis for this class. The course is designed to give any artist tools to depict color relationships, and to use 2-dimensional design as a personal means of expression. (Spring, Fall)

**ART 2047 - Ceramic Sculpture (3)**

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. Our class is responsible for firing the work it produces; therefore, firing of the electric kilns will be part of the curriculum. In addition, safety issues of the ceramic studio will be covered.

**ART 2050 - Ceramics: Wheel Throwing (3)**

This course is designed to explore the form through use of the pottery wheel. Various techniques including throwing off the hump, throwing on a bat, creating sets, slip decoration, glazing and firing will be explored. All assignments are designed to challenge both the technical skill and creative/conceptual insights of the students.

**ART 3004 - Multimedia (3)**

This course explores highly effective methods of communicating ideas and information through design and implementation of interactive "Continuous Media Projects". Text, drawings, audio, video, image (photographs), graphics, animation and sound elements are brought together to create powerful communication products. In addition to a discussion of the history, developmental stages and sweeping paradigm shifts in the communication industry, students will utilize the latest tools and the internet to plan, prototype, produce and deliver multimedia products. A wide variety of software packages, including Adobe PhotoShop and Illustrator, Adobe Image Ready, Final Cut Pro, and Flash. Three required hours of lab time per week.

Prerequisite: ART 3064.

**ART 3005 - Sculpture: Wire Forms & Chains (3)**

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 construct chains useful as ornament and/or sculpture.

**ART 3007 - Printmaking (3)**

This class presents a range of print processes from monotype to etching. Relief prints in linoleum, cardboard, woodcut and intaglio prints in etchings or collagraphs will be covered. We will also introduce photo etching. Images can be transferred from computer, film, or Xeroxes. Most of the materials can be bought from the department. Printing can be by hand or press. Emphasis is on understanding each medium as a direct means of personal expression.
ART 3025 - Exploration of Ceramic Method (3)
A comprehensive course for beginners, intermediate and advanced students, utilizing hand-building and throwing on the wheel. Four basic methods of hand-forming pottery and ceramic sculpture will be explored: pinch, coils, slabs, and modeling, along with tooling, decoration and glazing. Advanced students will produce multiples such as mugs, bowls, plates and casseroles, emphasizing design and special techniques.

ART 3035 - Film Photography: Beginners (3)
This course will focus on how to use a 35mm film based camera to take a photograph. Photography: Beginners is a traditional 35mm film and darkroom based “wet photography” course. 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 creatively use them photographically. The aim is to develop an individual aesthetic. The work of some important photographers will also be examined.

ART 3040 - Portfolio Preparation for the Visual Artist (3)
This course is designed to teach students how to develop a strong portfolio for both exhibition and presentation, as well as how to deal with the business aspect of being a visual artist. The students will be required to read assigned text materials, create a body of work (10-12 pieces) for inclusion in a professional portfolio, participate in critiques and write a resume/artist statement. Each student’s artwork will reflect his/her field of concentration. Research techniques, grant writing, design and proposal writing will be explored. There is a midterm exam. Three required hours of lab time per week. Junior and Senior Art Majors only.

ART 3057 - Experimental Printmaking (3)
Painters, photographers, sculptors, illustrators, and graphic designers are invited to bring their aesthetic techniques into the experimental class. The course is arranged so that we can 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. We will explore Intaglio and relief printing. We will also investigate monoprints and collage prints. This course requires some previous art experience. Three required hours of lab time per week.

ART 3058 - Expressive Techniques in Two-Dimensional Design (3)
This course explores traditional and abstract expressions using the diverse methods of two-dimensional application of paint and paper to a flat surface. This course emphasized the study of narrative, content, and form. Experimentation is strongly encouraged in both conceptualization and the aesthetic process. Students will be encouraged to explore collage, drawing, painting, and assemblage. Advanced students will develop a portfolio of artwork for presentation at the end of the course.

ART 3062 - 2D Animation (3)
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 Director, Adobe Photoshop, Adobe Illustrator, Final Cut Pro, Adobe ImageReady to experiment with character and image animation. Audio and video elements will be edited and imported into theme oriented advertisements and effective business presentations.

Prerequisite: ART 3064.

ART 3064 - Computer Graphics I (3)
An introduction to computer graphics using the Macintosh computer, this course will teach students to differentiate between various types of programs (draw, paint, and page layout) and provide hands-on experience in each. Adobe Illustrator and Adobe Photoshop, Quark Express, Adobe, and InDesign will be used. Three required hours of lab time per week.

ART 3066 - Multimedia Environments (3)
This course explores effective methods of communicating ideas and information through design and implementation
of interactive continuous media projects. Text, drawings, audio, video, images, graphics, animation and other elements are brought together to create powerful communication projects. In addition to some consideration of the history, developmental stages and sweeping paradigm shifts in the communications industry, students will utilize the latest tools and the internet to plan, prototype, produce and deliver multimedia products. A variety of software packages will be used.

ART 3073 - CERAMICS I: TILES (3)

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.

ART 3110 - ART, FASHION AND DESIGN (3)

This course will introduce the basic concept of sketching, drawing and designing garments in flat format rather than on the fashion figure - an important first stage in the process of fashion design. Emphases will include figure drawing, sketching and storyboarding, thinking and presenting conceptually, working within color stories, line planning, and using the silhouette effectively. Studies will also include discussions on the muscular-skeletal functions of the human body and their impact on aesthetics and design, as well as religious, cultural, and gendered differences in clothing styles. Through lecture and demonstrations, readings, and field trips to design institutes, studios, workshops, and museums, students will come to possess the tools necessary to create and present original flat format fashion design sketches and practical skills necessary to translate those design ideas.

ART 3115 - INTERIOR SPACE AND DESIGN (3)

This course is designed as an overview of the history of the design of interior spaces and furnishings from the ancient world through the 21st century. In addition to providing an introduction to the basic elements of design (color, light, balance, etc.), the course will examine such interior design considerations as the selection and organization of furniture and accessories, functional and aesthetic developments in floor and wall coverings, historical and contemporary options for window treatments, as well as the need to design lighting schemes within interior spaces. The sweeping spectrum of interior design possibilities will not only be examined period by period, but also within cultural contexts, which are often enough driven in turn by geological realities such as climatic concerns and the availability or scarcity of given materials in a region.

ART 3120 - ARCHITECTURAL RENDERING/DRAWING (3)

This course has been designed as both a survey of the evolution of architectural styles as well as a hands-on study of the fundamentals of drafting. Skills explored in this course include freehand sketching, pencil drawing, inking techniques, lettering, perspective and rendering. While styles from various periods and cultures will be examined throughout the course, particular emphasis will be given this semester to the Daibutsuyo Style of late 12th and early 13th century Japan, the 20th century work of Piet Mondrian and the De Stijil Movement, the work influenced by the Bahaus School of early 20th-century Germany. In addition to required lectures and workshops, students will be expected to visit museums as well as other sites of architectural significance. Students will complete a final architectural project to demonstrate their facility with the concepts and techniques learned in the course.

ART 3125 - TOY DESIGN (3)

This course is designed as an overview of toy making, from the ancient world through the 21st century. Before students attempt to undertake the production of their own toys or games, the instructor will lead them through an examination of the psychological, anatomical, and aesthetic considerations involved in designing and marketing and distributing objects intended for children’s play. Toy making will not only be examined period by period, but also culture-by-culture - always with an eye for the universality of childhood play. Through lecture, readings, demonstrations, field trips, and a final hands-on project, this course will introduce the student to the
various phases of toy making, from conceptualization to realization.

**ART 3997 - Junior Review (0)**

For Junior Art majors only; registration by department assignment.

**ART 3998 - Senior Project (1.5-3)**

A yearlong course supporting 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.

**ART 4001 - Drawing/Advanced Drawing (3)**

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.

**ART 4002 - Watercolor (3)**

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.

**ART 4003 - Painting (3)**

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. Three required hours of lab time per week.

**ART 4004 - Graphic Design (3)**

The course analyzes the techniques, tools and basic principles of graphic design used in the conception and production of advertising art and related fields. Lettering and type forms, type specification, layout, mechanicals, and production will be treated in studio projects. These projects will aim at developing creative graphic ideas in advertising, packaging and editorial fields, using concepts and techniques of visual communications.

Prerequisite: ART 3064.

**ART 4006 - Assemblage and Collage: The Art of (3)**

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

**ART 4007 - PHOTOGRAPHY: BEGINNERS (3)**

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. Three required hours of lab time per week.

**ART 4008 - Photographic Essay (3)**

This course is designed to give the intermediate and advanced photography student a means to explore and capture real events, nothing posed, nothing made-up, nothing but the truth. 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. We will focus on content as well as artistic style, capturing images and events rather than making them.
ART 4010 - Photography: Intermed/Advanced (3)
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. Three required hours of lab time per week.

ART 4015 - CALLIGRAPHY (3)
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. Three required hours of lab time per week.

ART 4016 - Contemp Painting Technique (3)
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.

ART 4027 - Life Drawing (3)
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.

ART 4028 - Illustration (3)
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.

ART 4031 - Contemporary Sculpture (3)
The beginning or advanced student will learn to interpret and express spatial forms hoping to achieve harmony through the practice of organizing elements in actual space. This will occur through developing a sense of design, both formal and conceptual. This process may take its form 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.

ART 4032 - Adv Photo: Special Methods (3)
This class is appropriate for intermediate and advanced level students, introducing a variety of contemporary and vintage photographic processes. Advanced black and white printing will address bleaching, toning, advanced contrast controls, personal determination of exposure development controls and advanced print contrast controls. The 4X5 inch pin-hole camera will introduce the student to the negative and subsequently provide a negative suitable to the contact printing needs of the non-silver print process. Alternative Photographic Practices (Non-Silver printing) will introduce the student to the history and practice of various alternative printing processes including Cyano-type, Van Dyke Brown and Palladium.

ART 4034 - Textile Art and Design (3)
This course is intended to introduce students to the use of design concepts and techniques in the development and production of textiles. The makers of fabrics have employed considerations such as color and tone, balance and harmony, and form and texture since the very beginning of textile production early on in the course of human history. Students interested in art and design, handicrafts, or the world of fashion will have an opportunity to see how these same considerations still inform the choices made by textile industry. Museums and galleries will act as our learning laboratories. Students will become acquainted with dye-sublimation printers as a tool for producing and printing fabrics.

ART 4045 - Ceramics: Form & Function (3)
"Ceramics: Form Function" offers hand building and an introduction to wheel throwing, where forms are created on a potter146s wheel. The ultimate goal of mastering the process is to be able to use the wheel as a tool to create the forms that you need for your concept. These concepts may begin as functional objects, such as bowls, cups, plates, and vases, but ultimately you may use them as
elements in sculptures and conceptual works. Three required hours of lab time per week.

**ART 4047 - Art, Design and the Computer (3)**

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. Three required hours of lab time per week.

**ART 4048 - Beginning Photography: Color (3)**

Through the process of printing images, the student will explore the subtleties of color printing and how changing the enlarger's filtration pack alters the final colors in the photographic print. We will study color photography from a painter's point of view. The student will begin to use the color processor in the second class. The entire course will be devoted to the art of printing color negative film. Three required hours of lab time per week.

**ART 4049 - Intermediate & Advanced Photography: View Camera (3)**

This course covers the basic concepts and techniques concerning view cameras. It will include the use of tilts, swings, shifts, and rises. Assignments will vary from the use of light, still life, portraits, body-sculpture, architecture, and landscapes, and the problems and opportunities that each assignment presents. (Prerequisite: Beginning Photo and Intermediate/Advanced Photography, or equivalent courses.)

**ART 4059 - The Book As Art (3)**

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, Illustrator or woodtype. Projects can be in any medium that the student has a beginning level of experience in, such as printmaking, digital and photography. (Spring)

**ART 4061 - Ceramic Sculpture (3)**

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. Our class is responsible for firing the work it produces; therefore, firing of the electric kilns will be part of the curriculum. In addition, safety issues of the ceramic studio will be covered.

**ART 4067 - Digital Photography & Imaging (3)**

This class will review the history of capturing and manipulating images, explain and discuss how digital imaging is used today, and provide hands-on experience. Students will both digitally capture and manipulate existing images, as well as learn how to prepare images for use in publications, exhibitions, electronic media, and the Internet. Three required hours of lab time per week. Prerequisite: ART 3064.

**ART 4068 - The Installation of Public and Performance Art (3)**

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 application as well as an academic application. Each proposal will be written and handed in 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. We will also view artist films and artist videos. Students will be required to travel to New York City on two weekends during the semester. Three required hours of lab time per week.
ART 4070 - Museums As Studios (3)

This course will use the museums in New York City as our studios. Artwork both traditional and contemporary will act as our aesthetic inspiration for creativity and personal investigation. Activities will include brief lectures, drawing, painting, assemblage, and collage. Our time in the museums will be spent drawing and sketching: on alternating days we will work in the studios at Manhattanville College developing our 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.

ART 4074 - Lithography (3)

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.

ART 4076 - Artists Video (3)

This introductory course is geared toward studying and producing video based in 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.

ART 4081 - PHOTO: TRANSCENDING ARCHITECTURE (3)

This course merges aesthetic concepts of the built environment with craftsmanship in the darkroom. The indoor and outdoor imagery will concentrate on architecture and architectural details. Included in class hours will be two site visits for architectural shoots. Professional practices, visual communication and development of a personal style on both regular and large format printing will be encouraged. Three hours of required lab time per week. Prerequisite: Beginners Photography.

ART 4086 - Constructing Images & Studio Practices (3)

This is an upper level photography class where students will learn the practices of working in a photo studio to "create" images, stop motion animations and experiment with lighting and composition. Throughout the history of photography the photo studio has played an important role in image making. Early photographers and contemporaries have used the photo studio as a tool in creating photographs. The class will explore the principles of lighting and the creation of photographs using either digital or film based cameras. Aesthetic and technical elements will be addressed and emphasized along with individual experimentation and exploration. Examples of projects will include studio portraiture, product photography, constructed worlds and stop motion animation. Advanced digital and film printing, image manipulation techniques. as well as professional presentation will be covered. Course objectives will be addressed through class lectures, exercises and projects, as well as class critiques and online student blogs.

ART 4087 - Expressive Imagery (3)

This class is based on the thought that students are artists. The student/artist will learn new work habits and concepts, such as idea generation and the use of words as a tool for creative development. The expression of an idea can be done using different media in one class. Media can be painting, sculpture, photography, printmaking, jewelry, graphic design etc. Knowledge of the media in some areas is required. Seeing how media affects the expression and the intent of an artwork will be investigated. First assignments will be topic projects other assignments will be based on the students/artists personal expression. A visual notebook will be an integral part of the class. Prerequisite - one art classes.
ART 4088 - Studio Practices in Abstract Art (3)

This course is designed to expand the students' knowledge of techniques in creating original works of art. It will address direct observation and the departure from it into non-representational, idea-driven art as a tool for investigating the creative process. The course will emphasize the role of the natural environment and its impact on visual literacy. We will investigate the principles of design and the elements of art as a universal language. We will also include parallels in geometry, music and science as contemporary forms of aesthetic documentation. Individual perceptions based on personal experiences will be meticulously addressed.

ART 4090 - Art & Design for the Web (3)

The objective of Art Design for the Web is to learn the foundations of design for the World Wide Web. Using current web design applications, students will be introduced to the concepts of HTML page layout using what is referred to as WYSIWYG, or "what you see is what you get." Students will focus on the visual content and compositional design of web pages. They will create their own personal website which will include digital images, interactive rollovers, hyperlinks, tables and simple animations. Three hours of required lab time per week. Prerequisite: Computer Graphics I

ART 4091 - DIGITAL IMAGING & PHOTO PRESENTATION (3)

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

ART 4096 - Collagraph (3)

In this course the student will make collagraph prints that are created from collages made of cardboard, paper and fabric. The prints will be made by hand, water or oil-based ink, press-printed relief, or intaglio. The relief press and the scanning of plates or prints into Photoshop can be done in the classroom. Personal expression is encouraged.

ART 4101 - CERAMICS: WHEEL THROWING (3)

This course is designed to explore the form through use of the pottery wheel. Various techniques including throwing off the hump, throwing on a bat, creating sets, slip decoration, glazing and firing will be explored. All assignments are designed to challenge both the technical skill and creative/conceptual insights of the students.

ART 4103 - Advanced Ceramics: surfaces (3)

This course is designed for students seeking further investigation in ceramic surfaces and glazes. Projects and conversations will focus on techniques and processes for creating a variety of ceramic surfaces. As this course meets only once weekly, students are encouraged and expected to work more independently on individually bodies of work. Students can choose to focus on hand-building and/or wheel-throwing to produce their work.

ASN - Asian Studies

ASN 1010 - INTRODUCTION TO ASIAN STUDIES (3)

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)

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.

ASN 2012 - Religions of China (3)

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 2013 - Hinduism: Karma, Yoga, Nirvana (3)
This course explores the culturally rich and religiously complex world of Hinduism. Through our exploration, we will seek to understand some of the most significant experiences and concepts found within this four thousand year old tradition of Indian philosophy and religious practice. We will discuss themes relevant to the nature of reality, self and cosmos, language and revelation, the quest for spiritual liberation, rebirth, yoga, devotion, nonduality karma, mystical consciousness, gods and goddesses, warriors and gurus. In our search for meaning in Hindu religious and cultural experience, we will give particular attention to both ancient and modern Indian thinkers, and the intersections of India’s ancient spiritual traditions with the modern world. Readings will be drawn from primary source texts in translation including the Rig Veda, Upanishads, Puranas, Bhagavad Gita and the Yoga Sutra as well as supplementary readings on the classical epics, mythology, tantric ritual and yoga manuals, devotional poetry, and philosophical works.

ASN 2015 - History of Traditional Japan (3)
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. Some treatment of Japan’s traditional literature and religions is included.

ASN 2017 - INTRODUCTION TO JAPANESE LITERATURE (3)
An overview of major writers, forms, themes, and trends of Japanese literature from the introduction of writing to the end of the nineteenth century. Readings include The Tale of the Genji, court poetry, diaries, and haiku. No knowledge of Japanese required.

ASN 2018 - MODERN JAPANESE FICTION (3)
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. No knowledge of Japanese is required.

ASN 2021 - HISTORY OF MODERN JAPAN (3)
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)
A look at 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.

ASN 2026 - Japanese Popular Culture (3)
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 2027 - Issues Classical Chinese Thought (3)
Course will probe the debates carried on by the major thinkers of China’s "classical age" concerning the role of government, education, culture, and the individual in human society. Students will read the basic writings of these thinkers and analyze their content and argumentative styles. Confucianism, Daoism, Mohism, and Legalism will be the main schools of thought covered.

ASN 2031 - Chinese II (4)
Enhancement and development of skills acquired in Level One, with increased emphasis on written texts.
Prerequisite: ASN 1016,ASN 1017.

ASN 2032 - Chinese II (4)
Enhancement and development of skills acquired in Level One, with increased emphasis on written texts.
Prerequisite: ASN 2031.
ASN 2033 - History of Traditional China (3)
Survey of Chinese history from earliest times (ca. 1700 B.C.) to the late eighteenth 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.

ASN 2034 - Religions of India (3)
Course provides an overview of Indian religions, from earliest times to the present, and includes early Brahmanism, Hinduism, Buddhism and Islam. Special attention is given to the art and story literature of devotional Hinduism as well as the tales and hymns of Sufism. Course ends with discussion of 20th century figures like Tagore and Gandhi.

ASN 2036 - CULTURE & CHANGE IN SOUTHEAST ASIA (3)
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 its socio-economic development processes of the area's recent economic boom. Indochinese and Indonesian societies constitute the main focus of the course.

ASN 2037 - Monks & Merchants: The Religions and Cultures of Asia's Silk Rt (3)
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 2039 - Contemporary South Asia (3)
This is a survey course on South Asia from the late modern period to the early 21st Century, focused on Bangladesh, India, Nepal, Pakistan, and Sri Lanka. Its aim is to explore the multiple and overlapping understandings of nationalism and citizenship as they manifest in the region's history, culture, and politics. The course will cover the anti-colonial movement, partition of India and Pakistan, and Bangladesh's 1971 war of secession. The region's rich cultural heritage will be explored through literature, film, and intellectual discourses surrounding the making of modern South Asia, particularly around the themes of nationalism, caste, religion, and gender. The course will include a component on the Indian film industry, with emphasis on the ways in which the above themes are represented in Bollywood films. On politics, it will address the post-colonial state, regime, and economy and society in Bangladesh, India, and Pakistan, and conflict and peace in Sri Lanka and Nepal.

ASN 2040 - ARMED CONFLICTS (3)
Armed conflicts have increased at an alarming rate since the end of World War II. As conflicts have shifted in nature from interstate wars to insurgencies, they have become increasingly difficult to contain and resolve. In this course, students will learn about armed conflicts from theoretical, methodological, and policy perspectives, with a focus on conflicts in Asia, the Middle East, and North Africa. They will explore answers to the following questions: How do we identify a conflict when we see one? Why do individuals resort to violence? How have conflicts changed over the years? What causes new wars? How may we approach the resolution of complex and lengthy wars? How do gender disparities manifest in the context of armed conflicts? Students will learn various theoretical approaches towards conflict resolution and their practical implications.

ASN 2041 - Making of Modern Asia (3)
This course explores how understandings of modernity and reactions to Eurocentrism have shaped modern political thought in South, East, and Southeast Asia. It focuses on ideas central to the making of the region and their influence on shaping ideologies, identities, and governing institutions in the colonial and postcolonial state. Students will draw on the works of ten thinkers, including Rammohan Roy, Syed Ahmed Khan, Gandhi, Ambedkar, Mao, and Lee Kuan Yew, to explore how conceptions of the state, caste, gender, Marxism, capitalism, and nationalism have shaped the region as we know it today.
ASN 2050 - RELIGIONS OF JAPAN (3)
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.

ASN 3010 - Women in Chinese & Japanese Religions (3)
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 adaptation women made of those ideals. Readings include didactic works for women, autobiographies, poetry, and novels.

ASN 3011 - Seminar on Buddhism (3)
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.

ASN 3014 - Creatures, Spirits and Aliens ANIME, CARTOON, FILMS OF JAPAN AND U.S. (3)
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.

ASN 3015 - Scholars, Sages and Samurai: The Confucian Tradition in East Asia (3)
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. 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 3017 - TIBETAN RELIGIONS & CULTURE (3)
Exploring the thought and practices of Tibetan people, this course gives particular attention to the religious and cultural forces that have come to define a Tibetan identity. We will discuss the pre-Buddhist indigenous shamanic tradition of Bon, the assimilation of Indian Buddhism by the Tibetans, the history and geography of Tibet as a cultural domain, and modern western perceptions of Tibet. In seeking to understand the Tibetan identity, we will develop ongoing conversations around central themes such as the ritual life of Tibetan Buddhism, philosophical thought and literature in Tibet, and the role of monasticism in Tibetan culture.

ASN 3019 - SEM: HINDUISM IN INDIA (3)
This course explores the traditions of Hinduism through thematic discussions about some of the most significant philosophical and contemplative topics found within Indian religion. Consideration will be given to questions about the nature of ultimate reality, language and revelation, the personal quest for spiritual liberation, death, yoga, mysticism, and ritual. Attention will be given to both ancient and modern Indian thinkers as well as selections of classical Indian religious literature in translation.

ASN 3021 - EMPERORS, TYRANTS & RELIGIOUS REBELS IN MODERN EAST ASIA (3)
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.

ASN 3025 - CULTURE & CHANGE IN SOUTHEAST ASIA (3)
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 its socio-economic development processes of the area's recent economic boom. Indochinese and Indonesian societies constitute the main focus of the course.
ASN 3031 - Chinese III (3)
Development of skills to read newspaper Chinese and some elementary classical texts. Expansion of the number of characters being able to recognize and write. Continued practice in oral communication skills.
Prerequisite: ASN 2032.

ASN 3032 - Chinese III (3)
Development of skills to read newspaper Chinese and some elementary classical texts. Expansion of the number of characters being able to recognize and write. Continued practice in oral communication skills.
Prerequisite: ASN 3031.

ASN 3076 - HISTORY OF AMERICAN MISSIONS IN CHINA (3)
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 3997 - Senior Seminar (3)
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+.

ASN 3998 - Senior Evaluation (1)
In consultation with 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.

BIO - Biology

BIO 10 - Biology Boost (0)
This non-credit course is for Manhattanville students only and is a refresher course for BIO 1001 and a preparatory course for BIO 1002. It is designed for students who would like to supplement their learning experience in Principles of Biology. Lectures and practical lab-oriented activities in basic genetics, cell structure and physiology, transcription and translation, biological macromolecules, and an overview of Kingdoms of Life.

BIO 1000 - Introduction to Biology (3)
The purpose of this course is to introduce students to the field of biology. Topics will include a survey of cells, tissues and organ systems, photosynthesis and basic Mendelian and molecular genetics. Evolutionary theory will be discussed as well as basic phylogentic relationships within each Kingdom of Life. This course is intended for non-biology majors, and will not count as credit toward the major. Students who are considering a major in biology but who have not fulfilled the entry requirements for Principles of Biology I and II (the introductory course sequence for the biology major).

BIO 1001 - Principles of Biology I (4)
The first part of a 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. Although the first semester includes topics such as the chemistry of biological systems, cell and historical organization, membrane transport, metabolism and evolution of organisms, the major focus is 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 for students 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.
BIO 1002 - Principles of Biology II (4)

The second part of a two-semester lecture sequence, complemented with hands-on laboratory experience, that stresses the major biological principles and concepts that serve as the foundation for study in the biological and health-related fields. The second semester stresses animal and plant organization, development, and physiology. The first semester includes topics such as the chemistry of biological systems, cell and historical organization, membrane transport, metabolism and evolution of organisms; however, the major focus is on the principles of Mendelian genetics, molecular genetics, and population genetics. Laboratory sessions provide opportunities for students to gain technical experience and to improve laboratory-related writing skills. Prerequisite: BIO.1001, with a minimum grade of C.

BIO 1003 - Intro to Wellness (3)

Introduction to Wellness will cover many subjects of health as it pertains to an individual. This course will include sections on exercise, nutrition, stress, and lifestyle decisions. Throughout the semester we will include necessary information on disease, risk factors, and prevention. This course will include necessary anatomy, physiology and body systems as it relates to the staying healthy and disease. This course is designed for the non-science major.

BIO 1008 - Healing Through Horticulture: an Intro (3)

This course will explore the significance of the people-plant relationship and the manifestation of its role in the healing process of therapeutic work. Students will experience the healing nature of plants and plant material through participation in class discussion and kinesthetic, horticulture-related activities. Students will have numerous opportunities for the practical application of learned horticultural therapy skills and methodology in activities and projects throughout the course.

BIO 1012 - HUMAN BIOLOGY (3)

This introductory class will introduce topics and concepts pertaining to how the human body functions, and how to detect warning signs and symptoms of commonly encountered disorders in daily life. An overview of body systems and how they work will be covered. Every student will have an opportunity to learn and take control of their own health. Not for major credit.

BIO 1014 - Contemporary Nutrition (3)

This online course is designed to address the principles and practical aspects of nutrition. The physiological importance of diet, including the role of energy yielding nutrients, vitamins and minerals, as well as fitness and exercise are discussed to allow the student to comprehend the importance of good nutrition for a healthy lifestyle. Further, the course will place emphasis on self-assessment, current food movements, the evaluation of current and future nutrition needs (such as during pregnancy), and the effects of poor nutrition to engage the student's role in enforcing a healthy lifestyle.

BIO 1015 - Introduction to Human Disease (3)

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.

BIO 1016 - Endangered Earth: Understanding Environmental Pollution (3)

Technological development in the last century has resulted in persistent changes in 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 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.

BIO 1018 - Introduction to Animal Behavior (3)

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.

**BIO 1019 - Introduction to Marine Environment (3)**

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

**BIO 1030 - Introduction to Exercise Science (3)**

Introduction to Exercise and Sports Science will cover diverse subjects of exercise, athletics and sports. It will cover general human anatomy and physiology as it pertains to exercise and the musculoskeletal system, and will also explore metabolic pathways and fuel use during exercise and the recovery process. Nutrition, body composition, and their influence on exercise performance will also be discussed in depth. In addition, this course will cover special topics of injury prevention, common sports injuries, and the use of preventative equipment in various sports. This is a 3 credit course designed for the non-science major and fulfills the scientific reasoning general education competency requirement.

**BIO 2003 - Principles of Genetics (3)**

This course is designed to provide the student with a qualitative introduction to the field of genetics. This one semester course will focus on the basic principles of genetics, such as the role of DNA and RNA in gene expression and protein synthesis, Mendelian genetics, the role of genetics in animal development, and population and evolutionary genetics. To engage students, lecture material will be reinforced through practical applications within the laboratory setting. The lectures and laboratory assignments will leave the student with an operational knowledge of modern day genetics and an ability to communicate the material in a scientific manner.

**BIO 2007 - Current Environmental Problems (3)**

This course addresses the scientific and social bases of the major environmental problems of our times, including nonrenewable energy sources, global climate change and air pollution, stratospheric ozone depletion, ocean pollution and wetlands destruction and loss of biodiversity, landfills and the need to reduce, reuse, recycle. Students will work together in small groups, researching a topic of their choice including an outline, a paper and a presentation of their topic to the class. Included in the content of each report will be the cause and effect and solutions to the environmental problems. This course counts as an introductory Environmental Studies elective as well as a biology major elective course. (3 cr.).

**BIO 2008 - Nutrition (3)**

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.

**BIO 2010 - Foundations of Ecology (3)**

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, importance of biodiversity, and movement of nutrients and matter through basic terrestrial and aquatic ecosystems will be included. The importance of these concepts to understanding how ecosystems function will be integral to the course. Discussion of how ecosystems are being affected by human activities will also be included.
BIO 2011 - MEDICINAL BOTANY (3)

This course is designed to provide the student with a comprehensive and practical knowledge of medicinal plants, as well as critical thinking on general aspects of applied scientific research related to medical and herbal literature. The course will address the origins and history of medicinal botany, and current and future approaches in the field; such as ethnobotany, economic botany, plant diversity, and habitat conservation. In addition, phytochemistry and the use of plants in modern medicine will be discussed in depth.

BIO 2016 - Global Environmentalism (3)

This course introduces students to the global nature of environmental issues. 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 problem 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. Comparison of environmental policy, standards and personal attitudes throughout the world will be possible using this framework. Topics will include nuclear, air, and water pollution; deforestation; ozone destruction and global warming; human ecology; species diversity; sustainable agriculture and world population growth.

BIO 2019 - Nutrition in Health and Disease (3)

This course introduces the basic of nutrition and the methods of nutritional assessment for various pathological conditions. Food habits, nutrition during pregnancy, the relationship between nutrition and physical fitness are introduced. Additionally, the nutritional effect on diseases such as Gastrointestinal Disease, AIDS and Heart/Lung Disease are discussed.

BIO 2020 - Special Topics: Biology of Cancer (3)

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 many diseases of cancer, the student can 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 leaves the student with the scientific basis for personal life style, nutritional and environmental choices to minimize the risk of cancer during his or her lifetime.

BIO 2021 - Intro to Neuroscience (3)

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.

BIO 2022 - Principles of Virology and Viral Diseases (3)

Open to all students, this class introduces the basic, fundamental structure and pathogenesis of viruses, along with methods to control them. Viral classification, genome structure and molecular structure are reviewed. The principles of host defense and viral offense are also discussed. In addition, the principles of emerging viral infection and several important viral diseases, such as AIDS, SARS, Bird flu, etc., are discussed. The origins of these diseases and the developing treatments are also thoroughly discussed.

BIO 2025 - Special Topics: Aquatic Ecology (3)

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.
**BIO 2027 - Special Topics: Dinosaurs (3)**

Dinosaurs! Who has not been fascinated with dinosaurs at some point? This course will provide an introduction to the basics of paleontology, fossils, the geologic record, taphonomy and cladistics. We will survey the anatomy, physiology and evolution of dinosaurs and swimming and flying reptiles and causes for extinction. This course fulfills the scientific reasoning general education competency requirement.

**BIO 2047 - Vertebrate Biology (3)**

Vertebrates are a group of organisms that share a common structural design - the vertebral column. Despite that structural commonality, they are a surprisingly diverse group of animals in terms of morphology, metabolism, behavior and geographic distribution. In this course we will examine the physiology, ecology, reproductive strategy and evolution of vertebrates ranging from fish to fowl. Topics will include, but not be limited to, the evolution of early vertebrates, physiological adaptations to life on land, in the water and in the air, phylogenetic relationships between vertebrate classes, and a comparison of reproductive strategies.

**BIO 2055 - Plant Biology (3)**

We do not always realize that we depend on plants for the air we breathe and the food we eat. In this class, students will have an opportunity to examine plants outdoors on campus and in the lab under a microscope as we delve into a study of plants including such topics as pollination, origins of agriculture, how plants sense their environment and plants and pollution. BIO 2055 is open to non-majors and major students, and consists of a 3 credit lecture.

**BIO 2056 - Environmental Ecology (3)**

How is the biosphere affected by human and natural influences? This capstone course will focus on the ecological effects of pollution, disturbance and other stresses on ecosystems, but particular emphasis will be on how ecosystems function, advanced concepts in ecology and thorough investigation of local, regional and global issues in biodiversity and species conservation.

**BIO 2057 - Forensic Biology (3)**

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. Bio 2057 is open to non-majors and major students, and consists of a 3-credit lecture.

**BIO 2058 - Evolutionary Biology (3)**

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. Bio 2058 is open to non-majors and major students, and consists of a 3-credit lecture.

**BIO 2059 - Marine Biology (3)**

This course will provide students with a foundation in several aspects of marine biology. We will begin with a discussion of physical oceanography and then move quickly to biological aspects of marine biology. Topics will include plankton communities, benthic ecology, deep sea biology, marine mammals, and a number of distinct marine communities.

**BIO 2060 - Introduction to Conservation Biology (3)**

How do we protect species, their habitats and ecosystems from extinction? Conservation biology is a science that focuses on the biological diversity at gene, species, ecosystem, population and global levels. This 3 credit course will provide an introduction to the role of science in the conservation research of animals and plants. Class discussions will focus on both domestic and international
conservation cases and research, using both textbook and primary literature examples. Lectures topics will cover biodiversity, speciation, habitat destruction, infectious diseases, and conservation management.

**BIO 2061 - Biochemistry I (3)**

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. Students who previously have taken BIO 3035/3037 are not eligible to take BIO 3061. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II with labs, Organic Chemistry I and II with labs.

Prerequisite: BIO 1001,BIO 1002,CHM 1001,CHM 1002,CHM 1003,CHM 1004,CHM 2001.

**BIO 3001 - Compar Anat of Vertebr (4)**

This lecture/laboratory course will focus on the principals of the comparative method in studying anatomical structures as well as on the evolutionary relationships of animals. Lecture topics will include the evolution and structure of the major organ systems, study of homologous structures, phylogenetic reconstruction and systematic relationships, developmental pathways and the relationship between form and function. In the laboratory, students will learn dissecting techniques as they compare invertebrate and vertebrate animals and their anatomy. The aim of the lab will be to examine these in a comparative framework, relating structure and form to function and evolutionary adaptation. Students will be responsible for a semester-long dissector journal that will encompass all of the material examined in the lab sessions.

Prerequisite: BIO 1001,BIO 1002.

**BIO 3003 - Principles of Genetics (4)**

This course is designed to provide the student with a qualitative introduction to the field of genetics. This one semester course will focus on the basic principles of genetics, such as the role of DNA and RNA in gene expression and protein synthesis, Mendelian genetics, the role of genetics in animal development, and population and evolutionary genetics. To engage students, lecture material will be reinforced through practical applications within the laboratory setting. The lectures and laboratory assignments will leave the student with an operational knowledge of modern day genetics and an ability to communicate the material in a scientific manner.

Prerequisite: BIO 1001,BIO 1002.

**BIO 3005 - Developmental Biology (4)**

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.

Prerequisite: BIO 1001,BIO 1002,CHM 1001,CHM 1002.

**BIO 3007 - Human Anatomy & Physiology I (4)**

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.

Prerequisite: BIO 1001.

**BIO 3012 - Biostatistics (3)**

For upper level students, this course will cover quantitative methods used in biological investigation. Students will learn how statistics are used in biology, and how data are collected, summarized, and analyzed. Topics
will include an introduction to descriptive statistics, basic probability, and differences between parametric and non-parametric tests. Various statistical methods will be covered, including ANOVA, regression analysis, correlation coefficients, as well as X-squared and frequency distributions.

Prerequisite: BIO 1001,BIO 1002.

**BIO 3013 - Microbiology (4)**

This is an introduction to the morphology and physiology of bacteria and other microorganisms. Laboratory exercises will afford students the opportunity to develop skill in sterile technique and in various practices designed to study the morphology, physiology and practical value of nonpathogenic microorganisms. Human infectious disease such as AIDS is discussed. Graduate level version of this course is available.

Prerequisite: BIO 1001.

**BIO 3017 - Human Anatomy & Physiology II (4)**

This course is a continuation of BIO.3007, and will explore the remaining systems of the body. Subject matter includes blood and the cardiovascular system, 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. Graduate level version of this course is available.

Prerequisite: BIO 3007.

**BIO 3018 - Invertebrate Zoology (4)**

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).

**BIO 3019 - Nutrition in Health & Disease Paper) (3)**

This course introduces the basic of nutrition and the methods of nutritional assessment for various pathological conditions. Food habits, nutrition during pregnancy, the relationship between nutrition and physical fitness are introduced. Additionally, the nutritional effect on diseases such as Gastrointestinal Disease, AIDS and Heart / Lung Disease are discussed. The additional lab or seminar will cover the discussion about daily nutritional need through the lab exercises. A few lab exercises about the food contamination, water safety and milk spoilage are introduced. Several videos concerning about the holistic concern for health issue are used for discussion purpose. The participation in the discussion of the video is necessary. In addition, group project and /or presentation are included in the assessment.

Prerequisite: BIO 1001.

**BIO 3021 - Special Topics: Advanced Mammalian Physiology (3)**

This course covers the methods of nutritional assessment for various pathological conditions. Food habits, nutrition during pregnancy, relationship between nutrition and physical fitness are studied. The nutrition effect on diseases such as Gastrointestinal Disease, AIDS, Renal Disease, Diabetes are discussed.

Prerequisite: BIO 1001,BIO 1002,CHM 1001,CHM 1002.

**BIO 3024 - ENVIRONMENTAL SCIENCE (3)**

All plants and animals are connected to one another and to the earth and atmosphere that surround them through an endless chain of relationships. Participants in this course study some of these relationships and the basic principles of contemporary ecology, including biochemical cycles, homeostasis, tropic levels, population characteristics, and succession.

**BIO 3028 - Immunology (3)**

Nature and mechanisms of acquired resistance including humoral and cellular immunity. Characteristics of antigens and antibodies and their interaction are studied. Immune system and disease are discussed.
Prerequisite: BIO 1001.

**BIO 3030 - Molecular Cell Biology (3)**

The emphasis of this lecture course is placed 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. Graduate level version of this course is available.

Prerequisite: BIO 1001.

**BIO 3031 - Aquatic Biology (4)**

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.

Prerequisite: BIO 1001, BIO 1002.

**BIO 3032 - Parasitology (4)**

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.

Prerequisite: BIO 1001.

**BIO 3039 - Recombinant DNA Technology (4)**

This one-semester laboratory course focuses on the central questions 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.

Prerequisite: BIO 1001.

**BIO 3047 - Vertebrate Biology (4)**

Vertebrates are a group of organisms that share a common structural design - the vertebral column. Despite that structural commonality, they are a surprisingly diverse group of animals in terms of morphology, metabolism, behavior and geographic distribution. In this course we will examine the physiology, ecology, reproductive strategy and evolution of vertebrates ranging from fish to fowl. Topics will include, but not be limited to, the evolution of early vertebrates, physiological adaptations to life on land, in the water and in the air, phylogenetic relationships between vertebrate classes, and a comparison of reproductive strategies.

Prerequisite: BIO 1001.

**BIO 3048 - Biology of Health and Illness (3)**

Special attention will be given to exploring the roots of our present health care system in nineteenth century institutions; the changing character of relationships between caretakers and ill persons; the importance of metaphoric conceptualizations of bodily and social well-being; the place of illness in social life, the question of medical practice as an ?art? or ?science?; and the meaning of knowledge, power, and responsibility in healing relationships and institutional contexts.

**BIO 3049 - Neuroanatomy & Neurophysiology (4)**

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)

**BIO 3051 - Tropical Rain Forest Ecology (3)**

This course examines the interactions between plants, animals, humans, and the environment with special focus on the biological relationships found in the tropical rainforests. 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)**

The focus of this course is on microorganisms as they affect human health, including methods of physical and chemical control of microbes, drugs, and human-microbe interactions, the nature of human host defenses to microbes, epidemiology and the major microbial groups of medical importance.

Prerequisite: BIO 1001.

**BIO 3054 - Osteology: Form, Function and Development of Bones (4)**

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.

Prerequisite: BIO 3007.

**BIO 3055 - Plant Biology (4)**

We do not always realize that we depend on plants for the air we breathe and the food we eat. In this class, students will have an opportunity to examine plants outdoors on campus and in the lab under a microscope as we delve into a study of plants including such topics as pollination, origins of agriculture, how plants sense their environment and plants and pollution. BIO 3055 is open to majors and minors and includes a lecture and lab section for 4 credits. Graduate level version of this course is available.

Prerequisite: BIO 1001, BIO 1002.

**BIO 3056 - Environmental Ecology (4)**

This capstone course for the Environmental Studies minor will include both lecture and a laboratory and 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.

Prerequisite: BIO 1001.

**BIO 3057 - Forensic Biology (4)**

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. Bio 3057 is open to majors and minors in the biological sciences and includes a lecture and students will be able to apply many of these techniques in the laboratory section for 4 credits. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II.

Prerequisite: BIO 1001.

**BIO 3058 - Evolutionary Biology (4)**

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. Bio 3058 is open to majors and minors in the biological sciences and includes a lecture and laboratory section for 4 credits. Prerequisites: Principles of Biology I and II. Graduate level version of this course is available.

Prerequisite: BIO 1001, BIO 1002.

**BIO 3059 - Marine Biology (4)**

This course will provide students with a foundation in several aspects of marine biology. We will begin with a discussion of physical oceanography and then move quickly to biological aspects of marine biology. Topics will include plankton communities, benthic ecology, deep sea biology, marine mammals, and a number of distinct marine communities. In lab we will complete laboratory and field studies, taking advantage of our unique location near Long Island Sound. Our field studies will take place at the Marshlands Conservancy in Rye during the month of September.

Prerequisite: BIO 1001.

**BIO 3060 - Bioethics (3)**

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

**BIO 3061 - Biochemistry I (4)**

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. Students who previously have taken BIO 3035/3037 are not eligible to take BIO 3061. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II with labs.

Prerequisite: BIO 1001, BIO 1002, CHM 1001, CHM 1002, CHM 1003, CHM 1004, CHM 2001.

**BIO 3062 - Biochemistry II (4)**

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). Students who have previously taken BIO 3036/BIO 3038 are not eligible to take this course. Prerequisites: Biochemistry I. Graduate level version of this course is available.

Prerequisite: BIO 3061.

**BIO 3064 - Environmental Physiology (3)**

This course will involve an examination of how animals adapt to their environments - also known as Ecophysiology. We will discuss mainly vertebrates, but some invertebrates as well. The course will examine form and function, and explore a wide variety of topics such as life in deep seas, in frozen lands, and in arid landscapes. We will study animals that live in extreme environments, and the adaptations that allow them to do so. This course will not be a comprehensive survey of all areas of study within environmental physiology, but instead will cover the major topics in detail, adding primary literature material to supplement textbook readings. Physiological subjects to be covered include energy metabolism, thermal relations, water and ionic regulation, and renal physiology.

**BIO 3065 - Advanced Animal Behavior (3)**

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.

Prerequisite: BIO 1001.

BIO 3067 - Environmental Science (4)

This course will examine contemporary environmental issues and problems as they relate to human and global ecosystem health in an investigative way. Topics include energy use and conservation, global climate change, industrial pollution, water pollution and quantity, population growth, issues with global agriculture, local, regional and global air pollution problems, and depleting of natural resources. Focus on how biological function is influenced by geological and chemical processes is included, as well as land use and conservation biology. How information is used to make resource conservation decisions is explored, and current events in environmental science and policy and current efforts in resource/biodiversity conservation will be explored. The laboratory session will focus on controlled experiments investigating the course topics rather than fieldwork. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II, Foundations of Ecology OR Aquatic Ecology; statistics is strongly recommended.

Prerequisite: BIO 1002, CHM 1002, CHM 1004.

BIO 3068 - Tropical Ecology and Marine Biology Of Barbuda (4)

This is a 3-week course offered during January Wintersession. Students will travel to the island of Barbuda in the Lesser Antilles Islands in the Caribbean to participate in terrestrial ecology and marine biology fieldwork and an independent research project. Topics will include basic ecology, island biogeography, diversity and vegetation succession, mangrove diversity, invertebrate and vertebrate diversity, and coral reef ecology. Exercises will involve a variety of field census, sampling, and identification techniques as well as development and execution of a novel research project and subsequent data analysis. Prerequisites: Principles of Biology I, II with minimum grade of C-. Winter. (4 cr.)

BIO 3070 - Cell Culture Techniques (4)

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, and 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.

Prerequisite: BIO 1001.

BIO 3099 - Research Seminar (2)

This seminar course is team-taught by all full-time faculty members, and 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 fall 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)

Prerequisite: BIO 1001.

BIO 3499 - Senior Research (3)

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
BIO 3998 - Senior Evaluation (2)

This is the final semester in the three-semester research program in Biology. In this semester, 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.

Prerequisite: BIO 1001.

CAM - Digital Media Prod Interdisc

CAM 1001 - Introduction to Communication & Media Sciences (3)

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.

CAM 2009 - Public Speaking (3)

This course helps students develop reliable vocal and listening techniques that will result in clear, healthy 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.

CAM 2010 - Interpersonal & Intercultural Communication (3)

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.

**CAM 2021 - Public Relations and American Culture (3)**

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.

**CAM 2022 - Advertising & American Popular Culture (3)**

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.

**CAM 2030 - Communicating in the Business (3)**

This course prepares students to clearly express themselves 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.

**CAM 2035 - Persuasion (3)**

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 healthily assertive manner.

**CAM 2046 - Computer Graphics (3)**

An introduction to computer graphics using the Macintosh computer, this course will teach students to differentiate between various types of programs (draw, paint, and page layout) and provide hands-on experience in each. Adobe Illustrator and Adobe Photoshop, Quark Express, Adobe, and InDesign will be used. Three required hours of lab time per week.

**CAM 2047 - Introduction to Motion Graphics (4)**

This course uses various animation apps and Adobe After Effects as an entry into the world of motion graphics. The illusion of motion, life and action will be studied through time based software. Focusing on artistic excellence, students experiment with moving type and image. Students will also learn basic audio recording and editing techniques.

**CAM 2050 - Introduction to Video Production Production (4)**

This course introduces basics of TV production: video camera usage, studio and/or on-location setups, sound, lighting and editing. It could focus on electronic field production, studio work, or both. Group work and class projects are emphasized, but students must also learn the terminology and appropriate equipment handling and conduct required of the field.

**CAM 2090 - Communication & Media Theory (3)**

For Communication Studies Majors only. Required for a communication studies major, this course considers key models of communication (Shannon Weaver, Gerbner) 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.

**CAM 3010 - LIGHTING ON LOCATION (3)**

Lighting on Location and Professional Practice for Photographers is an advanced digital photography course focusing on advanced lighting techniques and professional practice for commercial photographers. Location based lighting solutions will be taught and students will produce images for simulated commercial photography assignments. Students will develop the professional practice skills to interact with clients, fulfill commercial photography assignment obligations, and produce professional quality images using advanced location based lighting techniques.

**CAM 3030 - History of Television & Radio (3)**

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.

Prerequisite: COMM 1001.

**CAM 3046 - Convergent Media/Divergent Voices (3)**

This seminar explores trends toward multimedia presentation and the convergence of print, broadcast and online media, and how these have influenced news and creative discourses from the late 1960s to the present. We discuss changes in social, political, and personal discourse caused by the media146s rapid evolution, and consider the 147New Journalism148 movement of the late 1960s, the rise of online investigative media and recent blogging culture. The role of convergence in corporate media146s shrinking number of players in the mainstream is a concern, as are alternative media as viable divergent voices in the media landscape. Research paper, presentations required. Pre-requisite: Comm1001.

**CAM 3060 - Seminar in Communication and Management Concepts (3)**

An overview of the field of communications, oriented towards management applications, this course will begin by covering basic theories and models of communication. After briefly introducing such fields as speech, writing, nonverbal communication and interpersonal, group and corporate communication, the course will examine the use of various media in the service of mass communication. Historical context will be considered in examining media technology from the printing press and publishing to cinema, radio, television and new media such as the Internet. The course will consider professional ethics and the kinds of work in planning, leadership and operations undertaken by managerial professionals in fields of communication including media production, advertising and public relations.

**CAM 3061 - Written Communications in Media and Management (3)**

This overview course gives students ample exposure to the theory and practices of business and managerial communications, beginning with brief consideration of the preparation of effective letters and memos and approaches to the writing of technical documents, manuals, short and medium-length descriptions, proposals and summary reports. Much of the focus of the course will be on writing used in the media and related professions. Journalistic writing in its news, feature and article writing styles will be introduced, from fact gathering to final execution as students carry out writing assignments on topics of current interest. Issues addressed include objectivity and interpretation, ethical issues and effective business practices. Other kinds of writing, including advertising and public relations may be addressed as well.
CAM 3064 - Film & Media Aesthetics & Analysis (3)

This course is an introduction to principles important to critical analysis of cinema and other moving image media such as television and the Internet. Students primarily will view a representative variety of American and foreign films from mainstream and alternative cinematic movements with an eye to understanding and parsing the aesthetic, technical and cultural choices made by filmmakers and by film viewers in their attempts to create and read meaning. The course will cover the techniques, technology and language used by professionals in the fields of moving image communication, and will give students a database of notable images and analyses useful in fields from advertising to media production. This course traces the development of cinema as an art form, a site of political and cultural struggle and as a vehicle for social analysis throughout the 20th century.

CAM 3066 - Multimedia Environments (3)

This course explores effective methods of communicating ideas and information through design and implementation of interactive continuous media projects. Text, drawings, audio, video, images, graphics, animation and other elements are brought together to create powerful communication projects. In addition to some consideration of the history, developmental stages and sweeping paradigm shifts in the communications industry, students will utilize the latest tools and the internet to plan, prototype, produce and deliver multimedia products. A variety of software packages will be used.

CAM 3067 - Communication Industries and Information Technology (3)

Appropriate use of communication and information technologies can facilitate the coordination, control, and management of information. This historical, technological and cultural survey examines the businesses, practices and products that have communicated to mass audiences with the rise of modernity and their impact within the social system. Beginning with some consideration of the impact of the printing press on Western culture, the course moves to consideration of transmitted and telegraphed information before examining some of the key entertainment and informational technologies of the 20th century “cinema, radio and television” and the industries that nourished them. This course concludes with an introduction to recent information storage technologies and the Internet and its effects on communication via newsgroups, the World Wide Web and email.

CAM 3070 - Media Law and Ethics (3)

This course examines the legal and ethical dimensions of contemporary media. Students are introduced to various ethical theories and models, which provide a basis for the critical and systematic analysis of case studies and arguments. Students study current, relevant media law, emphasizing precedent-setting court cases in the United States. Legal topics include: libel, slander, defamation, sedition, pornography, indecency, blasphemy, obscenity, privacy, copyright, trademark, propaganda, and commercial speech.

CAM 3071 - Minorities and the Media (3)

This seminar considers minorities along three intersecting axes. One is how a group has been represented within the history of the media; another looks at how minorities have worked within mainstream and alternative media, and how they represent themselves when empowered to do so. The third considers 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.

CAM 3072 - Social Media Technology: From Gutenberg to the Internet (3)

This seminar historicizes information technologies in relation to cultural developments as new media emerged. We begin with the revolution engendered by print media, and move 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.

CAM 3075 - Documentary Media (3)

This course examines documentary film and video history, theory, and practice. Special emphasis is given to influential documentary genres and movements, such as ethnography films, political propaganda, observational cinema, direct cinema, experimental documentary, found footage or compilation films, and mock-documentaries. Readings and assignments explore documentary as art, industry, and especially mode of persuasive social rhetoric. The relationship between documentary and the social construction of reality will be central to our study.

CAM 3080 - Gender & Communication (3)

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.

CAM 3085 - Visual Culture (3)

This course offers a multi-disciplinary approach that connects the ancient world with contemporary life. The ancient world was conveyed through shamans, storytellers, and cultural leaders primarily though visual arts such as sculpture and painting. With the development of the rhetorical arts in the classical world, the media changed and language was crafted through semiotic and symbolic meaning. The evolution of the printing press provided the ability to share the printed word and enhanced options for literacy. Typography expanded into new textual communication forms. We are now engaged in the digital and global world. At each level the visual messages have had the power to educate, inform, and persuade. This course offers an opportunity to learn about the stages of visual communication and to evaluate and discuss how visual communication has impacted the world. Course content will be derived from lectures, theory, visual analysis, research and presentations.

CAM 3090 - Sport Communication & Media (3)

In this course students examine sport communication and media in multiple contexts, including but not limited to: player-coach communication, sports marketing, sports journalism, fan culture, fantasy sports, and representations of sport in popular media and culture. Students will read and discuss sport and media-related communication theory and research, complete quizzes or exams, and create original content for various sport-related media outlets and platforms. When possible, the course content and assignments will incorporate or coordinate with individuals and activities in Manhattanville's athletic program.

CAM 3095 - SENIOR CAPSTONE (3)

This course serves as the capstone experience for students who major in Digital Media Production. During their four years in the Digital Media program, students will produce a significant amount of original, digital content (videos, photographs, audio content, screenplays, animated videos, graphically designed images, etc.). This course, which is to be taken during their senior year, will guide students through the process of selecting their best work and presenting both it and themselves in a professional manner using Digication’s ePortfolio platform. The course instructor will assist in the process of selection, possible revision, and presentation, and will organize a series of guest lectures on topics such as resume preparation, self-marketing, employment seeking, and networking.

CAM 3998 - Final Project (2)

In this continuation of Project Proposal, students will execute their integrative senior thesis projects. While some projects might include the making of a creative product and others will focus upon completing a paper, all projects will include evidence of research, regular meetings with one’s advisor, drafts, and a substantial write-up including a final bibliography.
CAM 4004 - Graphic Design (3)

The course analyzes the techniques, tools and basic principles of graphic design used in the conception and production of advertising art and related fields. Lettering and type forms, type specification, layout, mechanicals, and production will be treated in studio projects. These projects will aim at developing creative graphic ideas in advertising, packaging and editorial fields, using concepts and techniques of visual communications.

CAM 4025 - Advanced Digital Video Production (4)

An advanced production class whose topics could 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.

CAM 4030 - Interactive Media-User Exper Design (3)

Software development and user experience design are distinct skillsets, but projects to address real-life problems require simultaneous application of each by teams working together. MAC 3060, "Interactive Media-Software Development," will meet in conjunction with CAM 4030, "Interactive Media-User Experience Design." Working in teams of students from both departments, students will develop mobile applications or web applications addressing real life design problems. Projects will be brought by actual clients, and students will engage with the clients, and work within formal process frameworks used in industry.

Prerequisite: CAM 2046.

CAM 4047 - Topics in Advanced Motion Graphics (4)

This course is intended to be taken after the successful completion of the Intro to Motion Graphics class. This class looks at advanced techniques in software and topics in multi disciplinary approaches to motion graphics. Focusing on artistic excellence, students experiment with different mediums, moving type and image to create motion graphic videos.

Prerequisite: CAM 2047.

CAM 4062 - 2D Animation (3)

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 Director, Adobe Photoshop, Adobe Illustrator, Final Cut Pro, Adobe ImageReady to experiment with character and image animation. Audio and video elements will be edited and imported into theme oriented advertisements and effective business presentations.

CAM 4067 - Digital Photography & Imaging (3)

This class will review the history of capturing and manipulating images, explain and discuss how digital imaging is used today, and provide hands-on experience. Students will both digitally capture and manipulate existing images, as well as learn how to prepare images for use in publications, exhibitions, electronic media, and the Internet. Three required hours of lab time per week.

CAM 4076 - EXPERIMENTAL VIDEO (3)

This introductory course is geared toward studying and producing video based in visual arts tradition. The focus in the class will be on developing interesting content while learning Final Cut Pro and proper equipment technique. 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.

CAM 4086 - Constructing Images & Studio Practices (3)

This is an upper level photography class where students will learn the practices of working in a photo studio to "create" images, stop motion animations and experiment with lighting and composition. Throughout the history of photography the photo studio has played an important role in image making. Early photographers and contemporaries have used the photo studio as a tool in creating photographs. The class will explore the principles of lighting and the creation of photographs using either digital or film based cameras. Aesthetic and technical elements will be addressed and emphasized along with individual experimentation and exploration. Examples of
projects will include studio portraiture, product photography, constructed worlds and stop motion animation. Advanced digital and film printing, image manipulation techniques, as well as professional presentation will be covered. Course objectives will be addressed through class lectures, exercises and projects, as well as class critiques and online student blogs.

**CHM - Chemistry**

**CHM 1000 - Introduction to Chemistry (3)**

This course is an introductory study of the fundamental laws and concepts of classical and modern chemistry, including dimensional analysis, nomenclature, stoichiometry, gases, solutions, and atomic and molecular structures. It is designed to prepare students for further study in chemistry. Please note: This course does not count toward the Chemistry major or minor, but earning a C- or better in this course satisfies the pre-requisite for CHM 1001. This course fulfills a Scientific Reasoning competency and a Scientific Distribution requirement.

**CHM 1001 - Principles of Chemistry I (3)**

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. High school chemistry is recommended before taking CHM 1001. Corequisite: CHM 1003

Prerequisite: CHM 1000. Corequisite: CHM 1003.

**CHM 1002 - Principles of Chemistry II (3)**

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 1002: minimum grade of C- in CHM 1001 or permission from the Department Chairperson. Students should take CHM 1004 as corequisite.

Prerequisite: CHM 1001. Corequisite: CHM 1004.

**CHM 1003 - Principles of Chemistry Lab I (1)**

Laboratory techniques and experimental methods which demonstrate the principles studied in the corequisite lecture sequence CHM 1001/1002.

Corequisite: CHM 1001.

**CHM 1004 - Princ of Chemistry Lab II (1)**

Laboratory techniques and experimental methods which demonstrate the principles studied in the corequisite lecture sequence CHM 1001/1002.

Prerequisite: CHM 1001, CHM 1003. Corequisite: CHM 1002.

**CHM 1017 - SURVIVAL CHEMISTRY (3)**

Survival Chemistry will present the student with a set of scenarios as well as allow the student to evaluate popularly proposed and/or evidenced scenarios that pose danger or existential threat. The students will utilize parts or all of the scientific method to determine the degree of validity of our ideas regarding threats to humanity, examine and describe the link of these threats to chemistry and other scientific knowledge, and assess appropriate insights as well as strategies to withstand impact.

**CHM 1018 - CHEMISTRY IN EVERYDAY LIFE (3)**

This course assumes no prior knowledge of chemistry and is designed primarily for liberal arts students who are interested in obtaining a deeper understanding of the science of everyday life. Basic concepts of general chemistry, organic chemistry, environmental chemistry, and biochemistry will be covered.

**CHM 1019 - Forensic Chemistry (3)**

This course, suitable for students with no Chemistry background, will survey chemical applications in criminal investigation. Topics will include analysis of drugs, fingerprints, blood, DNA, fibers, and documents. Case studies may be used to explore the scientific examination of evidence.
**CHM 2001 - Organic Chemistry I (3)**

This course is a study of the major classes of organic compounds, designed to provide students with the background in organic chemistry needed for advanced study in chemistry and the life sciences. Topics will include: reaction mechanisms, synthesis, structure determination, stereochemistry and the relationships between structure and reactivity. Prerequisite: CHM 1002 or equivalent. Corequisite: CHM 2005/2006.

Prerequisite: CHM 1002.

**CHM 2002 - Organic Chemistry II (3)**

This course is a study of the major classes of organic compounds, designed to provide students with the background in organic chemistry needed for advanced study in chemistry and the life sciences. Topics will include: reaction mechanisms, synthesis, structure determination, stereochemistry and the relationships between structure and reactivity. Prerequisite: CHM 1002 or equivalent. Corequisite: CHM 2005/2006.

Prerequisite: CHM 2001.

**CHM 2004 - Medicinal Chemistry (3)**

This course will examine drug distribution and metabolism, and drug-target interactions. Several classes of drugs will be considered. What makes a good drug will also be discussed.

Prerequisite: CHM 2002.

**CHM 2005 - Organic Chemistry I Lab (1)**

This provides laboratory techniques in organic chemistry including methods of separation and purification and the synthesis and characterization of organic compounds. Prerequisite: CHM 1002 and CHM 1004 or equivalents.

Prerequisite: CHM 1002,CHM 1004.

**CHM 2006 - Organic Chemistry II Lab (1)**

This provides laboratory techniques in organic chemistry including methods of separation and purification and the synthesis and characterization of organic compounds. Prerequisite: CHM 1002 and CHM 1004 or equivalents.

**CHM 2009 - Physical Chemistry I (3)**

The principles of chemical thermodynamics with applications to phase and solution equilibria, electrochemistry, reaction kinetics, an introduction to quantum mechanics, spectroscopy, and statistical thermodynamics.

Prerequisite: CHM 1002,MATH 1032. Corequisite: MATH 2021,MATH 2030.

**CHM 2010 - Physical Chemistry II (3)**

The principles of chemical thermodynamics with applications to phase and solution equilibria, electrochemistry, reaction kinetics, an introduction to quantum mechanics, spectroscopy, and statistical thermodynamics.

Prerequisite: CHM 2009.

**CHM 2011 - Physical Chemistry I Lab (2)**

This course provides laboratory experience in chemical thermodynamics, reaction kinetics, spectroscopy, and other physical methods. Note: Only one semester of Physical Chemistry Lab (CHM 2011 or 2012) is required for the major.


**CHM 2012 - PHYSICAL CHEMISTRY II LAB (2)**

This course provides laboratory experience in chemical thermodynamics, reaction kinetics, spectroscopy, and other physical methods. Note: Only one semester of Physical Chemistry Lab (CHM 2011 or 2012) is required for the major.


**CHM 2015 - Intermediate Inorganic Chemistry (3)**

Topics include atomic structure, ionic and covalent bonding, coordination chemistry, crystal field and molecular orbital theories, acid-base theory,
organometallic chemistry and representative reactions, kinetics and mechanisms of inorganic compounds.

Prerequisite: CHM 2002.

**CHM 2016 - Intermediate Inorganic Chem Lab (1)**

A series of experiments involving the synthesis and characterization of inorganic compounds. The relationship between structure and spectra will be demonstrated using IR, UV-Vis, GC and NMR techniques.

Prerequisite: CHM 2002, CHM 2006.

**CHM 2017 - Special Topics: Organometallics (3)**

This course provides a detailed look at transition metal organometallic chemistry. Bonding theory, periodic trends concerning structure and reactivity, and basic reaction mechanisms will be discussed. Applications of organometallic complexes in organic synthesis and industrial catalysis will also be introduced. Prerequisite: CHM 2002. (Spring, alternate years)

Prerequisite: CHM 2002.

**CHM 2018 - Environmental Chemistry (3)**

This course examines the fundamental aspects of chemistry in environmentally relevant problems. Natural and polluted atmospheric, continental, and marine environments are considered. Prerequisite: CHM 1002 (minimum grade of C-)

Prerequisite: CHM 1002.

**CHM 3003 - Chemical & Instrumental Analysis (3)**

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.

**CHM 3004 - CHEMISTRY & INSTRUMENTAL ANALYSIS LAB (2)**

This course consists of a series of laboratory experiments that illustrate instrumental analytical techniques presented in CHM 3003.

Prerequisite: CHM 2002, CHM 2006.

**CHM 3007 - Advanced Inorganic Chemistry (3)**

This course includes the study of the magnetic properties and absorption spectra of inorganic compounds. Group theory and molecular symmetry with chemical applications are also considered.

Prerequisite: CHM 2015.

**CHM 3014 - Advanced Organic Chemistry (3)**

Topics will include applications of molecular orbital theory, stereochemical principles, conformational effects, and the determination and description of selected organic reaction mechanisms. A brief introduction to synthetic design will also be included. Prerequisites: CHM 2010 or permission from the Chemistry Chairperson.

Prerequisite: CHM 2010.

**CHM 3019 - ENVIRONMENTAL CHEMISTRY (3)**

This course examines the fundamental aspects of chemistry in environmentally relevant problems. Natural and polluted atmospheric, continental, and marine environments will be considered. Prerequisite: CHM 2002.

Prerequisite: CHM 2002.

**CHM 3020 - Medicinal Chemistry (3)**

This course will examine drug distribution and metabolism, and drug-target interactions. Several classes of drugs will be considered. What makes a good drug will also be discussed.

Prerequisite: CHM 2001.

**CHM 3036 - BIOCHEMISTRY II (3)**

This is a two-semester course designed to introduce students to the interrelatedness of the molecular
framework, biomolecular activities and functioning of living organisms. Structure and function of proteins, enzymology, enzyme synthesis and its regulation, bioenergetics and intermediary metabolism are emphasized.

Prerequisite: BIO 1002, CHM 1002, CHM 2002.

**CHM 3038 - BIOCHEMICAL TECHNIQUES II (2)**

The isolation and characterization of biomolecules and the introduction of biochemical analytical techniques. Prerequisites: CHM 1002, CHM 2002. Corequisites: CHM 2009, CHM 3015 or CHM 3035/3036.


**CHM 3049 - Chemical Biology (4)**

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; CHM 3035/3036 are recommended. (Spring, alternate years)


**CHM 3071 - Honors Research (3)**

Honors Research provides the student with firsthand experience in the scientific research process. Students will choose a research topic with their advisor, learn about available chemistry resources, and be exposed to a variety of advanced laboratory techniques and instrumentation. At least three semesters of Honors Research are required, culminating with an Honors thesis and presentation in the Spring of the Senior year. Note: This course is only available to Chemistry majors in the Chemistry Honors Program.

**CHM 4450 - Research (3)**

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 apply to their selected research topic. At the end of the semester, students are expected to prepare a thesis, based on the research project, and give an oral presentation of the thesis. Note: At least one semester of Research or its equivalent is required of majors in the Chemistry Honors Program. Other students may register for this course with special permission from the Chemistry Chairperson.

Prerequisite: CHM 3998.

**CSCH - Academic Advising**

**CSCH 1005 - Violence/Resistance 20th Ctry Lat Amer (3)**

This honors course examines the nature and purposes of state-directed violence and methods of resistance to it in twentieth century Latin America. Through the close reading of texts and interpretation of film, the course explores what has constituted violence in Latin America,
the public versus private nature of violence, its intersections with ethnicity and gender, and the ways in which victimization, accountability, and human agency have changed over time.

CSCH 1010 - THE POWER OF THE PHOTOGRAPH (3)

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 Photograph 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.

CSCH 1020 - AFRICA DISCOVERED (3)

This course is only available to first year students who are invited to participate in the Castle Scholars program, and requires special permission for registration. Despite being the cradle from which all current human societies likely emerged, Africa is still the continent likely linked to "discovery." This may reflect a set of outsiders' prejudices or fantasies, but more likely is suggestive of the pivotal role of Africa defined as the "other," especially in the West. This course covers the major historical periods from early humanity to the most recent; explored themes include global, specific, hegemony, alterity, representation, identity, label, indigenous, cosmopolitan, exotic, authentic, modern, traditional, and Diaspora.

CSCH 1025 - CAFE SOCIETY/LIFE OF THE MIND (3)

The objective of this course is to provide students with a deep understanding of the philosophical movement known as Existentialism, with special attention given to the climate and atmosphere that fostered its popularity during the first half of the 20th century. Students will obtain a keen understanding of the various ways existentialist themes can be addressed through different modes of expression and inquiry, including philosophy, literature, art, poetry, drama, etc. Above all, the experiences of this course will show how everyday average experiences can become inspiration for rich and profound philosophical insights that can alter the course of one's life.

CSCH 1030 - Power of Prejudice (3)

Using Gordan Allport’s classic book, The Nature of Prejudice, as a focal point, this course explores religious texts and other readings as a way to understand how prejudice influences intrapersonal, interpersonal, group, and intergroup dynamics. In particular, the course will provide opportunities for students to analyze racism and sexism in this regard. Throughout the course, consideration will be given to Manhattanville College's mission to "educate students to become ethically and socially responsible leaders for the global community".

CSCH 1040 - ALIENATION IN THE UNITED STATES (3)

This course will examine forms of alienation in the United States with particular emphasis on the intersection of Political theory, Feminist theory, Cultural studies, Environmental thought and Psychology. Examples will be drawn from art, literature and architecture. Concepts will include: individualism, choice, freedom and happiness. Specifically, we will analyze how these prevailing ideas support or undermine the "human condition," as understood from antiquity to the present. We will consider the disparate manifestations of alienation such as drug abuse and addiction, and the increase in stress-related illnesses tied to the work environment. The literature to be examined in this course suggests that human nature is far less static and great deal more fragile than it is customary to assume, and so, the question emerges: Are we becoming alienated not only from nature but from what it means to be human as well?

CSCH 1050 - International Museum and Gallery Studies (3)

International Museum and Gallery Studies is both a study of the historical, educational and aesthetic aspects of museums, galleries and cultural presentation sites, as well as a platform for students to engage in the study, research and staging of a variety of art and objects, ranging from material culture to art history and media. Students will
explore the cultural and aesthetic programs that shape museums in the United States and abroad as well as how "cultural satellites" such as the Japan Society, Scandinavia House, the Asia Society and the United Nations Art Collections promote greater social awareness between nations by bringing 'global' culture to America. Although presented through the lens of the visual arts and humanities, students from other fields will learn about research concept development and visual presentation in a way that could translate into their own discipline or future career.

**CSCH 1060 - Music & Politics (3)**

Classical music composers have often expressed their political views through their musical outputs. The purpose of this seminar is to identify such music and better understand the historical and socio-political context of each studied musical work.

**CSCH 1070 - Measuring the Earth: Geometry And History (4)**

By studying the history of science and mathematics, we begin to see the humanity of the scientific endeavor. Furthermore, we see more broadly how ideas are formed, accepted, and rejected within a community. Our case study for this course is the science of Geometry. This class will use traditional math lectures supplemented with classroom discussion of readings from primary sources. To illustrate the hybrid focus of this course, we note that the course grade will be 50% traditional math homework, exams, presentations and 50% historical/cultural essays, presentations and discussion. Through these means, the course will guide students through three major themes in the intellectual history of mathematics. 1. The axiomatic system of the Hellenic world, which dominated European mathematical education for centuries in the form of Euclid's Elements. 2. The analytic revolution, led by Rene Descartes in the 17th Century, which brought algebraic methods to geometry. 3. The intuition-smashing abstraction that is non-Euclidean geometry, first described by Bolyai and Lobachevsky in the 19th century, which rocked the worlds of math, philosophy, and literature. Fulfills General Education competencies in Mathematical and Critical Reasoning.

**CSCH 1080 - Digital Identity: I Am (3)**

This seminar examines late 20th and early 21st century digital technologies, cultures, and identities. Students will explore such topics as: digital identity and privacy, digital relationships and online behavior, digital piracy and intellectual property, digital knowledge and online learning, artificial intelligence and augmented realities, and originality and authenticity in the digital arts. Students will examine, discuss and challenge recent academic literature about digital technology and social media. Assignments will include: class discussions, oral presentations, written reflective papers, and regular contributions to a collective blog or ePortfolio, which the class will use as a social media and information exchange site. Students will also create a series of identity-themed digital media projects.

**CSCH 1090 - Saints and Sinners: the Renaissance Papacy (3)**

The exploits of the Renaissance Papacy from the late 14th to mid 16th centuries have inspired movies (Irving Stone, The Agony and the Ecstasy), television (Showtime, The Borgias), and video games (Assassin's Creed II). But sometimes, fact is even more unbelievable than fiction. This class will explore the true and often, scandalous history of this period, when Popes ruled like Kings, engaged in warfare and diplomacy and were party to murderous conspiracies.

**CSCH 1208 - THE ENVIRONMENTAL IMAGINATION (3)**

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

**CSCH 1210 - Theory & Practice of Leadership (3)**

This course introduces students to the theory and practice of leadership as seen in case studies. First, students analyze historical and contemporary concepts of leadership and explore the traits, strategies and techniques that define leadership. Next, they concentrate on case histories and apply them to actual situations in the contemporary world. Active participation, oral presentations and term paper determine the final grade.

**CSCH 1230 - Religion and Violence (3)**

The class will begin with examples of religion and violence from September 11, the Crucifixion, and Plains Indian ritual. It will continue to contemporary theories on violence and the origins of religion. Later topics will include: sacrifice and hunting magic; ancient Holy War and nonviolence; origins of Islamic jihad; religious aspects of the Crusades; Native American ritual violence; religious wars of Europe from the Reformation to 1648; religion in the total wars of modern history; religious terrorism and nonviolent religious responses.

**CSCH 1080CM - Digital Identity: I Am (3)**

This seminar examines late 20th and early 21st century digital technologies, cultures, and identities. Students will explore such topics as: digital identity and privacy, digital relationships and online behavior, digital piracy and intellectual property, digital knowledge and online learning, artificial intelligence and augmented realities, and originality and authenticity in the digital arts. Students will examine, discuss and challenge recent academic literature about digital technology and social media. Assignments will include: class discussions, oral presentations, written reflective papers, and regular contributions to a collective blog or ePortfolio, which the class will use as a social media and information exchange site. Students will also create a series of identity-themed digital media projects.

**CSCH 1220HI - The Salem Witch Trials (3)**

This course will investigate the causes, course and consequences of the infamous witchcraft crisis that swept through Salem, Massachusetts in 1692. Students will critically analyze and evaluate primary source evidence and varying historical, psychological and socio-economic interpretations as to how and why the Puritan community of colonial Salem fractured so catastrophically, and with such deadly consequences. Students will pay close attention to understanding Puritan religious beliefs, legal institutions and social and economic dynamics in the context of the trials. Students will also investigate their treatment in selected works of fiction and poetry. Students will visit Salem to critically evaluate the ways in which the events of 1692 are remembered, commemorated, forgotten, (mis)interpreted and/or exploited today. The course includes a required field trip to Salem (Danvers), Massachusetts. Sites visited will include Gallows Hill, The Salem Witch Museum; The House of the Seven Gables; Rebecca Nurse House; the Salem Witchcraft Memorial. A Field Trip Paper and readings on contemporary Salem's treatment and presentation of its past will be assigned in conjunction with the field trip.

**CSCH 3002 - Decoding Davinci (4)**

This interdisciplinary seminar will take as its point of departure Dan Brown's contemporary fictional thriller, The DaVinci Code. Students are expected to read the book over semester break, before the course begins. After discussing the book in detail, we will view the Hollywood movie based on the book, in order to come to a better understanding of how the book was translated.
onto the big screen. The class will then move away from modern popular culture, and will turn to the analysis of primary texts as a way of coming to a deeper understanding of some of the more controversial historical "facts" alleged by Dan Brown. Students will first read biblical, exegetical, and Gnostic literature to come to a better understanding of the historical identity of Saint Mary Magdalene. In this process, students will come to a deeper understanding of how Mary Magdalene's image has been invented and reinvented over the centuries. The class with then be introduced to the discipline of art history and will begin an in-depth analysis of the life and work of one of the best known, but perhaps least-understood, artists of the Italian Renaissance, Leonardo da Vinci. Together we will examine the artist's oeuvre, training, stylistic development, and importance to the development of the High Renaissance style in Italy. We will also read Leonardo's own words about the making of art. We will also read the work of several authors, who in one way or another invent or reinvent Leonardo, contributing to the myths and legends surrounding the life and work of the artist, and blurring the line between fact and fiction. Students will be asked to read a sixteenth century biography of Leonardo, written by Giorgio Vasari, as well as Sigmund Freud's famous psychobiography of 1910 "Leonardo da Vinci and a Memory of His Childhood." There will also be a field trip to the Metropolitan Museum of Art Drawings Study Room to view the drawings of Leonardo da Vinci. Approved for Art History credit.

**CSCH 3003 - THE WORLD'S RELIGIONS IN NYC (3)**

Also eligible for major or minor credit in World Religions. 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.

**CSCH 3005 - Law and Literature (3)**

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. Eligible for major and minor credit in Political Science, and satisfies perspective requirement for Legal Studies and Criminal Law concentrations in the major.

**CSCH 3006 - MULTIPLE IDENTITIES/DISRUPTED HISTORIES LITERATURES AND FILMS OF THE SOUTH ASIAN DIASPORA (3)**

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.

**CSCH 3007 - ATLANTIC REVOLUTIONS 1760-1820 (3)**

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.

**CSCH 3008 - THE HEROIC: CLASSICAL & MODERN (3)**

The theme of this course is consideration of representations of “the heroic” in the Western tradition, both classical and modern. After two theoretical considerations of the theme, we will 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 films, students will research and write on a heroic life of their choice.

**CSCH 3009 - EDUCATION ACROSS CULTURE/TIME (3)**

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.

**CSCH 3010 - BRITAIN PAST AND PRESENT (3)**

After a brief examination of the current British governmental and legal system and how it compares to our own, this honors seminar will survey the historical development of British law and government -- from Roman and Anglo-Saxon times, through the Middle Ages, through the revolutionary Tudor and Stuart periods, and through the eighteenth century, Victorian, and modern eras. Emphasis will be placed on political and legal (mainly constitutional) development, but considerable attention will also be given to cultural history, including literature and art.

**CSCH 3011 - FORGIVENESS (3)**

Forgiveness is perhaps the most challenging and the most necessary of all human acts and is thus worthy of our attention. This seminar will investigate the nature and meaning of forgiveness from a number of perspectives: literary, psychological, neuro-scientific, religious and spiritual, legal, and philosophical -- all with the intention of inspiring serious reflection and courageous action.

**CSCH 3012 - Seminar on Philosophy & Literature (3)**

Epicurean and Stoic Philosophers offered practical instruction on how to live your life. Thinkers cultivated new methods of self-reliance based on developing rational control over the body, emotions and desires, and anxieties of the mind. Humans are confronted by radical contingency and change in their culture and history. Literature read will deal with values, their transmission from cultures and civilizations, and about what you and your history stood for, examinations of the hopes and doubts of reason, self-consciousness and the realization of freedom. Philosophical writings from Epicurus, Epictetus, Marcus Aurelius, Emerson and novels by Pears, Stendhal, Gide, Yourcenar, Pirzig, Voltaire, Gardner, Camus, Barth.

**CSCH 3013 - SOCIAL THEORY THROUGH THE ARTS (3)**

Social theorists and artists both attempt to understand the social world; they just use different means. In this seminar, we will trace a historical path from the Industrial Revolution to today, using social theory and art to understand the social world. We will conduct a survey of major schools of social thought from classical theorists of the mid-19th century to postmodern theorists of today, viewing the world and major social events through the eyes of social theorists and artists (including musicians, poets, novelists, filmmakers, and painters).

**CSCH 3014 - The Conservative Tradition: Law, Politics & Philosophy (3)**

This course will examine the history, philosophy, and political and legal implications of what it means to be a conservative. After a brief introduction focusing on what conservatism means today, the course will look back to philosophical roots of modern conservatism, in the political thought of the ancient Greeks and Romans, with emphasis on Aristotle, Polybius, and St. Augustine, and of the early moderns and moderns, with emphasis on Machiavelli, Hobbes, Locke, Burke, Bagehot, and Mill. Turning to conservatism in Britain and America, the course will focus on famous statesmen and jurists and their contributions to the conservative tradition, from Chief Justice John Marshall to Abraham Lincoln, Theodore Roosevelt, Justice Oliver Wendell Holmes, and Ronald Reagan. The course will aim to educate students about
what have been and are considered to be conservative positions on issues of law and politics and to encourage them to come to their own views on such issues, views that are informed by a deeper knowledge of the philosophical and historical background that lies behind the positions taken.

CSCH 3015 - Drawing in Museums (3)
This course is a museum drawing course. Classes will meet at various venues where students will select (or in some cases, be assigned) a work or architectural feature to sketch using proper drawing technique. The instructor will give on-site lessons in technique and terminology as the course progresses and will also direct discussions on the pieces or features to be considered at each meeting. Moreover, students will select and sketch their pieces with an eye towards the concept of transformationality, that is, how artists working in non-moving media are able to explore and convey the universal notion of the process of change and becoming. Sites will include, but not be limited to, traditional museums, gardens, places of worship, as well as outdoor locations where the architecture of the cityscape can be observed and drawn. In this way, students will be able to consider this idea of transformation as it manifests itself in the various dimensions of the human experience - biologically, physically, mentally, emotionally, socially and even spiritually. The student's goal will be to produce a portfolio of museum sketches as well as to prepare a paper and give an in-class presentation at the end of the course discussing the ways that artists are able to portray metamorphosis in their work and the various treatments that change is given. Students need not have prior experience or training in Studio Art.

CSCH 3016 - Beatles in Their Context (4)
The Beatles emerged as an unprecedented popular music phenomenon. They were central players in the sixties cultural rebellion and they represent a significant instance of popular entertainment attaining the status of high art. This course will examine the music and lyrics of the Beatles, focusing on their work as songwriters and record makers.

CSCH 3017 - Who Am I? Identity and Self Awareness (3)
The aim of this seminar is to provide opportunities for intellectual understanding and practical tools for greater self-knowledge and self-awareness as essential keys for successful daily living. The course will explore important questions related to, awareness, the spheres of identity, the art of making choices -- aspects of life that, if developed, can provide much needed self confidence, efficiency, happiness and success.

CSCH 3018 - The Museum in Victorian Literature (3)
This seminar focuses on 19th-century English and American writings about art, museum culture, and gallery spaces. Students will read and write on two types of texts: works of art history and aesthetic criticism-which theorize the role of art in culture--as well as literary works which prominently feature personal encounters with art. In addition to studying the rise of the museum in Victorian culture, students will visit spaces where art is consumed (the Frick museum and an NYC auction house).

CSCH 3019 - Anarchy in the USA (4)
This course is designed to uncover the hidden history of a rarely-studied dimension of political and philosophical radicalism: anarchism in the United States. We will examine the origins of anti-State and anarchist thought in North America, various collective anarchist utopian experiments and important events in the history of American anarchism such as the Haymarket Riot, the assassination of President McKinley and the trial of Sacco and Vanzetti. We will also read important American anarchist writers such as Josiah Warren, Emma Goldman and Dorothy Day and examine the historical and intellectual context of their lives and ideas. A central question throughout will be that of the relationship of anarchism to collective action, and the related philosophical and political tension between the ideal of pacifism and the strategy of violence. The course will conclude with an examination of the recent resurgence of anarchism in the U.S. as part of the anti-globalization and Occupy Wall Street movements.
CSCH 3020 - Theory & Practice of Leadership (3)
This course introduces students to the theory and practice of leadership as seen in case studies. First, students analyze historical and contemporary concepts of leadership and explore the traits, strategies and techniques that define leadership. Next, they concentrate on case histories and apply them to actual situations in the contemporary world. Active participation, oral presentations and term paper determine the final grade.

CSCH 3025 - Genocide and Humanitarianism (3)
The genocide of Ottoman Armenians was one of the defining events of World War I, and had a profound impact on the emergence of modern Turkey and the broader Middle East. The humanitarian crisis triggered by the genocide generated a massive relief effort organized by non-governmental organizations based in the United States and elsewhere. This course will introduce students to the history of the Armenian genocide. It will focus special attention on how the international response to this event helped lay the groundwork for humanitarian intervention and international development discourses that today provide the foundation for the work of thousands non-governmental organizations (NGOs) operating throughout the "developing world." Through a close examination of the connection between the Armenian genocide and the emergence of these discourses, this course will provide students with the ability to think historically about them. In addition, this course will approach the concepts of humanitarianism and international development with a critical lens, examining how and why they have been interpreted as everything from well-intentioned efforts at international goodwill to forms of cultural and economic imperialism.

CSCH 3030 - Photos That Changed Lives (3)
This seminar takes as its inspiration Vicki Goldberg’s 1991 book, The Power of Photography: How Photographs Changed our Lives (Abbeville) and Photos that Changed the World, Peter Stepan, ed. (Prestel 2000). We will look at the role photography has played in shaping attitudes, laws and culture since its public announcement in 1839.

CSCH 3035 - INTELLECT HIST OF CAPITALISM (3)
Popular understandings of capitalism today tend to echo ideas from intellectual debates of the past. When Gordon Gekko announces in Wall Street (1987) that "greed is good," he is channeling a line of thinking going back at least to an influential 18th century fable written by an Anglo-Dutch physician. When liberal arts professors today bemoan the neglect of humanities in an increasingly mercenary age, they are reiterating concerns familiar to the followers of a popular 19th century English poet-turned-inspector of schools. If you are concerned today about how money is corrupting politics, you would have found kindred spirits in an Athenian assembly circa 450 B.C. Seminar participants will consider answers to some of the most enduring questions about capitalism and its effects. Does capitalism make everyone richer or just a few? What is required for capitalism to function? Does it fray our relationships with our fellow beings or bind us stronger? Does it morally corrupt us or elevate us? Does capitalism undermine its own foundation? Studying some of the most influential responses from the past will enable course participants to gain a richer perspective on capitalism and thereby become more sophisticated observers and commentators of contemporary issues.

CSCH 3060 - Music & Politics (3)
Classical music composers have often expressed their political views through their musical outputs. The purpose of this seminar is to identify such music and better understand the historical and socio-political context of each studied musical work.

CSCH 3065 - POWER, AUTHORITY, LEADERSHIP & ETHICS (3)
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.
CSCH 3070 - History of Geometry (4)

This is geometry, but not like you learned it in high school. We will start with a careful reading of the first geometry textbook from 300BC, Euclid’s Elements. Next we jump to the 17th Century to see the kinds of innovations introduced by such great thinkers as Descartes and Newton. Finally, we end with the mind-bending world of non-Euclidean Geometry, in which the sum of the angles in a triangle is always less than 180° and there are no rectangles at all! We will also read some short philosophical texts and a modern novel, all of which deal with the real theme of this course: How can we be absolutely certain of anything at all?

CSCH 3080 - Castle Scholars Senior Capstone (1.5)

The Castle Scholars Senior Capstone Seminar presents students with a unique, collaborative learning opportunity. Designed to allow students from a wide range of disciplines to apply their knowledge and research skills to real world situations, the Senior Capstone takes a different theme annually.

CSCH 3081 - Castle Scholars Teaching Assistant (1.5)

Participating students will develop leadership and pedagogical skills by working closely with a mentoring faculty member and his or her First-year Seminar or other approved course. T.A.s will attend class, lead discussions and review sessions, help prepare handouts, and perform other duties as agreed upon with the faculty mentor. A journal and reflective essay will assist students in evaluating their experiences. Open only to seniors in the Castle Scholars Honors Program.

CSCH 3209 - Genocide Crimes Against Humanity (3)

This advanced course is designed to explore interdisciplinary perspectives on the causes and consequences of genocide as well as the responses to them through film, photography, art, music, drama, and literature. Students will learn, via case studies, the characteristics of past and current incidents of mass killings and communal destruction characterized as genocide, as well as the key debates and conflicts surrounding the term ‘genocide’, and how the arts have been a powerful force in responding to genocide.

Concentration will largely focus upon the modern and contemporary periods and insights will also be drawn from other crimes against humanity. Guest speakers from NGO’s, academia, and other organizations will also provide valuable perspectives. A trip to the Museum of Jewish Heritage in New York City for a special fall exhibit, as well as mandatory student service work on the annual Manhattanville College Human Rights Awareness Day (HRAD), will also form major components of the course. No Prerequisite.

CSCH 3210 - Great Cities, Great Ideas and Great Law (3)

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.

CSCH 3211 - GENOCIDE II: GENDERCIDE (3)

Gendercide - the gender-selective mass killing and systematic targeting for murder of non-combatant "battle-age" males in various wartime and peacetime contexts as well as gendered targeting of masses of females for killing and brutality - is not well-known by most of the public. This course will survey gendercide over time through an interdisciplinary grounding in history, political science, sociology, international relations, queer studies, and human-rights activism, as well as its expressions and engagement through literature and the fine arts (encompassing film and documentary photography, the visual arts, music, and drama). Literature and fine art are not only forms of expression in response to inhumanity, but also can contribute to the dehumanization of groups who become victims of gendercide: how have the perpetrators depicted those victims in literature and art? How have art and literature also become a means and way of scholarship and activism in engaging the public and international communities with the largely unknown aspects of gendercide? Also covered, and directly related to this, are the responses to gendercide in human rights activism, organizations, documentaries, and international legal tribunals, and international 'accountability projects'.
CSCH 3212 - DISABILITY STUDIES (3)

The field of Disability Studies investigates "disability" not as a medical state but as a social, cultural, and political phenomenon. How is disability defined, by whom, and with what consequences? How is disability represented and experienced? Exploring these questions requires thinking of disability as a constructed identity that depends on social and cultural context. This course will examine texts and sources from a variety of disciplines that shed light on how understanding of disability have been constructed over time, and in our own day. We will juxtapose scholarly sources from history, sociology, anthropology, education, gender studies, legal studies, and public policy with representations in literature, film and the arts, and with accounts of lived experience of disability, in the form of personal essays and narratives. Students will take a very active role throughout the semester in leading discussion and developing their own individual term projects, on which they will report at several stages. Following a few introductory weeks in which we will build common ground of terms and concepts, our weekly reading will also be determined, in part, by students, using our various course readers as sources.

CSCH 3213 - Law & the Presidency (3)

On the day he took the oath of office as President of the United States in 1897, William McKinley said to outgoing President Grover Cleveland, "What an impressive thing it is to assume tremendous responsibilities!" McKinley's successor, Theodore Roosevelt, famously called the Presidency "a bully pulpit," and he added that "I have thoroughly enjoyed it, for it is fine to feel one's hand guiding great machinery." More recently, however, many Presidents have seemed to agree with Harry Truman when he said that "there is no exaltation in the office of the President of the United States -- sorrow is the proper word." The Presidency of the United States - an office invented by our founding fathers and tested over two centuries through wars, economic depressions, and other crises - has today evolved into an institution of unprecedented power and prestige. And yet, the Presidency is part of the Constitution and our whole system of law. As such, the President is checked by our fundamental law, even as the President plays a role in shaping the direction that the law and the Constitution will take. In this seminar, we will take an historical look at the American Presidency in relation to the American Constitution and the American system of law. After a brief introduction focusing on the perils and challenges of the Presidency today, we will look back at the sources of the framers' ideas of executive power - in the writing of state crafters and philosophers like Machiavelli and Locke, and in the experiences the framers had of prerogative power in England and colonies. Then we will take up the creation of the Presidency in the Constitution Convention of 1787. From there, we will move on to consider the contributions of several of our Presidents - from Washington and Jefferson to Lincoln, from TR and FDR to Truman and Reagan.

CSCH 4010 - FIRST YEAR WRITING SEMINAR (3)

In this required course, first-year students explore writing strategies and develop critical reading skills by engaging in a variety of texts based around a theme linked to the liberal arts tradition. Students compose a variety of drafts to learn editing skills and to acquire a tone and style appropriate to the academic community. This offering of the First Year Writing Seminar is only available to students by invitation of the College, as part of the Castle Scholars program.

CSCH 4500 - Castle Scholars Fall Service (1.5)

The Castle Scholars Service Learning Seminar, is a 1.5-credit seminar offered every fall semester. In this class, students will organize the annual Human Rights Awareness Day. The objective of this seminar is for students to learn about Manhattanville's history of social action, participate in organizing events to continue this tradition, and tie their experiences to readings on human rights and social justice in a short research and reflection paper. Enrollment in this class is limited to Castle Scholars, and Manhattanville College students whose GPAs are 3.6 or higher.

CSCH 4501 - Castle Scholars Spring Service (1.5)

The Castle Scholars Service Learning Seminar, is a 1.5-credit seminar offered every spring semester. The
objective of this class is for students to learn and employ principles of leadership, effective public speaking, and community-building through organizing the annual Undergraduate Research and Creative Achievement Fair. Students will tie their experiences to readings on leadership and community organizing in a short research and reflection paper. Students will also present their own research at the Undergraduate Research and Creative Achievement Fair, as well as serve as moderators for the fair. They will practice their presentations in the course and critique one another’s presentations before the fair. Enrollment in this class is limited to Castle Scholars, and Manhattanville College students whose GPAs are 3.6 or higher.

CSS - World Languages & Literatures

CSS 1010 - Greek & Latin Roots of English (3)
This course introduces students to the Greek and Latin languages, making clear their importance in the history of English, and will increase the student's English vocabulary through exposure to its Latin and Greek roots.

DAN - Dance & Theatre

DAN 4010 - MODERN DANCE TECHNIQUE I (2)
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: DTH 1000.

DAN 4015 - CHOREOGRAPHERS SEMINAR (3)
An exploration of skills, techniques and critical investigation begun in Acting for Camera I. Prerequisite: Acting for Camera I.

Prerequisite: DTH 4004.

DTH - Dance & Theatre

DTH 1000 - Creative Process (3)
This entry-level course provides students with a foundation in the vocabulary of performance through studio exercises in ensemble techniques, viewpoints, storytelling, choreographic composition, improvisation, investigation of theatrical texts and basic design elements. It will also provide practice in the clarity and authenticity of speech and an introduction to Shakespeare texts. A series of critical readings on creativity, performance theory and techniques will inform the course. Students will submit written responses to assigned readings and live performances on campus and in New York. This course is the prerequisite for all required courses in the DTH Major with the exception of primary level Dance Technique courses, and should be taken in the freshman year. A performance fee is required. Students are responsible for round trip transportation into NYC one time.

DTH 1001 - Acting I (3)
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.

Prerequisite: DTH 1000.

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

**DTH 1007 - Stage Combat Workshop (2)**

This course will provide basic techniques necessary for staging fighting: development of an intuitive sense for ensuring your own and your partner's safety; understanding of basic movement principles including center of balance, awareness of spatial relationships, falling, partnering etc.; ability to create combat scenarios that are responsive to dramatic situations, organic and specific to natural capabilities. Prerequisite: Creative Process or permission of the instructor.

Prerequisite: DTH 1000.

**DTH 1014 - Foundations in Scene Study (3)**

Foundations of Scene Study focuses on the study of acting through textual analysis, actions, atmosphere and characterization and is intended for advanced level acting students in high school who complete a yearlong scene study class at their school with oversight by a member of The Manhattanville Dance Theatre faculty.

**DTH 1021 - The Speaking Voice (2)**

A study of advanced vocal techniques, including exercises in support, breathing mechanisms, scansion in verse and classical performance, voice characterization and dialects.

**DTH 1440 - Freshman Project (2)**

This course is designed for freshmen who have been accepted as majors in the department. The course will entail 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.

**DTH 1500 - Stagecraft I: Sets and Lights (2)**

Sets and Lights. The study of the theory and application of stage technology as it applies to theatrical construction in areas including scenery, lighting. This introductory course will cover all practices of construction techniques and backstage production support. Students will assist in all the aspects of building and preparation of departmental productions. Two hour class plus additional lab time.

**DTH 1502 - Stagecraft II: Costume Design (2)**

Costume Design. The study of the theory and application of stage technology as it applies to the principles of design and construction of costumes including fundamentals of sewing and shop production.

**DTH 1555 - STAGE MAKE UP (1)**

This course will introduce students to the fundamentals of make up design and application. Required for Theatre Education Majors.

**DTH 2002 - Viewpoints (2)**

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

Prerequisite: DTH 1000.

**DTH 2005 - COMEDY, CLOWN & IMPROVISATION (2)**

This course is a studio exploration of a range of clowning skills and improvisational techniques aimed at increased focus and precision, awareness of the performer-audience relationship, and strengthening the laugh muscles. Red clown nose required.

Prerequisite: DTH 1000.

**DTH 2025 - IMPROV II (2)**

Students will continue to reinforce and develop the fundamentals of Improv 1, exploring a variety of long-form structures and styles, the essentials of ensemble-building, and improvised storytelling techniques. Class work will include scene analysis and investigation of comedic structures and techniques (patterns, contrasts, etc.)
DTH 2030 - Directing I (3)
A practical introduction to the fundamentals of play direction, including: examination of the work of master directors, play analysis and research methods, preparation of production book, consideration of design elements, casting, rehearsal techniques and work with actors.
Prerequisite: DTH 1000.

DTH 2071 - CABARET PERFORMANCE WORKSHOP I (2)
The focus of this performance workshop, offered by the departments of Dance/Theatre and Music, is the successful communication of song to an intimate audience. Students are responsible for at least two songs and monologue material appropriate to a cabaret setting. Songs are analyzed for text, music, interpretation, and historical and societal context. Class structure is similar to an acting class, with all students observing when not performing. The course culminates in one performance evening. Prerequisite: 2 semesters of applied voice or permission of instructor or Director of Music. Permission by audition. Enrollment is limited.

DTH 2072 - CABARET PERFORMANCE WORKSHOP II (2)
Same as MUA 2072.

DTH 2144 - CHOREOGRAPHERS & COMPOSERS (2)
What comes first the music or the dance? In this cross-disciplinary course the collaborative process between choreographers and composers will be explored through studio assignments, readings and research that address the partnership of dance and music. The course will culminate with an in-class showing of studies in dance and music created over the semester.
Prerequisite: DTH 4120.

DTH 2210 - HISTORY OF 19TH CENTURY DANCE (3)
This course surveys 19th century dance, focusing on major trends and personalities. The material will be developed through lectures and discussions aided by films, guest speakers and attendance at selected dance concerts.

DTH 2214 - Romantic & Classical Traditions (3)
This course will explore the development of the romantic Ballet of Western Europe through the ballets of Giselle and La Sylphide and the classical traditions of master choreographer Marius Petipa through his ballets Swan Lake and The Nutcracker. The course will explore how the romantic ballet of Western Europe and the classical ballet of Russia reflect their time and place and how these esthetics have influenced the dance of today.
Prerequisite: DTH 1000.

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

DTH 2227 - Acting for Musical Theatre: Scene to Song (2)
Focus of this class, offered by the departments of Dance/Theatre and Music, 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. Prerequisites: DTH 1000, 1001, 2 semesters of applied voice, or (for DTH students)
permission of instructor or department chairs. Enrollment is limited.

Prerequisite: DTH 1000, DTH 1001.

DTH 2245 - Movement Studies (3)

This course is an exploration of the language of movement from various perspectives including Bartenieff Fundamentals and Laban's work in space harmony and effort analysis. Prerequisite: Creative Process and Modern Dance Tech I (or equivalent).

Prerequisite: DTH 1000.

DTH 2319 - Junior Seminar (3)

Required for majors in the Junior year.

DTH 2324 - CONTEMPORARY PERFORM IN NYC (1.5)

This course aims to introduce students of all disciplines to the performing arts in New York City. No prior coursework in the arts is required. We will attend performances and visit with artists in their creative work areas. Classroom discussion will focus on the historical background in performing arts and the role of the performing artist in New York City today. Course requirements: Critical review of all performances, plus a short term paper. Course meets for half of the semester.

DTH 2530 - Concepts in Scene Design (3)

This course will provide a 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: DTH 1000.

DTH 2532 - SCENE PAINTING (2)

This will be a practical course in which the students will complete four scene painting projects, a landscape, an architectural study, a poster, including lettering and a figure, and a final project of a drop the students work on together. Some work will be expected painting productions.

DTH 2535 - Lighting Design I (3)

Introduction to the theory, principles and practical techniques of dance and theater lighting. Students will design and assist in lighting performance pieces.

Prerequisite: DTH 1000.

DTH 2540 - Costume Design (3)

This course will provide a historical overview of costume design, opportunities for research and preparation of a series of costume rendering projects, as well as hands-on experience in assisting in the design and construction of costumes for departmental productions.

Prerequisite: DTH 1000.

DTH 2555 - Sound Design (2)

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.

Prerequisite: DTH 1000.

DTH 2536 - Intro to Dance Therapy I (3)

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.

DTH 2635 - Intro to Dance Therapy II (3)

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.
Prerequisite: DTH 2635.

**DTH 2640 - Introduction to Drama Therapy I (3)**

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: DTH 1000.

**DTH 2646 - Anatomy & Kinesiology (3)**

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.

**DTH 2650 - Theater for Young Audiences (3)**

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.

Prerequisite: DTH 1000.

**DTH 2665 - SHAKESPEARE WITH YOUNG PEOPLE (3)**

The course is predicated on the idea that for children, even as young as 4 or 5, Shakespeare offers unparalleled opportunities for growth in speech and language development, expansion of the creative and thinking processes, appreciation of character, narrative and thematic material, and skills and confidence in performance. Students will study Shakespearean texts for appropriate applications to young people, as well as various theories related to literature and child development, and in the studio, learn a series of exercises and creative strategies designed to support the aims of the course. Prerequisite: Creative Process.

Prerequisite: DTH 1000.

**DTH 3012 - DANCE ON CAMERA (3)**

An interdisciplinary introduction to the art of dance as it is viewed through the lens of a video camera. Technological elements learned include: operating video cameras, software, lighting, video editing techniques and DVD burning. Choreographic and production elements learned include: site-analysis, dynamics, improvisation, and casting, as it relates to the art of Dance for Camera.

**DTH 3013 - Act III (3)**

Advanced studies in acting, dealing primarily with scene study in the work of American master playwrights such as O’Neill, Miller, Williams, Albee, Hellman, Wilder, Wilson, Kushner, Mamet, Simon and Parks. The class will involve the study of dramaturgy and text analysis, its capacity for revealing specific behavioral choices to the actor and the relationship of these authors to their work, the evolution of dramatic structure and the American theatre of their times.

Prerequisite: DTH 4002.

**DTH 3023 - Acting & Scene Study IV (3)**

Exploration of scene study methods as they apply to dramatic works by such authors as Ibsen, Strindberg, Wilde, Chekhov, Synge, O’Casey and Shaw, and further development of actor’s attention to and application of behavioral specificity. In addition to in-studio technique work, students will engage in research into the period, style and theatrical art of these master dramatists.

Prerequisite: DTH 3013.

**DTH 3051 - ACTORS & DIRECTORS LAB (3)**

This advanced course will include in depth study of acting and directing techniques through the investigation of Shakespeare’s Hamlet. Through readings, discussion and studio exercises, students will gain deeper awareness of dramatic structure, techniques of deconstruction and interpretation, and physical realization of images and thematic material. Prerequisites: Creative Process Acting I. By audition.
DTH 3202 - Survey of Dramatic Literature I: The Classics (3)
Through reading, viewing and discussion of exemplary plays, this course will survey the literary, historical, political and cultural significance of theater and drama from the Greeks to Shakespeare, including Medieval theater, French, Spanish and Italian Renaissance drama, and a brief investigation of Asian theater.
Prerequisite: DTH 1000.

DTH 3203 - Survey of Dramatic Lit II: Modern Drama (3)
Through reading, viewing and discussion of exemplary plays, this course will survey the literary, historical, political and cultural significance of theater and drama from the realism of Ibsen to the contemporary stage, including the works of Brecht, Williams, Miller, Beckett and beyond.
Prerequisite: DTH 1000.

DTH 3244 - Playwriting (3)
This course will introduce students to basic playwriting skills. Students will read and discuss six or more plays and will write and evaluate original material. We'll study works from different periods to see how playwrights practice their art and craft. The plays range from tragedy to comedy; modern works often partake of both.
Prerequisite: DTH 1000.

DTH 3310 - Performance Seminar (3)
This seminar will focus on experimental dance and theater performance by examining representative artists and groups in relation to their traditions, historical context and connection with other arts. This course will include guest artists and performers and trips to New York for performances, rehearsals and backstage visits. Offered in rotation with other Performance Seminars.

DTH 3312 - Performance Seminar: Non-Western Theatre (3)
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, discussion, studio workshops, guest artists, and attendance at performances in New York.

DTH 3313 - Africana Performance (3)
This course will trace the dramatic, musical, dance, ritual and cinematic practices of continental Africa, the Caribbean and the United States. Through a combination of "hands-on" experiential studio work, readings and screenings the course will address questions such as: In what ways can we think of Africana performance as a performance of Africanness? What are the contexts of performance in Africa and the African Diaspora? How does Africana performance in the United States speak to continental Africa and other African Diaspora perspectives? What can Africana performance tell us about the worldview of those who practice it and how does the worldview influence the performance styles of the practices? Prerequisite: DTH 1000 Creative Process OR Permission of the Instructor (for non-DTH majors or minors)
Prerequisite: DTH 1000.

DTH 3314 - Performance Seminar: Collaborative Process (3)
For performing artists and theatre makers of all kinds. This course will explore the nature and experience of creative collaboration between artists- dancers, actors, writers, visual artists and musicians. We will explore various languages of physical performance, non-dramatic texts (visual and plastic art, photographs, poetry, etc.) and the tradition of site specific performance. The course will integrate traditional academic research with hands-on experiential work in the studio. Prerequisite: Creative Process and one other technique course (Acting, Modern Dance, Voice Speech, etc.) or Permission of Instructor.
Prerequisite: DTH 1000.
DTH 3316 - PERFORMANCE SEMINAR: PLAYBACK THEATRE (3)

Playback Theatre is form of social action theatre in which actors enact audience members’ life stories on the spot. Both art and service are at its core. Born out of the American experimental theatre movement, and influenced by the oral tradition of indigenous cultures and psychodrama, Playback Theatre is currently practiced in 60 countries around the world, 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 improvisational acting, ensemble awareness, physical storytelling, and empathic listening. The class will culminate with a Playback Theatre event for the greater community. Students are assigned weekly readings and a term paper. Prerequisite: Creative Process. (Spring)

DTH 3320 - Senior Thesis Seminar I (3)

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, open discussion of the students’ development through the artistic process from conception through evaluation.

Prerequisite: DTH 2319.

DTH 3321 - Senior Thesis Seminar II (3)

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, open discussion of the students’ development through the artistic process from conception through evaluation.

Prerequisite: DTH 1000.

DTH 3323 - Performance Sem: New York Now (3)

This course will survey the current season of dance, theatre and performance in New York. Through attendance at a sampling of the current season’s offerings, students will be exposed to a variety of cultural events, classical and experimental, with particular attention to global perspectives. We will examine what it means to be an intelligent audience and write a critical analysis of each performance after studying the historical contexts and perspectives of the representative companies. Classroom lectures, workshops and meetings with artists will alternate with trips to New York for performances. Lab fee: $200

Prerequisite: DTH 1000.

DTH 3324 - Performance Seminar: Theatre in The Community (3)

This course will examine how theatre and performance can serve as a forum for community building and dialogue. In the first half of the course, students will study the theory and practice of Playback Theatre, Augusto Boal’s Theatre of the Oppressed, and techniques for devising non-scripted theater. In the second half, students will apply what has been learned by working with two underserved populations from the local area. Special emphasis will be placed on studying patterns of oppression and power. Prior knowledge of Playback Theatre and/or Theatre of the Oppressed is recommended. Prerequisite: Creative Process. Enrollment by interview. READINGS Local Acts: Community-Based Performance in the United States, Jan Cohen-Cruz Acts of Service: Spontaneity, Commitment, Tradition in the Nonscripted Theatre, Jonathan Fox Improvising Real Life: Personal Story in Playback Theatre, Jo Salas Theatre of the Oppressed, Augusto Boal Strategies for Playbuilding: Helping Groups Translate Issues Into Theatre, Will Weigler Uprooting Racism: How White People Can Work for Racial Justice, Paul Kivel

Prerequisite: DTH 1000.
DTH 3325 - Performance Seminar: Politics & Performance (3)

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. Prereq: Creative Process. (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.)

Prerequisite: DTH 1000.

DTH 3326 - Performance Seminar: Solo Performance (3)

This seminar immerses students in the creation of a solo play as a written work and embodied performance, and grounds them in the theoretical/historical context of solo performance. We will investigate various aspects of the form including fine/performance art, stand-up comedy, monologue, character-based work, virtuosic musicianship/storytelling, and dance. Students will develop and demonstrate facility in innovative use of physicality; dexterity and flexibility of vocal range; use of theatrical objects and images; ability to approach narrative from multiple points of view. The Seminar will include reading and writing on the theatrical genre of Solo Performance and a final script for each student’s solo piece. The course will include trips to view at least two solo performance productions in NYC area and will culminate with a staged showing of the work created over the course of the semester.

DTH 3362 - PERFORMANCE SEMINAR: THE VOICE OF CHEKHOV (3)

A studio exploration of scenes from Chekhov’s The Three Sisters through ensemble and solo voice work, with the aim of discovering the many dimensions of the play and expressing subtext, secrets and forbidden desires of selected characters. This course will include studio exercises, videos, several short research essays, an eight to ten page term paper and final projects. Students should be prepared to move, sing, act and dig into the unknown. Prerequisite: DTH 4002.

DTH 3542 - Stage Management (2)

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 Theater productions. Prerequisite: DTH 1000.

DTH 3646 - ANATOMY AND KINESEOLOGY (3)

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. Prerequisite: DTH 1000.

DTH 3652 - Drama Therapy With Children and Adolescents (3)

An introduction to the application of drama therapy in work with young people. Included in this course will be an overview of child and adolescent developmental stages, concepts and theories related to the importance of play and imagination in treatment, and an overview of special populations (including children and adolescents challenged by bullying, abuse, trauma, grief, neurological disorders, autistic spectrum disorders, Obsessive-Compulsive Disorder) and specialized settings (schools, hospitals, psychiatric units, residential treatment centers,
inner-city neighborhoods, and Native American reservations). (3 credits)

Prerequisite: DTH 2640.

DTH 3750 - SPECIAL TOPICS: ACTING/ADAPTATION (2)

This advanced acting course will explore the process of adapting a non-theatrical text for the stage. The text is James Landis' novel The Last Day, which describes the last day in the life of a 20-year old Iraqi War veteran--accompanied by Jesus. Students will investigate narrative process, scripting, character and ensemble techniques building towards a work-in-progress studio showing at the end of term. By audition. PREQ: Acting I.

Prerequisite: DTH 1001.

DTH 3770 - Spec Stud: Peer Education Theatre Troupe Theatre Group (3)

The goal this course is to deepen our understanding about the culture of rape, sexual assault and sexual harassment, as well as systemic oppression (racism, heterosexism, sexism, classism), by devising an original theatre piece that can be performed at summer Freshmen Orientations. Students will be encouraged to examine their own ethnic/cultural/sexual identities as well as other themes such as objectification, relationship violence, and alcohol abuse. The goal is to create a dynamic and provocative piece about sexual abuse and discrimination for the Manhattanville community using theatrical devising methods, Playback Theatre and other performance techniques. Inevitably, the course content will force us to be uncomfortable at times and engage in a sometimes difficult, but also rewarding, dialogue, which will extend beyond the classroom onto the campus. Attendance, punctuality, and commitment to the process are crucial for the success of the project. Grades will also be based on reading, video, podcast, and journal assignments posted on Blackboard.

DTH 4002 - Acting II: Scene Study (3)

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: DTH 1001.

DTH 4003 - Playing Shakespeare (3)

This advanced level course will provide tools and techniques to approach Shakespeare's plays and poems, to explore historical and cultural contexts and to appreciate thematic, dramatic and critical concerns. The course will be built around a "laboratory" in which the ideas discussed in the classroom will guide physical and vocal explorations of Shakespeare texts. Students will practice analysis of text, grammar and meaning, sound and breath, verse and rhythm; exploration of character and relationship. Students will prepare and present a series of sonnets, monologues and scenes for exploration and development. Permission by audition, faculty consent.

DTH 4004 - Acting for the Camera (2)

This course further explores 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.

DTH 4005 - Acting for the Camera II (2)

An exploration of the skills, techniques and critical investigation begun of Acting for Camera I.

Prerequisite: DTH 4004.

DTH 4010 - Voice & Speech I (2)

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: DTH 1000.

**DTH 4012 - Voice & Speech II (2)**

Continuation and expansion of DTH 4010 Voice for Theater, with particular emphasis on addressing individual vocal strengths and weaknesses.

Prerequisite: DTH 4010.

**DTH 4015 - Acting for the Camera II (3)**

An exploration of the skills, techniques and critical investigation begun of Acting for Camera I. Prerequisite: Acting for Camera I.

Prerequisite: DTH 4004.

**DTH 4016 - Acting III (3)**

Advanced studies in acting, dealing primarily with scene study in the work of American master playwrights such as O'Neill, Miller, Williams, Albee, Hellman, Wilder, Wilson, Kushner, Mamet, Simon and Parks. The class will involve the study of dramaturgy and text analysis, its capacity for revealing specific behavioral choices to the actor and the relationship of these authors to their work, the evolution of dramatic structure and the American theatre of their times.

Prerequisite: DTH 4002.

**DTH 4025 - Improv I (2)**

Students will learn the fundamentals of creating theater through improvisation, including improvised performance. The course will include study of the history and theory of improvisation and studio work which will explore both short- and long-form styles and closely follow the techniques of Viola Spolin, Keith Johnstone and Del Close. In addition to exploring improvisation as its own art form, students will also learn how to apply improv technique to acting. Texts: Truth in Comedy: The manual of improvisation by Charna Halpern, Del Close, Kim Johnson; Meriwether Publishing Improv by Keith Johnstone; Routledge/Theatre Arts Books Publishing Additional readings

**DTH 4101 - Modern Dance Technique I (2)**

This course provides basic training in dance technique, emphasizing body alignment and elementary skills to improve awareness of the body as a performing instrument.

**DTH 4102 - Modern Dance Technique II (2)**

This course provides continued training in modern dance technique in a style based upon use of weight and breath, rhythm and space.

**DTH 4103 - Modern Dance Technique III (2)**

This course is for intermediate and advanced dancers and stresses technical expertise, extended dance combinations and increased performance skills.

**DTH 4104 - Ballet I (2)**

Fundamentals of ballet technique for beginners.

**DTH 4105 - Ballet II (2)**

Intermediate ballet technique.

**DTH 4106 - African-Caribbean Dance (2)**

An exploration of African and Afro-Caribbean dance styles, techniques and cultural influences.

**DTH 4107 - JAZZ I (2)**

An introductory level technique class that explores the roots and styles of Jazz Dance.

**DTH 4108 - Tap I (2)**

An introduction to the techniques and style of Tap Dance.

**DTH 4109 - Flamenco I (2)**

An exploration of Flamenco dance techniques, including historical and cultural influences.
DTH 4111 - ALEXANDER TECHNIQUE (1)
Systematic, integrative practicum for body-mind education.

DTH 4112 - Yoga (1)
Systematic integrative study of the philosophy and practice for this ancient technique of body-mind education.

DTH 4113 - African-Caribbean Dance II (2)
An expansion of the exploration of African and Afro-Caribbean dance styles, techniques and cultural influences.

Prerequisite: DTH 4106.

DTH 4114 - Contact Improvisation (2)
In this class the students will learn the fundamental principles of this dance form. They will be taught the art of falling, rolling, tumbling, so that they become acquainted with being able to move off the center of balance without contracting in the body. The students can then begin to work with others to explore a shared center of balance between two or more bodies. Students will be encouraged to explore the connection between expression and movement.

Prerequisite: DTH 1000.

DTH 4115 - Ballet III (2)
An advanced level course in classical ballet stressing musicality, artistry and expression with barre, center exercises and work en pointe.

DTH 4117 - JAZZ II (2)
An intermediate/advanced level technique class that explores the roots and styles of Jazz Dance.

DTH 4118 - Tap II (2)
An extension of the techniques and styles learned in Tap I.

DTH 4119 - Flamenco II (2)
Focus will be on 12-count rhythm (Bulerias, Soleaes por Bulerias), advanced heelwork technique and modern flamenco choreography.

Prerequisite: DTH 4109.

DTH 4120 - Composition (2)
In this course students will work with both traditional and experimental forms in dance composition. The course will explore spatial design, text, props, music and rhythm, gesture, theme and variations, narrative and more.

Prerequisite: DTH 1000.

DTH 4121 - Dance for Musical Theatre (2)
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.

DTH 4122 - Hip Hop I (2)
This course is an introduction to Hip-hop, the dance style and Hip-hop, the cultural phenomenon. Students will be encouraged to use their bodies in ways that involve many different stylistic techniques. Since Hip-hop is such a broad genre, the style is not strictly structured and allows students to interpret the moves in varied ways. Hip-hop is fast-paced, high energy, playful and will allow students to emphasize their creative movement talents.

DTH 4123 - Hip Hop II (2)
Advanced exploration of contemporary Hip-Hop techniques. Prerequisite: By audition or permission of the instructor.
DTH 4124 - COMPOSITION (2)

This course is a continuation of Composition I investigating the creative process, structures and research that support the craft of choreography as art form. The sequence of Composition I and Composition II must be completed in order to enroll in Choreographer's Workshop.

Prerequisite: DTH 4120.

DTH 4125 - CLASSICAL INDIAN DANCE (2)

Classical Indian Dance or BHARATA NATYAM is one of the oldest dance forms of India. It is usually performed by a solo dancer who portrays all of the characters in the performance, drawing from the entire mythology of the epics (the Mahabharata and the Ramayana), the ancient stories (Puranas) and from life experience. Complex rhythmic patterns alternate with poetic text interpreted through the technique of storytelling (abhinaya) using hand gestures and facial expressions. Indian dance and music combine both traditional structures and improvisation. This course will give students an overview of basic techniques, including body posture, rhythmic footwork, mudras (hand gestures) and sculpturesque poses. A short composition will be taught using both the rhythmic technique and the storytelling technique. Fall, 2 cr. No preq.

DTH 4128 - Tap III (2)

Advanced exploration of style and development of routines. Prerequisite: By audition or permission of the instructor. Offered every other spring.

Prerequisite: DTH 4118.

DTH 4129 - T'ai Chi (1)

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

DTH 4130 - T'Ai Chi II (1)

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

Prerequisite: DTH 4129.

DTH 4131 - SPECIAL TOPICS/DANCE: PARTNERING (2)

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

DTH 4135 - Shakespeare's London: a Study Tour of Shakespeare's Theatrical Culture (3)

This course is designed to provide students with experiential study of theatre within a global context. Students will examine key elements of British theatre and experience firsthand the cultural landscape that makes both London and the British theatrical scene unique from its New York counterpart.

DTH 4400 - Performance Project: Theatre (1)

Rehearsal and preparation of a play for public performance with a faculty member or guest director. The spring Performance Project is a Shakespeare production.

DTH 4410 - Performance Project: Dance (1)

Rehearsal and preparation a dance piece for public performance with a guest choreographer.

DTH 4420 - Choreographers Workshop (2)

Individual choreographic projects will be developed by students who have a special interest in and have had some prior experience in composition. Regular showings and feedback from faculty and classmates will provide process-oriented support for each project. Works that are
DTH 4440 - Performance Project: Musical Theatre (2)

The Departments of Dance, Theater, and Music offer this workshop on the process and craft of theater 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 through the semester.

DTH 4442 - MUSIC THEATER LAB (2)

The Departments of Dance, Theater, and Music offer this course as an introduction to the process and craft of theater with music. This workshop setting will focus on developing skills and techniques in physical movement and choreography, vocal production, and dramatic elements. The course is intended as a training ground for students who wish to develop high-level skills in the areas involving theater with music and will focus on the acquisition and improvement of craft rather than the production of a "show."

DTH 4477 - CABARET PERFORMANCE WORKSHOP (2)

This course provides students with techniques and skills related to performing songs from the Musical Theater. Specific emphasis will be placed on acting the song, exploring the dramatic life and its relation to the music.

DTH 4500 - Production Practicum (1)

Stage crew offers the student the experience of working backstage on a production. Students are assigned to various areas including costumes, lights, sound and backstage crew. The student is required to participate in the entire technical/dress rehearsal process, and assist at all performances and strike. No prerequisite, but requires instructor consent for registration. (Fall/Spring)

DTH 4500A - Production Practicum Stage Crew (1)

Stage crew offers the student the experience of working backstage on a production. Students are assigned to various areas including costumes, lights, sound and backstage crew. The student is required to participate in the entire technical/dress rehearsal process, and assist at all performances and strike. No prerequisite, but requires instructor consent for registration. (Fall/Spring)

DTH 4500B - Production Practicum Stage Management (1)

A course in Stage Management is required for our DTH majors. In Production Practicum Stage Management, students apply practical knowledge learned in Stage Management class to an actual production in the DTH season.

Prerequisite: DTH 1000.

ECO - Economics, Finance & Mgmt

ECO 1001 - Principles of Microeconomics (3)

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.

ECO 1002 - Principles of Macroeconomics (3)

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.

ECO 1003 - Entrepreneurship for Liberal Arts (4)

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 2003 - Investment Analysis (3)**

This course describes the setting of investment decisions and the fundamental principles guiding them. Emphasis is on securities markets and investment strategies.

Prerequisite: ECO 2018.

**ECO 2004 - Derivative Securities (3)**

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.

Prerequisite: ECO 2003.

**ECO 2005 - Personal Finance (3)**

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 computer spreadsheets to perform exercises for the course.

**ECO 2009 - Public Finance & Public Policy (3)**

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.

**ECO 2015 - Money and Banking (3)**

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.

**ECO 2016 - Financial Markets (3)**

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. Prerequisite: Principles of Economics I and II and Money Banking.

**ECO 2017 - Economics & Finance of Health Care Policy (3)**

This course examines an increasingly important sector of the US economy, as health care now comprises almost 15% of gross domestic product. Further, this sector is one of the least influenced by ordinary market forces, largely because public and private insurance cover more than 80% of health care spending. The result is a unique and complex challenge to public policy: to determine how best to finance and deliver health care, so that it is both efficiently provided and equitably distributed. Prerequisite: Principles of Economics II

**ECO 2018 - Corporation Finance (3)**

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.
ECO 2019 - Economics of Competitive Strategy (3)
This course uses microeconomics as a framework through which to explore the ways in which firms (and other organizations) compete. It will address questions such as: What businesses should a firm be in? How large should it be? What is the competitive nature of the markets in which the firm operates? How should a firm position itself to compete? What should be the basis of its competitive advantage? How sustainable is its competitive advantage likely to be? How should the firm organize its internal structure and systems? The course will be grounded in microeconomics but will spend a great deal of time examining case studies of actual firms and the markets within which they function.

ECO 2022 - Government and Industry (3)
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.

ECO 2024 - AMERICAN ECONOMIC HISTORY (3)
This course offers an analysis of the development of different sectors of the American economy from the colonial era to the present. Particular attention will be given to the role of government, technology, and entrepreneurs in the growth process.

ECO 2026 - Advanced Financial Functions of MS Office (3)
The course will revisit the decision making theories of economics and finance and cover a number of related applications from the quantitative perspective. It will teach students how to implement financial analysis using Microsoft Excel and Access. The goal of the course is to enhance students' understanding of the principles of Economics and Finance by applying them to real world problems. The course will cover the valuation process along with data-base management, data analysis, regression analysis, and the like. Prerequisites: MGT 1007 and ECO 2018.

Prerequisite: MGT 1007, ECO 2018.

ECO 2032 - Applied Game Theory (3)
People often make decisions in which the reactions of others must be anticipated and accounted for. Game theory represents a systematic way of thinking strategically. This course develops the basics of the field of game theory and applies this theory to a range of strategic decisions as diverse as those that involve: negotiating contracts; signaling the intent to enter a market; predatory pricing; acting crazy like a fox; finding and attracting the best feasible mate; arranging alliances; and establishing peace among nations. The conditions that produce both conflict and cooperation are explored. Prerequisites: Principles of Economics I and II.

ECO 2050 - Women in Development (3)
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 any common elements appear in the relations of gender, religion and economic development around the world.

ECO 2060 - Economic Statistics (3)
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.

ECO 3001 - Intermediate Macroeconomic Theory (3)
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.
ECO 3002 - Intermediate Microeconomic Theory (3)
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 markets will be considered.

ECO 3008 - Applied Econometrics (3)
Statistical analysis of econometric phenomena will be conducted using standard regression models. Theoretical foundations will be established in the classroom while emphasis is placed on practical applications to individual projects designed by each student. Prerequisites: Principles of Economics I and II, Economic and Business Statistics and at least one other economics course.

ECO 3012 - Portfolio Analysis (3)
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.

ECO 3016 - International Trade: Theory and Policy (3)
This course will acquaint the student with the phenomenon of globalization and what it means for all participants in the world economy. Different economic systems around the world will be examined. Students will learn about the theoretical bases for trade and discuss commercial policies, including the theory and practice of protection, regional trading blocs and resource mobility. A discussion of global finance and foreign debt will be followed by a look at economic development and growth in the poor nations of the world. Different models and relevant issues of development will be analyzed.

ECO 3017 - Global Finance Economics (3)
This seminar will explore how worldwide capital flows provide the nexus between domestic and foreign economies. Analysis of the balance of payments, international money markets and exchange policies will convey the relevance that global events play in our lives. Videos, readings and student participation will comprise the seminar period. Each student will write a research paper and present the results to the class.

ECO 3018 - Economics of Developing Countries (3)
The course deals with the specific problems and issues of developing economies such as growth, poverty, demographic transition, development policy and global integration. Topics covered include meaning and measurement of development, growth models, institutions, foreign aid, measurement of development effectiveness and the impact of poverty-alleviation programs.

ECO 3020 - Seminar in Money and Banking (3)
An examination of the nature of money, its history and its role in the economy in a seminar forum where students read articles, make oral presentations and write a short research paper. Additional topics covered include the Federal Reserve system, other financial institutions, financial markets and the structure of the financial sector of the economy.

ECO 3035 - Seminar in International Business (3)
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 each student will present to the class at the conclusion of the seminar.
ECO 3075 - Seminar in Contemporary Economic Issues (3)
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 3997 - Senior Seminar in Economics (3)
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.

EDU - Education

EDU 2000 - Fundamentals of Schools and Teaching (3)
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 Children With Diverse Needs (3)
This course provides an overview of the field of special education with a focus on educational laws which provide for the identification of individuals with disabilities, the process of determining entitlements to special education services, and the models of teaching that educate children in the least restrictive environment under the umbrella of IDEA and NCLB. The course provides an overview of teaching strategies that addresses students with a broad spectrum of disabilities in multi-cultural school environments included under IDEA. The course will address the special needs of ELLs and students from different cultural settings. Fifteen hours of field experiences in diverse settings provide teacher candidates with opportunities to integrate educational theory with instructional practices.

EDU 3001 - APPLYING PHONICS (1)
Understanding the sounds, symbols, and structure of the English Language are fundamental components of providing effective literacy instruction. This course is designed to introduce the principles of phonics, including the origins of the English Language, morphology, phonemes, syllable types, common spelling patterns and an introduction to multisensory teaching. Students in this class will use their newfound knowledge about phonics to plan lessons, as well as assess and evaluate student work.

EDU 3003 - American Sign Language (3)
Discover the unique visual language of sign. Learn the basics of manual communication: signs, finger spelling and the use of body language, mime and gesture. Receive a historical perspective on the use of sign and discuss considerations on the use of sign language in schools. Note: This course may be used to help fulfill the New York certification requirement for a language other than English.

EDU 3004 - American Sign Language II (3)
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 and the Manhattanville College foreign language distribution requirement.

Prerequisite: EDU 3003.

EDU 3012 - Observing, Assessing and Understanding Child Development: Birth - Grade 2 (3)
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)
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)
This course is an introduction to the historical, philosophical, and cultural roots of early childhood education including traditional, current and innovative models for early childhood programs. Fieldwork is required.

EDU 3020 - Social Studies Curriculum and Methodology: Grades 5-12 (3)
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)
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.

EDU 3022 - Mathematics Curriculum and Methodology: Grades 5-12 (3)
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.

EDU 3023 - Science Curriculum and Methodology: Grades 5-12 (3)
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 & Methodology in Middle Childhood and Adolescence Education: General (3)**

Explore curriculum approaches, teaching and assessment strategies, classroom management, and other critical issues in teaching at the adolescent level. Become familiar with the ways in which middle and high schools function, both within their buildings and within their broader communities. Focus on the critical need to integrate methods of reading enrichment and remediation across the middle childhood curriculum.

Prerequisite: EDU 2000.

**EDU 3027 - Student Teaching & Seminar: Early Childhood Education (12)**

Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience at the early childhood level. Fulfill your requirements for New York State initial certification.

**EDU 3028 - Second Language Curriculum and Methodology (grades 5-12) (3)**

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.

Prerequisite: EDU 2000.

**EDU 3030 - Early Literacy (3)**

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. (Literacy Course)

**EDU 3032 - Student Teaching & Seminar: Childhood Education (12)**

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.

**EDU 3034 - Art Education Workshop: Early Childhood Through Adolescence (3)**

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 3039 - Student Teaching & Seminar: Early Childhood/Childhood Education (12)**

Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience at divided between working with youngsters from birth to grade 2 and from grades 1-6. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all methods courses, PSY 2001 and approval by the Office of Field Placement, Certification and Community Outreach.

**EDU 3040 - Theatre Education: Early Childhood/Elementary (3)**

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, EDU 2000.

**EDU 3041 - Theatre Education: Grades 7-12 (3)**

This course explores theories and methods of teaching drama in high school settings, including exploration of a range of possible dramatic experiences. Emphasis is placed on the design, teaching, and evaluation of classroom lessons that use drama effectively as well as classroom management structures that support successful teaching. Prerequisite: DTH 1000 Creative Process and EDU 2000 Fundamentals of Schools and Teaching

Prerequisite: DTH 1000, EDU 2000.
**EDU 3045 - Student Teaching Seminar: Theater Education (12)**

Develop your teaching skills in a full-time, twelve week, supervised student teaching experience. Fulfill your requirements for New York State Initial certification. Prerequisites: successful completion of all appropriate methods courses, and approval by the Office of Field Experiences and Student Teaching.

**EDU 3107 - Math Methods for Childhood Education (3)**

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.

**EDU 3108 - Childhood Science Education Methods (3)**

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 Methods (3)**

Focus on the integration of elementary school social studies and fine arts in an interdisciplinary teaching context.

Prerequisite: EDU 2000. Corequisite: EDU 3113.

**EDU 3113 - Childhood Art Methods (0)**

Focus on the integration of elementary school social studies and fine arts in an interdisciplinary teaching context. Use differential instruction to meet the needs of all learners. Demonstrate skills for applying relevant social studies education research in the classroom. Field experience required.

Prerequisite: EDU 2000. Corequisite: EDU 3112.

**EDU 3205 - Integrating Culture, Literacy and Literature in Second Language Instruction (3)**

Focus on developing methods for sensitizing and guiding students from awareness to appreciation of second language/culture. Prepare required lesson and unit plans for teaching culture, literacy and literature.

Prerequisite: EDU 2000.

**EDU 3237 - Problem Solving in Mathematics Methodology: Grades 5-12 (3)**

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.

Prerequisite: EDU 2000.

**EDU 3245 - Methods of Teaching Foreign Language in The Grades (3)**

Explore theory and methods of teaching foreign language and culture in childhood education programs. Focus on the development of language skills in a communicative setting. Identify topics and language uses which are relevant to various age groups and define the proficiency level appropriate for each group. Learn from special presentations by experienced teachers of exploratory, immersion and early middle school programs.

Prerequisite: EDU 2000.

**EDU 3273 - Teaching Literacy Skills in the Middle School Through Collaborative Study Of Social Identity (3)**

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. (Literacy Course)

Prerequisite: EDU 2000.
EDU 3278 - Literacy in the Content Areas (3)
Focus on the strategies needed to improve the listening, speaking, reading and writing skills of students within the full range of abilities, including those who are English language learners, at the middle childhood and adolescence levels in the areas of English, Social Studies, Mathematics and Science. Learn methods of teaching study skills, comprehension, vocabulary development, listening and organizational skills. Learn the skills and strategies required to read, evaluate and write text incorporating laboratory procedures, graphs, charts, tables and equations. Prerequisite: EDU 2000. Field experience required. (Literacy Course)
Prerequisite: EDU 2000.

EDU 3295 - Teaching Health Education, Physical Education, and the Family and Consumer Education (1)
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.
Corequisite: EDU 3295A.

EDU 3295A - Childhood Drug Ed Methods 1-6 (0)
This course will engage the learners in activities that focus on drugs that would be discussed at the elementary level. These include but are not limited to: Over-the-counter (OTC), tobacco, alcohol, as well as house hold products and prescription medicines. Various types of deterrent programs will be examined to determine effectiveness of commonly used school curricula. The variety of categories of drugs will be discussed in terms of the effect of the drug on the body and mind.
Corequisite: EDU 3295.

EDU 3316 - Beyond Teaching: Organizational and Management Strategies for the Beginning Art Teacher (3)
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.
Prerequisite: EDU 2000.

EDU 3339 - Teaching Geography in the Social Studies Classroom (1.5)
Must be taken in conjunction with EDU 3375. Learn methods for teaching key geographic concepts in the K-12 social studies curriculum. Explore ways to encourage students to use a variety of cognitive skills to demonstrate their understanding of the geography of the interdependent world in which we live local, national, and global including the distribution of people, places and environments over the Earth’s surface.
Prerequisite: EDU 2000. Corequisite: EDU 3375.

EDU 3359 - Problem-Based Learning Mathematics, Science and Technology (3)
In this course, we will explore the promises and challenges of Problem-Based Learning (PBL) as an instructional strategy in secondary science education. In doing so, we will pursue two lines of inquiry. The first line of inquiry involves immersing ourselves in the PBL process by working in collaborative teams to address real world problems regarding issues related to climate change, clean water, natural resource depletion, green building and in general, sustainability in Westchester County. In the second line of inquiry we will seek through reflection on personal experiences with and analyses of selected readings on PBL to better understand the value of Problem-Based Learning and ways in which it can be implemented in the secondary school context.
Prerequisite: EDU 2000.

EDU 3367 - Methods Teaching Literacy and Language Arts I (3)
Examine language acquisition and literacy development by native English speakers and students who are English language learners. Study instructional strategies, and the
theories upon which they are based, for developing listening, speaking, reading and writing skills among all students. Field experience required. (Literacy Course)

EDU 3369 - Methods Teaching Literacy and Language Arts II (3)
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. (Literacy Course)

Prerequisite: EDU 2000.

EDU 3370 - Aesthetic Literacy (3)
Focus on integrating reading, writing and the arts (including literary, visual and performing arts). Explore the theory and rationale behind this approach and develop a variety of instructional methods for classroom implementation.

Prerequisite: EDU 2000.

EDU 3375 - Teaching Economics in the Social Studies Classroom (1.5)
Must be taken in conjunction with EDU 3339. Develop strategies for teaching economics in the social studies classroom so that students will understand key macroeconomic and microeconomic concepts. Topics will include methods for teaching how the United States and other societies develop economic systems and associated institutions to allocate resources; how major decision-making units function in the U.S. and the other national economies; and how an economy solves the scarcity problem through market and non-market mechanisms.

Prerequisite: EDU 2000. Corequisite: EDU 3339.

EDU 3376 - Fundamentals of Middle Childhood Education (3)
Focus on the sociological and academic factors that have resulted in the creation of a new learning environment. Develop successful strategies for motivation, instruction, assessment and classroom management in a middle school environment. Learn how to create a success guidance structure and explore ways of facilitating collaboration and communication among students, teachers, staff and parents. Study alcohol, tobacco and other drug abuse prevention strategies, as well as fire and arson prevention.

Prerequisite: EDU 2000.

EDU 3380 - Curriculum, Management & Assessment In Childhood Education (3)
Examine ways for childhood educators to develop curricula, plan and implement instruction for students within the full range of abilities. Learn to use technology (including assistive technology), examine methods of assessing student learning and ways to use assessment data for planning and modifying instruction. Prerequisite: EDU 2000. Field experience required.

EDU 3384 - Student Teaching & Seminar: Middle Childhood/Adolescence Education (12)
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the middle childhood and adolescent levels. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all education courses, PSY 2002, and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 3387 - Student Teaching & Seminar: Music Education (12)
Full semester (15 weeks) of the guided teaching and learning of music in a classroom setting divided between an elementary placement (grades preschool through upper elementary) and a secondary placement (middle school or high school). Designed for both precertified music education majors (student teachers) and newly appointed musicians-educators (supervised teachers). One placement in an urban setting and the other in a suburban setting. Placements in general music, choral music, and instrumental music to fit the direction of the educator-in-training. Seminar discussion of philosophy, praxis (pedagogy and process), performance as process, the music class as performance, repertory, classroom management, ideology of the profession, and the student
teaching experience as a passage from the academy to the field. Sharing from the field of the teaching of activities followed by group critique singing games, dances, instrumental pieces and accompaniment, reading and writing lessons, etc. Curriculum development based on sequenced elements and units of study. Discussion of successes and problems of the field, including student behavior, achieving artistry through the classroom as a reflective practicum, etc. Reflection on national and New York State standards. Preparation and review of Manhattanville College School of Education student/supervised teacher log, lesson plans, rubrics, etc.

Prerequisite: MUE.3054/5054 and MUE.3057/5057 and all other undergraduate music education required course work. (Fall) (Spring)


EDU 3390 - Student Teaching & Seminar: Art Education (12)

Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the childhood and middle childhood/adolescent levels. Fulfill your requirements for New York State initial certification.

EDU 3452 - Strategies for Teaching Young Children And Guiding Their Behavior (3)

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)

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. Fieldwork and case study methods will be used for practical application of concepts and principles.

EDU 3613 - Teaching Writing & Thinking (3)

This course offers the opportunity to develop an understanding of current research and practice related to the teaching of writing at the middle and secondary levels. Special emphasis will be placed on writing processes as they pertain to personal, analytic, and creative writing. Other topics include constructed responses on various state assessments, writing workshop management, responding to student writing, writing center protocols, and consideration of sociocultural and gender perspectives. Students will engage in the development of writing assessments and participate both as writers and evaluators.

ENC - Academic Writing & Comp

ENC 2000 - Critical Research & Composition (3)

This course provides intensive instruction in elements of research, persuasion and advanced composition. The course covers analysis of primary and secondary sources, methods of citation, techniques for analysis and argumentation, and approaches to the construction bibliographic essay. Several sections of the course are offered as discipline-specific and several are offered as across the curriculum.

ENC 2080 - ARGUING FROM AUTHORITY (1)

In "Arguing from Authority" students will receive intensive instruction in composition of the bibliographic essay by working with the instructor in classroom and tutorial-style settings. A student must have an essay that they wish to improve, for this section will focus on approaches and techniques for transforming a shorter paper into a longer
essay that meets standards of college-level writing competency. Registration requires permission of the instructor, and the course is graded on a pass/fail basis only.

ENC 3006A - Writing Tutor Theory/Practice (3)
During the first semester, students will be introduced to the field of composition theory, with particular focus on approaches to working one-to-one with student writers. By sharing and critiquing their own writing with peers and engaging in role playing/mock tutoring sessions, students will learn the ways in which varied theoretical perspectives can be translated into practice.

Prerequisite: FYP 1003,FYP 1004.

ENC 3006B - Writing Center Internship (1)
During the second semester, students will gain hands-on experience by first shadowing peer tutors and reflecting on these observations, then tutoring one-to-one in the Writing Center. Students will be required to keep a log of their tutoring observations and sessions and attend monthly staff meetings to reflect upon their tutoring experiences and the relationship between theory and practice. Students will also be required to research and read a variety of theoretical texts, culminating in a final research project.

Prerequisite: ENC 3006A.

ENC 4010 - FIRST YEAR WRITING SEMINAR (3)
In this required course, first-year students explore writing strategies and develop critical reading skills by engaging in a variety of texts based around a theme linked to the liberal arts tradition. Students compose a variety of drafts to learn editing skills and to acquire a tone and style appropriate to the academic community. Exemptions are granted only to students who have completed the Advanced Placement English Language and Composition or the English Literature and Composition Exams with a 4 or 5.

ENE - Education

ENE 3005 - Literature for Adolescents (3)
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 adolescent 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)
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.

ENF - English

ENF 1001 - Introduction to Film Studies (4)
(Formerly called ENG.2083-INTRO TO FILM CRITICISM). This course introduces students to 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 from mainstream, art cinema, documentary, and avant-garde traditions to become better readers of cinema. Students will watch films that shed light on how cinema is produced, what
purposes it has served, how filmmakers have created cinema, and how it has been shared, read, and received as art, public discourse, and a vehicle for social analysis. This course is designed to develop students' fundamental college-level skills in critically analyzing and writing about cinema. (Fall) (Spring)

**ENF 2079 - Women's Film (4)**

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 ENF 2080: American Film. (Spring)

**ENF 2080 - American Film (4)**

This course begins with an examination of representative American film genres, such as the western, the gangster film, 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 ENF 2079: Women's Film. (Spring)

**ENF 2088 - History of Cinema I: The Beginnings to WW II (4)**

Topics cover the wide variety of films and contexts that developed cinema and continue to inspire imitations, interest and analysis: We cover pre-20th-century proto-history; the "cinema of attractions" and other early cinema; the development of narrative, features, movie stars and the classical Hollywood studios; French impressionism; Weimar expressionism; Scandinavian naturalism; Soviet montage; the changeover to sound; cartoons and other animated films; documentary and the avant-garde; censorship; French poetic realism; developments in Asia, Europe and Latin America; film in Hollywood and elsewhere during WWII. Taking Part 2 is not required. (Fall)

**ENF 2089 - History of Cinema II: WWII to Present (4)**

The course opens with film noir, Italian neorealism, the decline of the Hollywood studios, and new documentary and avant-garde approaches. Also considered: Art cinemas from Europe and Japan and movements from the French New Wave to Brazilian Cinema Novo and New German Cinema, plus African and Indian postcolonial cinemas. We examine Hollywood's revival and its increasing commercialism, China's Fifth Generation and beyond, various forms of independent practice and transnational film, and work from Australia, Cuba, the Middle East, Hong Kong, etc. Part 1 is helpful but not a prerequisite. This course meets the requirement for all majors to take one course in non-Western/post-colonial literature or film. (Spring)

**ENF 3075 - Film Theory (4)**

This course will examine the range of theory about film and other media through readings, discussions and viewings of selected films. The writings of earlier film theorists such as Munsterberg, Dulac, Eisenstein, Kracauer, and Bazin provide a base for the examination of more recent theories rooted in genre and authorship studies, semiotics, Marxism, psychoanalysis, feminism, cultural studies, audience and fan reception, and links to other media, including TV and video games. Prerequisite: ENF 1001: Introduction to Film Studies. Research paper. (Spring)

**ENF 3173 - Queer Film & Media Studies (4)**

This seminar explores "queer theory" as applied to one of its key texts, the mass media and particularly film. 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, avant-garde and new media. Coverage of AIDS receives attention, as do lesbian-feminist issues, the now-mainstream representations in TV, broadcast news and social media, plus New Queer Cinema, controversial artists in photography, and other U.S. and international expressions of queer politics, activism and culture. Research paper required. Prerequisite: One previous course in film studies, or CAM 1001 and instructor permission. (Every other year)
Prerequisite: CAM 1001.

**ENF 3998 - Senior Thesis Film Studies (3)**

This capstone course supports students' original research on a topic related to the literature or film seminar with which this course is corequisite. Both courses are led by the same instructor, who in this course acquaints thesis students with the elements and format of a senior-level research essay and guides thesis students in appropriate research techniques and the writing process.

**ENF 4010 - Major Film Directors (4)**

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. (Every other year)

**ENF 4020 - Topics in Film Genre (4)**

The basics of genre are considered through the prism of one genre studied in depth. Iconography, narrative, theme, ideology, audience and fan response, cultural relevancy, generic evolution and the 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 films, science fiction, Westerns, film noir, documentary, comedy, melodrama. Prerequisite: One previous film studies course. (Every other year)

**ENF 4030 - Global National Transnational Film & media (4)**

This course examines one or more cinemas in historical, cultural, aesthetic, political and comparative contexts. Key filmmakers and styles receive attention, and concepts of identity, the nation, the transnational and the global diaspora are considered. Possibilities for any one installment of the course include Indian, Scandinavian/Nordic, German, French, International Jewish, Pan-African, British/Irish, Mexican or other Latin American, Soviet/Russian, Italian film. Research paper required. Depending upon the region(s) studied, this course might meet the department's requirement for one course on non-Western/post-colonial literature or film. (Every other year)

**ENG - English**

**ENG 1012 - Introduction to Medieval and Renaissance English Literature (4)**

This course is designed with two goals: to introduce students to the college-level study of literature and to expose students to major works from the medieval and Renaissance periods. The course thus combines instruction in close reading and writing with the careful and sustained study of medieval and Renaissance works. Rather than covering a whole range of authors, we will focus intensely on a small number of writers who composed sonnets and narrative poetry, including Dante, Petrarch, Sir Philip Sidney, Shakespeare, and John Milton. Through the study of these medieval and Renaissance greats, students will acquire the critical analysis and writing skills that are foundational to the study of English. The course culminates in the writing and revision of an argumentative, analytical essay. (Fall) (Spring)

**ENG 1014 - Introduction to Victorian and Modern British Literature (4)**

This course introduces students to major authors and the dominant genres of British literature in the Victorian (1830-1902) and modern (1902-1945) periods. Students will read literary works that shed light on what literature was understood to be in these two periods, what purposes it was believed to serve, who wrote it, how it was shared and read, and how it was received. Authors will include the novelists Bronte, Dickens, and Woolf, and the poets Tennyson, Browning, Arnold, Rossetti, Hardy, Auden, Eliot, and Yeats. This course is designed to develop students' fundamental college-level skills in critically analyzing and writing about literature, culminating in the writing and revision of an argumentative, analytical essay.
ENG 1015 - Introduction to Shakespeare (4)
This course introduces students to major plays of Shakespeare and his significance as an author, including how his plays were performed, published, read, and received. The spring play presented by the Dance and Theatre Department will be one of the texts for this course. This course is designed to develop students' fundamental college-level skills in critically analyzing and writing about literature, culminating in the writing and revision of an argumentative, analytical essay.

ENG 1016 - Introduction to American Literature (4)
This course introduces students to reading carefully and writing persuasively about works of American literature. This is not a survey course but rather an intensive introduction to the art of close reading—primarily short fiction, plays, and poems from the 20th century. The reading and writing exercises for this course are organized around issues of form (point of view, tone, diction, narrative sequence) and theme (memory, youth, beauty, sexuality, racial and ethnic identity) and cover authors such as Poe, Whitman, Dickinson, Fitzgerald, Hemingway, Frost, Hughes, Baldwin, Morrison, Roth, Diaz, and Lahiri. Rather than impart knowledge of specific periods of American literary history, this course aims to cultivate in students successful habits and effective practices in literary analysis through weekly writing exercises and several written essays.

ENG 1017 - Introduction to Postcolonial Literature (4)
This course introduces students to major authors and the dominant genres of Postcolonial literature (1950-Present). Students will read literary works that shed light on what literature was understood to be in this period, what purposes it was believed to serve, who wrote it, how it was shared and read, and how it was received. Authors will include Chinua Achebe, Salman Rushdie, Emmanuel Dongala, Etel Adan, Aimee Cesaire, and Bapsi Sidhwa. This course is designed to develop students' fundamental college-level skills in critically analyzing and writing about literature, culminating in the writing and revision of an argumentative, analytical essay.

ENG 1018 - Introduction to Neoclassical and Romantic British Literature (4)
This course introduces students to major authors and the dominant genres of British literature in the Neoclassical (ca. 1660 - 1785) and Romantic (ca. 1785 - 1835) periods. Students will read literary works that shed light on what literature was understood to be in these two periods, what purposes it was believed to serve, who wrote it, how it was shared and read, and how it was received. Authors may include the novelists and prose fiction writers Defoe, Swift, Johnson, and Mary Shelley, the dramatist John Gay, and the poets Pope, Wordsworth, Coleridge, Shelley, and Keats. Attention will also be paid to visual artists Hogarth and Turner. This course is designed to develop students' fundamental college-level skills in critically analyzing and writing about literature, culminating in the writing and revision of an argumentative, analytical essay.

ENG 1020 - Introduction to Classical Mythology (3)
This is an introduction to the gods, myths and heroes of the Greeks and Romans. Readings from Greek and Roman literature (Hesiod, Homer, Homeric Hymns, and Ovid) and images from ancient and modern art provide the background for class discussion.

ENG 2004 - Exploring Fantasy Worlds (3)
Fantasy fiction offers not only the pleasure of escape, but also new perspectives that help us make sense of complicated worlds, internal and external. Sharing the heroes' adventures enables us to discover how we could, should, and would act in situations that threaten our values, our lives, and our communities. Through the works of Tolkien, Rowling, Le Guin, and others, we will examine the power of word magic to create complex and compelling worlds that challenge our imagination, thought, self-knowledge, and compassion. NOTE: This counts as a genre course.

ENG 2007 - Masters of the Short Story (3)
This course covers a wide range of culturally diverse short fiction. Emphasized are interpersonal relations, narrative voice, imagery, symbolism, and other aspects of short story telling. Included are Raymond Carver, Anton Chekhov, Ralph Ellison, Louise Erdrich, Gail Godwin, Zora
Neale Hurston, Bernard Malamud, Gabriel Garcia Marquez, Alice Munro, Flannery O'Connor, Leslie Silko, Richard Wright and others. Goals are improved critical reading, writing and speaking. Required: open class discussions, organized critical presentations, regular writing assignments. NOTE: this counts as a genre course.

ENG 2011 - English I: Medieval Literature (3)

English I studies a selection of masterpieces from the Dark and Middle Ages: Beowulf, Sir Gawain and the Green Knight, Le Morte D'Arthur, Piers Plowman, The Canterbury Tales, and early English drama. Through these works we observe how individuals learn to live with God, their neighbors, and themselves as well as how women and the lower classes gain new importance. Though many works will be read in translation, during the course the student will learn to read Middle English.

ENG 2020 - English II: Renaissance Literature (3)

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.

Prerequisite: ENG 1009.

ENG 2021 - Shakespearean Page and Stage (3)

Looking at early-modern play texts and performance techniques, this course examines the literary and theatrical conditions of Shakespeare's theater. Students will learn about how Shakespeare's theater was organized; how Shakespeare's plays were printed; and how the early-modern stage operated. We will begin by examining early-modern editions of Hamlet. In the second half of the course, students will think about how plays were mounted on the early-modern stage and how Shakespeare understood the art of performance. This course is designed to develop students' intermediate-level skills in critically analyzing and writing about literature both comparatively and in context, while also reinforcing students' fundamental skills in analytical reading and writing. (Spring)

ENG 2022 - Shakespeare's Outsiders (3)

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. Note: This counts as a major author course. Prerequisite: ENG 1009: Approaches to Literature. (Spring)

ENG 2023A - English III, Pt. 1: Neoclassical Lit. (2)

This course is divided into two parts, A and B, each of which runs for one-half semester and carries a value of two (2) credits. The course as a whole will examine the transition that took place in literature from the Neoclassical period of the early- and mid-18th-century to the Romanticism that emerged in the late-18th and early-19th-centuries. Emphasis will be placed on comparing and contrasting these two different approaches to literature and art. Authors studied in part A will include Defoe, Swift, Gay, Pope, Goldsmith, Johnson, and Sheridan, among others. Part B will cover Blake, Wordsworth, Coleridge, Byron, the Shelleys, and Keats, among others. Students may register for either a full semester or half a semester, but must ultimately take both parts in order to count as a core course or an elective for the English major or minor.

Corequisite: ENG 2023B.

ENG 2023B - English III, Part 2: Romantic Lit. (2)

This course is divided into two parts, A and B, each of which runs for one-half semester and carries a value of two (2) credits. The course as a whole will examine the transition that took place in literature from the Neoclassical period of the early- and mid-18th-century to the Romanticism that emerged in the late-18th and early-19th-centuries. Emphasis will be placed on comparing and contrasting these two different approaches to literature and art. Authors studied in part A will include Defoe,
Swift, Gay, Pope, Goldsmith, Johnson, and Sheridan, among others. Part B will cover Blake, Wordsworth, Coleridge, Byron, the Shelles, and Keats, among others. Students may register for either a full semester or half a semester, but must ultimately take both parts in order to count as a core course or an elective for the English major or minor.

Corequisite: ENG 2023A.

ENG 2024 - 20TH CENTURY POETRY (3)

This course is designed to introduce students to some of the most stylistically inventive and cognitively ambitious English-language poets of the 20th century, with a primary focus on poets writing from 1900 to 1960. We will discuss some of the common themes and strategies taken up by a wide range poets while also seeking to understand the fractious internal controversies-both formal and ideological-in which these figures participated. In other words, we will strive to understand how these poets jointly saw themselves as breaking with the poetry of the 19th century while often coming to violent disagreements amongst themselves about what qualities defined a "modern" poet or poem. Attention to poetic form and theories of poetics will be emphasized throughout, in an effort to familiarize students with major 20th century poetic techniques-irony, impersonality, personae, disjointed syntax, ellipsis, allusion-and intellectual and artistic movements- symbolism, imagism, objectivism, regionalism, precisionism, Cubism-important to this century. This course is organized as a thematic rather than a chronological survey. As such, we will attend to common stylistic and intellectual preoccupations that cut across national borders, historical generations, and poetic schools. Some poets may appear more than once within the following thematic units: "Sincerity and Artifice" (Eliot, Plath, Ashbery, O'Hara, Hughes, Brooks), "Description and Analysis" (Williams, Moore, Bishop, Hass, Graham), "The Power and Limits of Imagination" (Yeats, Stevens, Auden, Rich), "Work and Play" (Yeats, Frost, Williams, O'Hara, Ashbery).

ENG 2035 - Victorian Literature (3)

This course offers an introduction to key authors, 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.

ENG 2036 - English V: The Modern Age (3)

This course is an introductory survey of British and postcolonial literature since 1900, covering some of the important novelists, poets, and dramatists of the past hundred-plus years, with an emphasis on the first half of the century. We will approach this period by way of several thematic units in order to explore a number of interrelated questions: the impact of World War One on the national psyche and on literary form; the unique emergence of Ireland as a hotbed of artistic and political rebellion; the relationship of new ideas of sexuality to modernist fiction; the mid-century response to modernist poetry; the dismantling of Britain as a colonial power and the resistance to standard English through local dialects; the use of experimental dramatic structures as a clue to the self-reflexive mindset of the 20th century. Throughout this course, we will seek to understand literature as a medium that articulates particular national, aesthetic, and sexual ideologies while often providing the resources from which these discourses can be challenged or reformed. Readings will be selected from among the following authors: Sassoon, Owen, Pound, Eliot, Ford, Yeats, Friel, Joyce, Auden, Larkin, Lawrence, Forster, Lessing, Woolf, Conrad, Orwell, McKay, Braithwaite, Gordimer, Rhys, Naipaul, Beckett, Stoppard, Rushdie, Hornby. *Note: ENG 1009 is a pre-requisite for admission into this course.

Prerequisite: ENG 1009.

ENG 2047 - THE JAZZ AGE (3)

The Jazz Age will examine a period in American social and intellectual history that produced some of the grandest names in literary folklore (Earnest Hemingway, F.Scott Fitzgerald, Gertrude Stein) and a timeless catalog of great literature. The battlefields of World War I, 1920's Paris and New York, the beaches of Key West and the French
Riviera, and the breadlines of the Great Depression are just a sample of the settings out of which emerged a feverish moment in American literature.

**ENG 2050 - Early American Literature (3)**

The course examines American writers from the colonial period to the Civil War, including Bradstreet, Taylor, Edwards, Franklin, Irving, Emerson, Poe, Douglass, Hawthorne, Melville and Whitman. These writers helped to define the American identity by exploring conflicts and contradictions that still shape our American experience: the conflicts between spirituality and materialism, individualism and community, idealism and pragmatism, economic opportunity and economic exploitation, romanticism and realism.

**ENG 2051 - American Realism (3)**

This course will focus on literature from the Civil War to the Great War, roughly the 1860s to the 1920s, a volatile time in American social and literary history. We will make broad reference to the influence of new technologies (factories, trains, the telegraph, electric lights), the growth of urbanization, changing gender roles and attitudes toward sexuality, the increasingly unequal distribution of wealth, and representations of slavery, race, and ethnicity. Against the background of these shifts in political and cultural history, we will focus on stylistic innovations such as the invention of free verse and the deployment of vernacular modes of American speech, the use of impressionistic, unreliable, or repetitive narration, as well as the impact of literary movements like sentimentalism, realism, naturalism, and modernism. Reading list will likely include many of the following authors: Twain, Howells, London, Chesnutt, Crane, Wharton, Dreiser, Whitman, Dickinson, Chopin, Gilman, James, Stein, Frost, Anderson, Hemingway.

**ENG 2052 - American Modernism (3)**

This course explores a diverse range of American literature written between 1900-1950. We will consider what is "modern" or "modernist" about the form and content of these works and situate them in relation to historical developments and events of the period, such as the rise of mass produced consumer goods, new media formats like film and radio, flappers and the "new woman," the New Negro movement, and the Great Depression. Our syllabus will be selected from diverse authors of the period - e.g., Anderson, Stein, Frost, Cather, Fitzgerald, Hemingway, Hammett, Loos, Parker, Hughes, Faulkner, Hurston, Steinbeck, Ellison. The course re-enforces close reading skills and encourages students to construct narratives about the shared assumptions and conflicts of this vital period in American literary history. (Fall)

**ENG 2057 - Reading Shakespeare (3)**

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.

**ENG 2058 - International Literature I (3)**

This course is designed to familiarize students with great works of the western European tradition of world literature from classical times through the eighteenth century. Readings include works by Homer, Aeschylus, Sophocles, Dante, Cervantes, Machiavelli, Moliere.

**ENG 2065 - Women’s Writing (3)**

This course offers an introduction to women’s writing from ancient times until the present, with a concentration on the 19th-21st centuries. Through 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.

**ENG 2071 - Laughter: Definitions of Comedy (3)**

This course will examine comedy in its various forms from classical times to the present, including its appearance in drama, fiction, and film. Class meetings will be organized.
around lectures, reports, and discussion. Short papers written during the semester will culminate in a research paper at the end.

**ENG 2072 - International Literature II (3)**

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.

Prerequisite: ENG 1009.

**ENG 2075 - Modern Asian Literature (3)**

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

Prerequisite: Completion of one 1000 level English course.

**ENG 2076 - American Literature After 1945 (3)**

This course explores some of the common intellectual preoccupations, historical experiences, and stylistic tendencies among Americans writing after 1945. Unit One investigates variety of responses to World War II. We begin with several figures (Salinger, Roth, Malamud, Vonnegut) to explore war's impact on ethnic solidarity, love, death, and the nature of time. Then we turn to members of a growing counterculture, "Beats" and feminists (Kerouac, Ginsberg, Plath), who resist disciplines of conformity during the era of the Cold War. Unit Two focuses on the relationship of literary language to historical memory and physical violence in three profoundly beautiful and disturbing works by Nabokov, Morrison, and McCarthy. Unit Three considers the fate of the post-nuclear family in an America that has become fully immersed in irony and mass media and lacks a secure foundation in supernatural belief (Robinson, Delillo, Saunders, and Eisenberg). The course re-enforces close reading skills and encourages students to construct narratives about the shared assumptions and conflicts of this vital period in American literary history.

**ENG 2077 - Cultures and Contexts: Literature Of the Caribbean (3)**

This course will provide students with a critical overview of some of the central themes and issues that have appeared in the works of a variety of Caribbean writers. The main areas of inquiry will include the notions of exile, the importance of language, the articulation of identity in post-colonial societies and the issues of race, gender, culture, and ethnicity. We will also look at some of the socio-political developments that have impacted the region. Writers include Earl Lovelace, Louise Bennett, Orlando Paterson, V.S. Naipaul, George Lamming.

**ENG 2080 - American Film (4)**

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.

**ENG 2083 - Intro to Film Criticism (4)**

This course is an introduction to principles important to a critical appreciation of film. Students will view a representative variety of American and foreign films with an eye to the aesthetic and technical choices made by directors in their attempts to create coherent works of art. The course will trace the development of film as an art form and as a vehicle for social subject analysis throughout the twentieth century.
ENG 2086 - Children's Literature (3)

In "My Heart Leaps Up," William Wordsworth famously contended that, contrary to what biology may tell us, "the Child is the father of Man," insofar as it is the formative experiences of our youth that ultimately shape our identities and how we see the world. This course takes Wordsworth's claim as the starting-point for a rigorous investigation of literature written primarily for children and young adults from the late-sixteenth century through the present. Examining a variety of genres, including fairytales, folktales, and fables, nonsense poetry, didactic literature, adventure stories, picture books, historical fiction, and fantasy novels, we will consider the various ways in which these texts represent childhood and how these representations are informed by various historical, cultural, and psychological contexts. (Spring)

ENG 2087 - The English Novel (3)

This course examines the literary tradition of the English novel, which took shape in the 18th century, entered a golden age in the 19th century, and has continued to evolve in the modern and contemporary periods. Students will read major novels that demonstrate the evolution of the genre in England and will consider those works in historical and social context as well as in light of influential theories of the novel. Novelist will include Fielding, Richardson, Austen, Brontë, Eliot, Forster, Woolf, and McEwan; theorists will include Forster, Watt, McKeon, and Smiley. This course is designed to develop students' intermediate-level skills in critically analyzing and writing about literature both comparatively and in context, while also reinforcing students' fundamental skills in analytical reading and writing. Key assignments will include a comparative essay about two memoirs and a contextual essay that applies relevant theory and knowledge of history and tradition to the original analysis of a contemporary memoir.

ENG 2091 - Contemporary Women's Memoirs (3)

This course examines 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-twentieth- and early-twenty-first-century literature in English by women. Students will examine the relationship between memoir and the genre of the novel, as well as (in the case of graphic-format memoirs) between text and image. Memoirists will include Alison Bechdel, Alexandra Fuller, Lucy Grealy, Ann Patchett, Marjane Satrapi, and Lauren Slater; theorists will include G. Thomas Couser, Carolyn Heilbrun, and Ben Yagoda. This course is designed to develop students' intermediate-level skills in critically analyzing and writing about literature both comparatively and in context, while also reinforcing students' fundamental skills in analytical reading and writing. Key assignments will include a comparative essay about two memoirs and a contextual essay that applies relevant theory and knowledge of history and tradition to the original analysis of a contemporary memoir.

ENG 2092 - POSTMODERNISM AND FEMINISM 20th Century (3)

For many, the term postmodernism refers to a historical period that stretches from the 1960s to the present, marked by developments such as the Cold War, rise in technology and the growth of the suburbs as a cultural force. The purpose of this study is to look at the impact of this movement as it shaped the literary productions of the twentieth century. Literature does not exist in a vacuum?it exists within its socio-economic, historical, political, and religious times frames. It often draws from the changes that society experiences?from cartographic realignments of societies, from revolutions and most notably, recent wars. We will examine some of the themes and techniques of post-modernism: inter-textuality, hyper-textuality, pastiche, metafiction, fabulation, magical realism, techno-culture, etc. Writers include Rushdie, Murakami, Orhan Pamuk, Gloria Anzaldua -- and publications such as McSweeney's, The Believer, and the fiction pages of The New Yorker.

ENG 2097 - Victorian Tourists in Rome (3)

This course for the Duchesne Alliance summer program addresses this year's theme Civilization-by focusing on what in nineteenth-century British and American culture was considered one of the most "civilizing" experiences that an individual could have: an extended trip to Rome. Over the course of the three-week program, this class will introduce students to a variety of nineteenth-century British and American works of literature set in and around
Rome as well as travel guides and other types of touristic publications aimed at Victorian travelers exploring the environs of the Eternal City. The course's focus on scenes of intercultural encounter-of nineteenth-century British and American tourists exploring the sites, citizenry, art and artifacts, and customs of the "Old World"-will provide the students with myriad opportunities to interrogate and think critically about their own experiences in Rome, as they visit many of the same sites described in the literature they will be reading in the course. The trip will include texts (fiction, poetry, non-fiction, and film) and walking tours of specific neighborhoods in Rome, visits to museums, churches, and other sites of historical significance, and a day-trip to Pompeii. The course will be taught in English.

ENG 2098 - Renaissance Poetry (3)

This course is designed to introduce students to the specialized study of Renaissance poetry, focusing specifically on how the Renaissance used poetry to think through questions about free will. Calvinism and the English Church adopted the principle of predestination, the idea that God chose who was saved and who was damned when he created the universe. This idea led to intense cultural anxiety over the existence of free will and the value of self-reliance and self-cultivation. This course will examine how the Renaissance used the literary language that it inherited from Rome, a culture that valued self-reliance, to think through questions about the relationship of the self to God. In addition to reading Renaissance poetry, students will become familiar with Protestant philosophy. We will read the work of Martin Luther, Erasmus, Edmund Spenser, John Donne, and John Milton. The course culminates with a sustained study of Milton's Paradise Lost. Students will learn how to analyze rhetorical and poetic devices, how to use the religious and philosophical cultural context to historically situate poetry, and how to write an effective analytical paper about poetry, in general, and early modern poetry, in particular.

ENG 3015 - Fitzgerald and Hemingway (3)

This course considers some of the major works of F. Scott Fitzgerald and Ernest Hemingway. Working chronologically, we will gain a sense of the contours of each author's literary career; discern characteristic patterns and themes within and among each author; and get a feel for the historical circumstances in which both men wrote. Some of our leading questions will be: to what extent did Fitzgerald and Hemingway share an approach to writing and/or life? In what ways were their fictions driven by commercial instincts and the desire for artistic prestige? How does each author articulate specific ideas of masculinity and femininity, and touch on issues of hetero-, homo-, and bi-sexuality? How might we compare their views of America and Europe, or the American past versus the present? How did each author manage to invent a new way of writing that continues to inspire admiration, imitation, and sometimes mockery? Throughout the course, students will practice writing critically about multiple prose genres (stories, novels, essays, memoirs, letters, scholarly criticism). The course will culminate in a research essay.

ENG 3020 - Jane Austen & Popular Culture (3)

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.

ENG 3026 - Shakespeare on Film (4)

Through films or videotapes of Shakespeare's plays, we will explore how productions illuminate, enhance, or distort the script and how the change of medium makes different effects possible or even necessary. This course will examine interpretations of the text as well as foster awareness of dramatic and film technique. Previous study of Shakespeare is very helpful. This course may be used as an elective for the Film Studies Concentration. The course will culminate in a research paper. Prerequisite: completion of one 1000-level English course and one 2000-level English course or permission of instructor. (Fall)
ENG 3041 - Modern Love Poetry (3)

Twentieth-century and contemporary treatments of intimacy in poems from various traditions in English and in translation from other languages. Emphasis is on tenderness, erotic attraction, courtship, "falling in love", addiction, martyrdom, obsession, compulsion, fantasy, loving the self, living with loss and living together. Discussion of problems in communication, education, censorship. In-class readings required. Some strong language. NOTE: this counts as a genre course.

ENG 3050 - American Poetry (3)

This course studies American poetry through the lens of a particular theme. In previous years, we've explored subjects such as: modernism vs. postmodernism, Whitman and his 20th c. heirs, and the relation of poetic form (the sonnet, iambic pentameter, ballad stanzas) to ideas of power, religion, and gender (Frost, Stevens, Bishop, Plath). Students in this course get a chance to practice their close reading skills on difficult works of poetry, and gain the historical background necessary to appreciate many varieties of twentieth-century verse; creative writers will encounter powerful literary models that expand one's sense of what poetry can be and do. The course will culminate in a research paper. Prerequisite: completion of one 1000-level English course and one 2000-level English course or permission of instructor. (Fall)

ENG 3057 - Hawthorne, Melville, Poe (3)

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.

ENG 3065 - Visions of Hell (3)

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.

ENG 3071 - Laughter: Definitions of Comedy (3)

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. The course will culminate in a research paper. Prerequisite: completion of one 1000-level English course and one 2000-level English course or permission of instructor. (Spring)

ENG 3083 - Literary Theory & Criticism (3)

This class will introduce the students to a body of ideas and methods that will offer a different understanding of literature. Literary theory allows us to look at the relationship between author and work and question the role of the author; it also allows us to look at the significance of race, class, and gender from the political, social, cultural and socio-economic framework. Literary theory offers us a multiplicity of approaches to a single text. These competing systems of inquiry often lead disagreements but as Gerald Graff argues in "Beyond Culture Wars," these disagreements are healthy and they make us better readers. The students will be required to be active participants in the discussions. The course will culminate in a research paper. (Fall) (Spring)

ENG 3085 - IMAGES OF THE CITY IN U.S. LITERATURE (3)

A study of the images of the city in representative fiction and poetry of the United States. The course will pursue a variety of imagined cities in our literary history from the construction of the city as an arena of decadence and failed expectation to the imagination of the city as an icon of progress and beacon of the future. Authors to be considered will include Cather, Dreiser, Ellison, Fitzgerald, Pynchon, Henry Roth, and Nathanael West.
ENG 3093 - Love and Heroism in the English Renaissance (3)

When 21st century Americans imagine Renaissance heroism, we often picture a knight in shining armor and a damsel in distress. What we often overlook, however, is that there was significant tension in the English Renaissance between concepts of love and heroism, which were thought of as separate, overlapping, and often competing value systems. In this course, we will examine how Renaissance writers used literature about love and heroism to think about what it meant to be a "good man," an important philosophical question as England solidified its transition from Catholicism to Protestantism.

ENG 3107 - Writing Africa: Colonial/Post-Colonial Discourse and African Literature (3)

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

ENG 3108 - Victorian Novels of Vocation (3)

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. We 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.

ENG 3111 - NOBEL LITERATURE IN THE 20TH CENTURY (3)

In the middle decades of the 20th century, the Swedish Academy awarded Nobel Prizes to a score of authors whose works "paved the way for developments that provided world literature with new possibilities in outlook and language" (Kjell Espmart). This seminar will consider the works of these "pioneers." Among them are Gabriela Mistral, T. S. Eliot, William Faulkner, Francois Mauriac, Ernest Hemingway, Albert Camus, Boris Pasternak, George Sefaris, and Samuel Beckett. Even a brief list of the titles articulating the contribution of this international literary avant-garde conveys its richness: "A Farewell to Arms", "The Wasteland", "Waiting for Godot", "Doctor Zhivago", "Intruder in the Dust", "The Plague", and "The Flies".

ENG 3114 - Victorian Material Culture (3)

"Victorians" are often regarded as having been "stuffy," and Victorian homes are often thought of as overstuffed. What are the connections between these two forms of Victorian stuffiness? What motivations gave rise to collecting art, arranging objects in the home, decorating spaces and bodies, and crafting rules for proper behavior? This course explores these questions, by investigating how Victorian authors across a variety of genres represented the palpable pressures of modernization, materialism, secularization, consumerism, and high and mass culture.

ENG 3115 - Contemporary Memoirs (3)

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 twentieth and early twenty-first 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.
ENG 3117 - Reading and Writing Literature In the Digital Age (3)

This course investigates what it means to read and write literature in a moment of history that is dominated by forms of aesthetic experience that mix the verbal, visual, and aural (TV, film, internet, comics, apps). We will study how recent authors have responded to the dynamic social effects of digital media, including new ways of reading, forms of attention, collaborative modes of creativity, styles of social interaction, and methods of gathering information. These themes will be pursued across a range of literary fiction, graphic novels, essays, and works of scholarship in the digital humanities. The course will culminate in a research paper. Prerequisite: completion of one 2000-level course in English or permission of instructor.

ENG 3118 - Major Modern Authors (3)

This course leads advanced students of literature in an intensive analysis of a small number of influential modern writers. It also prepares students to pursue independent critical research in the form of a lengthy term paper. For the Fall 2012 semester, we will explore the major novels and short story collections of F. Scott Fitzgerald and Ernest Hemingway, as well as their letters, essays, and memoirs, in order to undertake an in-depth look at two iconic American prose stylists. In addition to assessing their individual careers, we will consider the relevance of critical labels such as modernism, expatriates, The Jazz Age, and The Lost Generation. Pre-requisite: at least one 2000-level course in English, preferably one or more of the following: The English Novel, American Modernism, or American Literature after 1945. Students who lack this preparation should email the professor to discuss their interest in the course and to discuss its applicability to their course of study.

ENG 3119 - Monstrous Women (3)

The goal of this class is to introduce students to the specialized study of gender in the English Renaissance, focusing specifically on how imaginative texts contributed to the cultural dialogue about women. For early-moderns, monstrosity could both point to the wondrous variety of God’s natural world and simultaneously indicate an unnatural superabundance or dearth. According to Galenic biology and Renaissance Christianity, women were physically and morally inferior to men, meaning that on some level women were always monstrous. Using this category as a lens through which we examine images of chastity, licentiousness, witchcraft, madness, cross-dressing, and fantastical female creatures, we will think about how gender was a site of Renaissance debates about what constituted the human. Students will obtain a firm grounding in the historical circumstances of Renaissance life, thought, and literature in addition to learning how to use feminist theory to identify and analyze the strategies used to construct (or deconstruct) narratives about gender. Lastly, in this course, students will learn how to conduct primary research on texts from the Renaissance. The course will culminate in a 15- to 20-page research paper in which students combine their knowledge of theory and literary analysis with historical research.

ENG 3126 - Sylvia Plath in Context (3)

This course focuses on the life and work of Sylvia Plath. We will seek to understand what social forces and personal preoccupations led Plath to compose such beautiful and haunting poetry, and how she came to occupy such an iconic place in American literary and cultural history. This course will introduce students to different aspects of Plath’s literary output (manuscript vs published poems, letters, diary entries, sound recordings, a novel) as well as selected works of poetry by her peers (Lowell, Sexton, Bishop), and fellow poet and husband (Ted Hughes). We will also survey some of the most provocative pieces of critical commentary that her work has generated since her death in 1963. The course will culminate in a research paper. Prerequisite: completion of one 1000-level English course and one 2000-level English course or permission of instructor. (Fall)

ENG 3998 - Senior Thesis Literature (3)

A substantial research essay of approximately 25 pages with appropriate documentation. This course is required of all senior English majors. Prerequisite: Completion of ENG 3083 or ENF 3075 and one additional 3000-level ENG course. (Fall) (Spring)
ENW - English

ENW 1013 - Approaches to Creative Writing (3)

In this introductory class, students study and practice several forms: fiction, poetry, non-fiction and dramatic. The class looks closely at diction, structure, voice, character, narrative tension and point of view. Students read, study and critique published and peer work, with later classes introducing the workshop method.

ENW 2016 - Narrative Studies (3)

Students continue the work begun in Approaches to Creative Writing, a prerequisite, looking more closely at voice, diction, point of view, character and character action, and paying particular attention to structure and form in getting at what defines and creates compelling narrative.

Prerequisite: ENW 1013.

ENW 2040 - Writing for the Media (3)

An exploration of writing as craft, with examples from media, from prose and graphic novels to film and television. Emphasis will be placed on writer's choices and the interrelationship between form and content.

ENW 3007 - Narrative Writing (3)

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)

Prerequisite: ENW 2030.

ENW 3013 - Expository Writing & Literature (3)

The course focus is two fold: first is the goal of acquiring harp reading comprehension skills through the reading and discussion of some the best modern essays ranging from authors such as Virginia Woolf, George Orwell, and Robert Frost to the more modern essayists such as Brent Staples, Jamaica Kincaid and E.D. Hirsch, Jr.; second is the goal of learning to write clear, logical, smooth, interesting essays free of mechanical errors. Major emphasis is placed on writing and revising.

ENW 3244 - Playwriting (3)

Working with students' writing and exemplary American and European plays, this course will explore the basic principles and practices of playwriting - play and scene structure, character-ization, language, tonal and thematic concerns.

ENW 3998 - Senior Writing Portfolio (3)

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. The finished manuscript will demonstrate the student’s mastery of language and form, therefore students should include work in only one or two genre.

ENW 4003 - Screenwriting Workshop I (3)

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)

Prerequisite: ENW 1013.

ENW 4004 - Screenwriting Workshop II (3)

Students continue their work begun in ENW 4003. Students 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.

**ENW 4009 - Poetry Workshop (3)**

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.

**ENW 4010 - ADVANCED POETRY WKSHP (3)**

Advanced Poetry Workshop will develop and expand skills learned in ENW 1013 (Approaches to Creative Writing) and ENW 4009 (Poetry Workshop). The class is tailored to students seeking to more deeply explore the various modes and genres of contemporary poetic practice including lyric poetry, Black Arts/Nuyorican poetry, documentary poetry, conceptual poetry, and interdisciplinary practices in collaboration with other arts (performance, visual arts, media arts, etc.). Students in this class will produce a final chapbook of their writings including both poetry workshoped in class and new poems that build into a cohesive small collection of their creative works.

Prerequisite: ENW 4009.

**ENW 4011 - Journalism I (3)**

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.

**ENW 4012 - Journalism II (3)**

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.

Prerequisite: ENW 4011.

**ENW 4020 - Fiction Workshop (3)**

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: ENW 4011.

**ENW 4030 - Advanced Fiction Workshop (3)**

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: ENW 4020: Fiction Workshop, with minimum grade of B.

Prerequisite: ENW 4020.

**ENW 4200 - Summer Writers' Workshop (3)**

Manhattanville's Writers Week program offers the opportunity to spend an intensive week of writing and working closely with some of the country’s finest writers and teachers of writing. Participants at all stages of development, novice to experienced, sign up for one of five workshops that meet all morning. Participants also have private conferences with their workshop leaders.

**FIN - Economics, Finance & Mgmt**

**FIN 2002 - Principles of Finance (3)**

Principles of Finance is an introductory course in finance; it assumes no previous study of finance. The course aims to provide students with the tools that they will need to proceed to more advanced study of finance. These tools include: an understanding of the time value of money, the ability to calculate present and future values in a variety
of financial contexts, an understanding of how to measure financial risk, an understanding of the tradeoff between risk and return, the ability to interpret financial statements, and knowledge of the functions of financial institutions including commercial banks, investment banks, brokerages, and central banks. The course will also introduce Microsoft Excel as a tool for financial calculations and decision making.

**FIN 2003 - Investment Analysis (3)**
This course describes the setting of investment decisions and the fundamental principles guiding them. Emphasis is on securities markets and investment strategies.

**FIN 2004 - Derivative Securities (3)**
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.

**FIN 2016 - Financial Markets (3)**
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. Prerequisite: Principles of Economics I and II and Money Banking.

Prerequisite: FIN 2002.

**FIN 2026 - Advanced Financial Functions of MS Office (3)**
The course will revisit the decision making theories of economics and finance and cover a number of related applications from the quantitative perspective. It will teach students how to implement financial analysis using Microsoft Excel and Access. The goal of the course is to enhance students' understanding of the principles of Economics and Finance by applying them to real world problems. The course will cover the valuation process along with data-base management, data analysis, regression analysis, and the like. Prerequisites: MGT 1007 and ECO 2018.

Prerequisite: MGT 1007, ECO 2018.

**FIN 3003 - Investment Analysis (3)**
This course provides an advanced treatment of investment valuation and decision making. Building on Corporation Finance, this course further develops valuation models for stocks and bonds, discusses strategies for building and evaluating investment portfolios, and introduces students to the analysis of derivative securities including futures and options.

**FIN 3010 - Corporation Finance (3)**
This course explains the principles of valuing risky assets through time. Capital budgeting, that is, investment and financing, is examined through discounted cash flow models and the capital asset pricing model. Finance theory allows students to understand stock and bond valuation as well as decisions made by financial managers.

Prerequisite: FIN 2002, ACC 1002.

**FIN 3015 - Investment Analysis (3)**
This course provides an advanced treatment of investment valuation and decision making. Building on Corporation Finance, this course further develops valuation models for stocks and bonds, discusses strategies for building and evaluating investment portfolios, and introduces students to the analysis of derivative securities including futures and options.

Prerequisite: FIN 3010.

**FIN 3017 - Global Finance (3)**
This seminar will explore how worldwide capital flows provide the nexus between domestic and foreign economies. Analysis of the balance of payments, international money markets and exchange policies will convey the relevance that global events play in our lives. Videos, readings and student participation will comprise
the seminar period. Each student will write a research paper and present the results to the class.

**FIN 3018 - Corporation Finance (3)**

This course explains the principles of valuing risky assets through time. Capital budgeting, that is, investment and financing, is examined through discounted cash flow models and the capital asset pricing model. Finance theory allows students to understand stock and bond valuation as well as decisions make by financial managers.

Prerequisite: FIN 2002.

**FIN 3030 - Finance & Planning Process (3)**

This course examines key financial statements and their analysis, starting with an accounting process review. It then introduces the student to the concepts of manufacturing or cost accounting with an examination of cost methods. Special emphasis is placed upon financial planning and budgeting along with performance measurements and responsibility accounting.

Prerequisite: Principles of Accounting I

**FRN - World Languages & Literatures**

**FRN 1001 - Introductory French I (4)**

An introduction to French language, grammar, vocabulary, the reading of short dialogues and cultural texts with the aim of developing the four skills of reading, writing, listening, and speaking. Language laboratory drills.

**FRN 1002 - Introductory French II (4)**

An introduction to French language, grammar, vocabulary, the reading of short dialogues and cultural texts with the aim of developing the four skills of reading, writing, listening, and speaking. Language laboratory drills.

Prerequisite: FRN 1001.

**FRN 2001 - Intermediate French I (3)**

Intermediate French I and II enhance students' foundation in French helping them improve their ability to listen, to communicate orally, to read literary and cultural texts, and to express themselves in writing. Conducted in French, the course will continue students' exploration of French language culture through readings, songs, films, and the World Wide Web, exploring a variety of topics such the Francophone world, immigration in France, French cinema and television, the French educational system, and French youth. Prerequisite: Two or three years of high school French or its equivalent, or FRN 1001 and FRN 1002.

Corequisite: FRN 1002.

**FRN 2002 - Intermediate French II (3)**

Intermediate French I and II enhance students' foundation in French helping them improve their ability to listen, to communicate orally, to read literary and cultural texts, and to express themselves in writing. Conducted in French, the course will continue students' exploration of French language culture through readings, songs, films, and the World Wide Web, exploring a variety of topics such the Francophone world, immigration in France, French cinema and television, the French educational system, and French youth. Prerequisite: Two or three years of high school French or its equivalent, or FRN 1001 and FRN 1002.

Prerequisite: FRN 2001.

**FRN 2008 - French Conversation (3)**

The course will concentrate on improving speaking and listening skills in French. Students will learn the vocabulary and language structures as well as idiomatic expressions that will help them converse in a number of specific situations - asking for information, looking for a job, communicating with technology, speaking about French cuisine, making purchases, giving advice, and discussing issues of immigration, identity, religion, and diversity in contemporary France. They will also be introduced to current events in France and the Francophone world through newspaper and magazine
articles, the web, video clips, films, and songs. Prerequisite: FRN 2002, or its equivalent.

FRN 2002 - Business French (3)
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.

FRN 2009 - Business French (3)

FRN 2011 - Discussing Film: Advanced French Conversation (3)
Discussing Film: Advanced French Conversation Course Description This course has two goals: to stimulate conversation in French for advanced students and to introduce students to French and Francophone culture through film. The films will serve as a springboard for students to express themselves in French and enhance their understanding of French and Francophone culture. Students will improve their linguistic abilities in the French language through a discussion of films while also being introduced to new vocabulary related to cinematography. In addition, students will expand their knowledge of French and Francophone history and culture through related readings.

Prerequisite: FRN 2002.

FRN 2055 - French Cinema: From the New to Banlieue (3)
To what extent does cinema reflect society? How does the cinema of the nouvelle vague (New Wave) mirror post-war French society? In what ways does the cinéma de banlieue, which portrays the lives of the marginalized living in the housing projects or cités of French suburbs, depict France’s struggles to integrate its multicultural and multiethnic population? In this course, we will conduct a thematic and stylistic analysis of French films from the late 1950s through the new millennium and examine the images of French society that emerge. We will also study films that deal with France’s relationship with its colonies. Filmmakers to be studied will include François Truffaut, Jean-Luc Godard, Agnès Varda, Louis Malle, Jean-Jacques Beineix, Mathieu Kassovitz, Josiane Balasko, Sembène Ousmane, and Cédric Klapisch. The course is taught in English, has no prerequisites, and does not require any knowledge of French.

FRN 2055A - French Cinema: Reading and Discussion (1)
This 1-credit course is offered in conjunction with FRN 2055: French Cinema: From the Nouvelle Vague to the cinema de banlieue, is a required corequisite for FRN 2055 for French majors and minors. In addition to attending the regular class meetings for FRN 2055, this course will consist of discussions in French of the films and include additional readings in French.


FRN 3003 - Advanced French Language and Culture (3)
Intermediate French I and II enhance students’ foundation in French helping them improve their ability to listen, to communicate orally, to read literary and cultural texts, and to express themselves in writing. Conducted in French, the course will continue students’ exploration of French language culture through readings, songs, films, and the World Wide Web, exploring a variety of topics such the Francophone world, immigration in France, French cinema and television, the French educational system, and French youth. Prerequisite: Two or three years of high school French or its equivalent, or FRN 1001 and FRN 1002.

Prerequisite: FRN 2002.
FRN 3017 - World Literatures in French (3)
The course examines literature written in French by writers from the Maghreb (North Africa), the Caribbean and Subsaharan Africa. A strong emphasis will be placed on the status of women, sexuality, religion, and the postcolonial status of Francophone countries and their relationship with France. We will also define what constitutes Francophone literature, the use of language and the Négritude movement. The course material includes historical and critical texts, novels, short stories, poems and films by writers and filmmakers such as Cheikh Hamidou Kane, Mariama Ba, Maryse Conde, Tahar Ben Jelloun, Assia Djebar, and Ousmane Sembène, among others.

Prerequisite: FRN 3024.

FRN 3021 - 20th & 21st Century French Theater (3)
In this course students read and analyze French plays by 20th century dramatists including Jean Anouilh, Samuel Beckett, Aime Césaire, Marguerite Duras, Jean Giraudoux, Eugene 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.

Prerequisite: FRN 3024.

FRN 3024 - Introduction to Analysis of French Text (3)
This course refines the skills acquired in FRN 3003, Advanced French Language and Introduction to Literature. We will continue to review French grammar and read, analyze, and write about French novels, short stories, plays and films.

Prerequisite: FRN 3003.

FRN 3029 - The Exotic Other in the 18th Century French Novel (3)
In the 18th-century, certain French novels and short stories showed outsiders, exotic others, from Africa, Persia, Turkey, Siam, China, Peru, and the Americas visiting Europe and commenting on what they observed there. Other works were based on accounts of actual foreigners with whom the writers came into contact through travel narratives. In this course, the class will examine the figure of the exotic other, both real and imaginary, in novels and short stories from Montesquieu's Lettres persanes (1721) to Voltaire's L'Ingénu (1767) and analyze their role within the social and political context of 18th-century French society.

Prerequisite: FRN 3024, Introduction to the Analysis of French Texts, or its equivalent.

FRN 3031 - French and Francophone Culture Through Literature and Film (3)
This course will examine contemporary French and Francophone culture through literature and film. We will read texts about French family life, the changing role of women, social class, religion, education, housing, gastronomy, political and social life, France's role in Europe, immigration and urban alienation, media and technology. We will also discuss the notion of francophonie and the French presence in the rest of the world. In addition to readings from the textbook, and one or two short novels, we will read articles from French magazines, newspapers, and the internet. We will also watch contemporary French films that depict some of the socio-political issues discussed in the course.

Prerequisite: FRN 3003, Advanced French Language and Culture or FRN 3024, Introduction to the Analysis of French Texts, or its equivalent.

FRN 3122 - City of Lights: Paris in Literature And Film (3)
Paris, the City of Light, has and continues to be the center for art, architecture, literature, gastronomy, and fashion. This course will focus on the representation of Paris in literary and cinematic texts from the nineteenth through the twenty-first century. We will begin with the period of the reconstruction of Paris by Baron de Haussmann from the 1850s through the 1870s, study Paris during the Belle Epoque (1871-1914), examine the role played by African American and other American expatriates in the City of Light of the 1920s and 30s, investigate Paris during the Occupation (1940-44), explore Paris as the center of political and social unrest of the 1950s and 1960s, and
Finally, analyze contemporary Paris as a multicultural and multiethnic crucible. This is an interdisciplinary course that will use literature and film as its primary lens but will also draw from other academic disciplines (3 cr.) (No prerequisites) (Taught in English).

**FYP - Preceptorial Administration**

**FYP 1000A - Mvile 101 (1)**

The process of becoming a college student or transitioning to a new institution is just that: a process. But the process doesn't end once you've been accepted to a college; that's when it begins. This course is designed to foster a sense of belonging to the Manhattanville community by working in small groups; sharing valuable information about the College's mission and history; and helping students to clarify the purpose, meaning, and direction of their college careers, while challenging them to develop and practice the leadership, critical thinking, and time management skills necessary for success at Manhattanville and beyond. "Mvile 101" will be an introduction to higher education, with an emphasis placed on independence and the successful transition into life after college.

**FYP 1000B - Mvile 102 (1)**

The purpose of this First Year course is to guide new Manhattanville students in making a successful transition, academically and socially. This second semester course is designed to continue community development through small group work focused on: career exploration and self reflection through the development of academic and career goals; increased understanding of civic engagement, responsible citizenship, and social action; and the development of intercultural communication and understanding.

**FYP 1001 - First Year Seminar I (3)**

First-Year Seminars are topical or thematic, reflecting faculty interest and/or expertise. Seminar topics and themes are diverse and reflect the broad spectrum of the undergraduate liberal arts curriculum. First-Year Seminars are not survey or introductory courses in any particular discipline, but rather are seminar-style and participatory. Some carry departmental elective credit, and all count toward the fulfillment of college-wide requirements. All first year seminars address the College's General Education Critical and Analytical Reasoning Competency; some, by virtue of their topics, also address a second General Education Competency. Students enrolled in each section of First-Year Seminar are also enrolled in the coordinating section of First-Year Writing I.

Corequisite: FYP 1003.

**FYP 1001O - First Year Seminar I (3)**

First-Year Seminars are topical or thematic, reflecting faculty interest and/or expertise. Seminar topics and themes are diverse and reflect the broad spectrum of the undergraduate liberal arts curriculum. First-Year Seminars are not survey or introductory courses in any particular discipline, but rather are seminar-style and participatory. Some carry departmental elective credit, and all count toward the fulfillment of college-wide requirements. All first year seminars address the College's General Education Critical and Analytical Reasoning Competency; some, by virtue of their topics, also address a second General Education Competency. Students enrolled in each section of First-Year Seminar are also enrolled in the coordinating section of First-Year Writing I.

Corequisite: FYP 1003.
FYP 1001R - First Year Seminar I (3)

First-Year Seminars are topical or thematic, reflecting faculty interest and/or expertise. Seminar topics and themes are diverse and reflect the broad spectrum of the undergraduate liberal arts curriculum. First-Year Seminars are not survey or introductory courses in any particular discipline, but rather are seminar-style and participatory. Some carry departmental elective credit, and all count toward the fulfillment of college-wide requirements. All first year seminars address the College's General Education Critical and Analytical Reasoning Competency; some, by virtue of their topics, also address a second General Education Competency. Students enrolled in each section of First-Year Seminar are also enrolled in the coordinating section of First-Year Writing I.

Corequisite: FYP 1003.

FYP 1001S - First Year Seminar I (3)

First-Year Seminars are topical or thematic, reflecting faculty interest and/or expertise. Seminar topics and themes are diverse and reflect the broad spectrum of the undergraduate liberal arts curriculum. First-Year Seminars are not survey or introductory courses in any particular discipline, but rather are seminar-style and participatory. Some carry departmental elective credit, and all count toward the fulfillment of college-wide requirements. All first year seminars address the College's General Education Critical and Analytical Reasoning Competency; some, by virtue of their topics, also address a second General Education Competency. Students enrolled in each section of First-Year Seminar are also enrolled in the coordinating section of First-Year Writing I.

Corequisite: FYP 1003.

FYP 1001T - First Year Seminar I (3)

First-Year Seminars are topical or thematic, reflecting faculty interest and/or expertise. Seminar topics and themes are diverse and reflect the broad spectrum of the undergraduate liberal arts curriculum. First-Year Seminars are not survey or introductory courses in any particular discipline, but rather are seminar-style and participatory. Some carry departmental elective credit, and all count toward the fulfillment of college-wide requirements. All first year seminars address the College's General Education Critical and Analytical Reasoning Competency; some, by virtue of their topics, also address a second General Education Competency. Students enrolled in each section of First-Year Seminar are also enrolled in the coordinating section of First-Year Writing I.

Corequisite: FYP 1003.

FYP 1002 - First Year Seminar II (2)

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 on 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.

Prerequisite: FYP 1001. Corequisite: FYP 1004.

FYP 1003 - First Year Writing I (3)

First-Year Writing is a year-long sequence that will provide thorough instruction in composition in order to enable students to develop the writing skills necessary to meet the demands of college-level study. The course will include an intensive review of grammar, style and structure, and it will examine strategies for written analysis, persuasion, and argumentation. Instruction will emphasize revising, editing and drafting; and, in direct coordination with the First-Year Seminar, students will be encouraged to recognize the connection between critical thinking and successful academic writing.

FYP 1004 - First Year Writing II (3)

First-Year Writing is a year-long sequence that will provide thorough instruction in composition in order to enable students to develop the writing skills necessary to meet the demands of college-level study. The course will include an intensive review of grammar, style and structure, and it will examine strategies for written
analysis, persuasion, and argumentation. Instruction will emphasize revising, editing and drafting; and, in direct coordination with the First-Year Seminar, students will be encouraged to recognize the connection between critical thinking and successful academic writing.

Prerequisite: FYP 1003.

**FYP 1001AF - First Year Seminar I (3)**

First-Year Seminars are topical or thematic, reflecting faculty interest and/or expertise. Seminar topics and themes are diverse and reflect the broad spectrum of the undergraduate liberal arts curriculum. First-Year Seminars are not survey or introductory courses in any particular discipline, but rather are seminar-style and participatory. Some carry departmental elective credit, and all count toward the fulfillment of college-wide requirements. All first year seminars address the College's General Education Critical and Analytical Reasoning Competency; some, by virtue of their topics, also address a second General Education Competency. Students enrolled in each section of First-Year Seminar are also enrolled in the coordinating section of First-Year Writing I.

**FYP 1001AS - First Year Seminar I (3)**

First-Year Seminars are topical or thematic, reflecting faculty interest and/or expertise. Seminar topics and themes are diverse and reflect the broad spectrum of the undergraduate liberal arts curriculum. First-Year Seminars are not survey or introductory courses in any particular discipline, but rather are seminar-style and participatory. Some carry departmental elective credit, and all count toward the fulfillment of college-wide requirements. All first year seminars address the College's General Education Critical and Analytical Reasoning Competency; some, by virtue of their topics, also address a second General Education Competency. Students enrolled in each section of First-Year Seminar are also enrolled in the coordinating section of First-Year Writing I.

**FYP 1001CM - First Year Seminar I (3)**

First-Year Seminars are topical or thematic, reflecting faculty interest and/or expertise. Seminar topics and themes are diverse and reflect the broad spectrum of the undergraduate liberal arts curriculum. First-Year Seminars are not survey or introductory courses in any particular discipline, but rather are seminar-style and participatory. Some carry departmental elective credit, and all count toward the fulfillment of college-wide requirements. All first year seminars address the College's General Education Critical and Analytical Reasoning Competency; some, by virtue of their topics, also address a second General Education Competency. Students enrolled in each section of First-Year Seminar are also enrolled in the coordinating section of First-Year Writing I.

**Corequisite: FYP 1003.**
FYP 1001GR - First Year Seminar I (3)

First-Year Seminars are topical or thematic, reflecting faculty interest and/or expertise. Seminar topics and themes are diverse and reflect the broad spectrum of the undergraduate liberal arts curriculum. First-Year Seminars are not survey or introductory courses in any particular discipline, but rather are seminar-style and participatory. Some carry departmental elective credit, and all count toward the fulfillment of college-wide requirements. All first-year seminars address the College's General Education Critical and Analytical Reasoning Competency; some, by virtue of their topics, also address a second General Education Competency. Students enrolled in each section of First-Year Seminar are also enrolled in the coordinating section of First-Year Writing I.

FYP 1001PL - First Year Seminar I (3)

First-Year Seminars are topical or thematic, reflecting faculty interest and/or expertise. Seminar topics and themes are diverse and reflect the broad spectrum of the undergraduate liberal arts curriculum. First-Year Seminars are not survey or introductory courses in any particular discipline, but rather are seminar-style and participatory. Some carry departmental elective credit, and all count toward the fulfillment of college-wide requirements. All first-year seminars address the College's General Education Critical and Analytical Reasoning Competency; some, by virtue of their topics, also address a second General Education Competency. Students enrolled in each section of First-Year Seminar are also enrolled in the coordinating section of First-Year Writing I.

FYP 1001PO - First Year Seminar I (3)

First-Year Seminars are topical or thematic, reflecting faculty interest and/or expertise. Seminar topics and themes are diverse and reflect the broad spectrum of the undergraduate liberal arts curriculum. First-Year Seminars are not survey or introductory courses in any particular discipline, but rather are seminar-style and participatory. Some carry departmental elective credit, and all count toward the fulfillment of college-wide requirements. All first-year seminars address the College's General Education Critical and Analytical Reasoning Competency; some, by virtue of their topics, also address a second General Education Competency. Students enrolled in each section of First-Year Seminar are also enrolled in the coordinating section of First-Year Writing I.

FYP 1001SO - First Year Seminar I (3)

First-Year Seminars are topical or thematic, reflecting faculty interest and/or expertise. Seminar topics and themes are diverse and reflect the broad spectrum of the undergraduate liberal arts curriculum. First-Year Seminars are not survey or introductory courses in any particular discipline, but rather are seminar-style and participatory. Some carry departmental elective credit, and all count toward the fulfillment of college-wide requirements. All first-year seminars address the College's General Education Critical and Analytical Reasoning Competency; some, by virtue of their topics, also address a second General Education Competency. Students enrolled in each section of First-Year Seminar are also enrolled in the coordinating section of First-Year Writing I.
toward the fulfillment of college-wide requirements. All first year seminars address the College's General Education Critical and Analytical Reasoning Competency; some, by virtue of their topics, also address a second General Education Competency. Students enrolled in each section of First-Year Seminar are also enrolled in the coordinating section of First-Year Writing I.

**FYP 1001SP - First Year Seminar I (3)**

First-Year Seminars are topical or thematic, reflecting faculty interest and/or expertise. Seminar topics and themes are diverse and reflect the broad spectrum of the undergraduate liberal arts curriculum. First-Year Seminars are not survey or introductory courses in any particular discipline, but rather are seminar-style and participatory. Some carry departmental elective credit, and all count toward the fulfillment of college-wide requirements. All first year seminars address the College's General Education Critical and Analytical Reasoning Competency; some, by virtue of their topics, also address a second General Education Competency. Students enrolled in each section of First-Year Seminar are also enrolled in the coordinating section of First-Year Writing I.

Corequisite: FYP 1003.

**FYP 1001ST - First Year Seminar I (3)**

First-Year Seminars are topical or thematic, reflecting faculty interest and/or expertise. Seminar topics and themes are diverse and reflect the broad spectrum of the undergraduate liberal arts curriculum. First-Year Seminars are not survey or introductory courses in any particular discipline, but rather are seminar-style and participatory. Some carry departmental elective credit, and all count toward the fulfillment of college-wide requirements. All first year seminars address the College's General Education Critical and Analytical Reasoning Competency; some, by virtue of their topics, also address a second General Education Competency. Students enrolled in each section of First-Year Seminar are also enrolled in the coordinating section of First-Year Writing I.

Corequisite: FYP 1003.

**FYP 1001TCM - First Year Seminar I (3)**

First-Year Seminars are topical or thematic, reflecting faculty interest and/or expertise. Seminar topics and themes are diverse and reflect the broad spectrum of the undergraduate liberal arts curriculum. First-Year Seminars are not survey or introductory courses in any particular discipline, but rather are seminar-style and participatory. Some carry departmental elective credit, and all count toward the fulfillment of college-wide requirements. All first year seminars address the College's General Education Critical and Analytical Reasoning Competency; some, by virtue of their topics, also address a second General Education Competency. Students enrolled in each section of First-Year Seminar are also enrolled in the coordinating section of First-Year Writing I.

Corequisite: FYP 1003.

**FYP 1001WEN - First Year Seminar I (3)**

First-Year Seminars are topical or thematic, reflecting faculty interest and/or expertise. Seminar topics and themes are diverse and reflect the broad spectrum of the undergraduate liberal arts curriculum. First-Year Seminars are not survey or introductory courses in any particular discipline, but rather are seminar-style and participatory. Some carry departmental elective credit, and all count toward the fulfillment of college-wide requirements. All first year seminars address the College's General Education Critical and Analytical Reasoning Competency; some, by virtue of their topics, also address a second General Education Competency. Students enrolled in each section of First-Year Seminar are also enrolled in the coordinating section of First-Year Writing I.

Corequisite: FYP 1003.
General Education Competency. Students enrolled in each section of First-Year Seminar are also enrolled in the coordinating section of First-Year Writing I.

Corequisite: FYP 1003.

**FYP 4000 - College Skills 1 (3)**

This course is designed to provide an intensive review of the fundamentals of college-level critical inquiry and writing. Emphasis will be placed on developing analytical skills and cogent arguments. To ensure students are writing accurately and coherently, they will receive instruction in grammar, word usage, sentence structure, paragraph coherence, and rhetorical modes, and they will engage in a review of critical thinking techniques and strategies. This is a three-credit course. It is open only to students who are not first-semester freshmen and who have not completed First-Year Seminar FYP 1001, First-Year Writing FYP 1003, or FYP 1004 by earning the General Education grade requirement of C- or above.

**FYP 4001 - College Skills 2 (3)**

This course is designed to provide an intensive review of critical thinking strategies and writing skills that are essential to successful, meaningful academic work. This instruction will occur largely through the revising and editing of the Freshman Essay. This is a three-credit course. It is open only to students who have finished their first year but have not completed First-Year Writing FYP 1004 by earning the General Education grade requirement of C- or above.

**GER - World Languages & Literatures**

**GER 1001 - Introduction to German Language and Culture I (4)**

In this year-long course students will learn elementary level German, as well historical and cultural information about the German-speaking countries. A four skills approach (speaking, listening, reading and writing) will be applied to learning the German language. Cultural and historical knowledge will be conveyed through articles and short essays (in English) on German linguistics, history, literature, philosophy, music and contemporary problems.

**GER 1002 - Introduction to German Language & Culture II (4)**

This course is a continuation of GER 1001 and applies the same approach and learning goals. In this year-long course students will learn elementary level German, as well historical and cultural information about the German-speaking countries. A four skills approach (speaking, listening, reading and writing) will be applied to learning the German language. Cultural and historical knowledge will be conveyed through articles and short essays (in English) on German linguistics, history, literature, philosophy, music and contemporary problems.

Prerequisite: GER 1001.

**GER 2001 - INTERMEDIATE GERMAN I (3)**

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: GER 1002.

**GER 2002 - INTERMEDIATE GERMAN II (3)**

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.

**GER 3009 - Politics/Art of German Cinema (4)**

This course looks at the films produced in the two Germanys during the 40 years of that country's separation into West (FRG) and East (GDR), analyzing them both as aesthetic vehicles and as expressions of a particular political-historical context. Films will include those of now world-famous directors such as Frank Beyer, Konrad Wolf, Rainer Werner Fassbinder, Margarethe von Trotta, Werner Herzog and Wim Wenders. Films are in German with English subtitles. Lectures and supplementary readings are in English.
GER 3060 - Heimat: Germany’s Fall & Rise (3)
This course will use Edgar Reitz’ 1984 epic film "Heimat" to help students understand German socio-historical developments from the end of the First World War to Germany’s economic and political dominance of Europe in the 1980’s. Reitz’ film unfolds in 11 episodes (each approximately 1 1/2 hours long), and tells the interrelated stories of the inhabitants of Schabbach, a German village which serves as a microcosmic symbol for the whole country. Like the rest of Germany, the various inhabitants of the village live through the crisis after WWI, the rise and fall of Nazism, post-war reconstruction and subsequent prosperity. Praised for its emotional intensity, cinematic beauty and attention to detail, the film is an excellent vehicle for learning about the events of 20th century German history and their effect on individual lives. Selected readings in German culture and history, as well as the viewing of some related films, will reinforce and augment student understanding of the cinematic material. The film is in German with English subtitles, the lectures and discussions are in English, and the course can be taken for either German or International Studies credit. Students taking it for German credit are encouraged to sign up for a once a week German discussion class (1 credit GER "Independent Study") in conjunction with this course.

GER 4001 - Improving German Reading & Writing (3)
This repeatable course is intended for students who have completed Intermediate German or its equivalent. Readings by important German authors will be assigned and then discussed in class.

GER 4002 - Bldg German Proficiency (3)
This course is intended to advance the skills of students who do not fit into one of the existing 1000 or 2000 level German courses, thus preparing them for entry into the next level. Typically, this course is beneficial for students who have completed 2-3 years of high school German or who have some background in German through family or travel. The course seeks to advance fluidity of basic conversation through review of vocabulary and idiomatic structures and the discussion of simple stories. The course will meet as a class and work through a common curriculum once a week, but each student will also work on individual issues (e.g. pronunciation, basic grammar) as necessary.

HIS - History

HIS 1011 - Development of America I (3)
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.

HIS 1012 - Development of America II (3)
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.

HIS 1015 - Survey of Modern Latin America (3)
Nineteenth and twentieth century Latin America were periods of intense political, social, and economic transformation. This introductory course will cover many of the principle themes that contributed to these changes, including the dissolution of the Spanish and Portuguese empires, the emergence of the independent republics, the problems of state formation, integration into the world economy, the struggle for democracy, and the changing patterns of gender, ethnic and racial relationships. The course surveys the factors common to the modern histories of Latin American nations as well as the significant cultural and political differences between them.

HIS 1018 - History of the Modern Middle East and North Africa (3)
This course surveys the historical evolution of the Middle East and North Africa, i.e. the region stretching from Morocco to Afghanistan, and from the Balkans and Anatolia to the Arabian Peninsula. It focuses on the main political and cultural configurations of the area from the rise of the "Gunpowder Empires" of the 16th-century - the Ottoman and Safavid (Iran) states, to the modern nation-state systems of the present century. The dominant political, religious, economic, social, and cultural features
of Middle Eastern peoples and societies are examined, as are the relationships between the region and other parts of Eurasia, particularly Western Europe.

**HIS 1019 - History of the Medieval Middle East (3)**

In the year 500 C.E., the Middle East was divided between two great empires, the Byzantine and the Persian. The Arabs were nomads and traders living in the Arabian peninsula and Syria, with no strong state of their own. But by 650, the Arabs would crush Persia and occupy Byzantine lands, uniting the long-divided Middle East in their new empire. Arabs and converts to their new religion, Islam, laid the foundations of a new society and culture, centered at the juncture of the Asian, African and European continents and spreading eastward to India and westward to Spain. In the early 1500s, Islamic society would produce two new empires: that of the Ottoman Turks who conquered Byzantium, and that of the Safavids, who resurrected in Islamic form the ancient Persian empire.

**HIS 1020 - AFRICA DISCOVERED (3)**

Despite being the cradle from which all current human societies likely emerged, Africa is still the continent likely linked to "discovery." This may reflect a set of outsiders' prejudices or fantasies, but more likely is suggestive of the pivotal role of Africa defined as the "other," especially in the West. This course covers the major historical periods from early humanity to the most recent; explored themes include global, specific, hegemony, alterity, representation, identity, label, indigenous, cosmopolitan, exotic, authentic, modern, traditional, and Diaspora.

**HIS 1021 - History of the Caribbean (3)**

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

**HIS 1025 - Indigenous & Colonial Latin America (3)**

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

**HIS 1034 - World History I: Before 1500 (3)**

The course's motto is these words attributed to Churchill: "The farther back you can look, the farther forward you can see". Therefore, it covers the key events of the period including: the emergence, evolution and migrations of early humans from Africa; their settlements and the beginning of civilizations in Mesopotamia and Egypt; the ancient civilizations of Greece and Rome and their evolution; the rise of Christianity; the fall of Rome; the rise of Islam; the emergence of the medieval world and the Renaissance age; and finally the beginning of the modern world through new sciences, institutions, economy, geography, and society by around the 1500s.

**HIS 1036 - World History II: Since 1500 (3)**

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.

**HIS 1050 - Traditional Europe (3)**

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.
HIS 1051 - Modern Europe: 1648 to Present (3)

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.

HIS 2005 - Recent American History (3)

This class examines United States post-World War II history. Topics include the origins, development and conclusion of the Cold War, the civil rights revolution and other social movements it inspired, the development of a suburban civilization, and the aftermath to the crisis of the 1960s.

HIS 2009 - The American Civil War (3)

This course examines the origins and consequences of "the most important event in the history of the United States" (Levine), exploring the political, economic, social, and moral significance of the course of events for Americans Northern and Southern, free and enslaved, rural and urban, on the battlefields and at home. Investigations will focus on selected writings from the era, interpretive sources, and documentary film.

HIS 2012 - American Sports History (3)

This course considers the history of American sports from its organized beginnings to the present, both as a significant social phenomenon itself, and as a reflection of and conduit for broader social, political, intellectual and religious aspects of American life. Great personalities, games, and events will be included.

HIS 2020 - American History Through Film (3)

Most Americans today learn-or mislearn- American history by watching movies. This course examines the advantages and dilemmas brought about by this fact. We'll investigate several outstanding cinematic histories of American slavery, the Civil War and Reconstruction, as well as some unusually poor ones. Throughout, our primary focus will be on the interaction and conflict between Hollywood filmmaking and historical scholarship.

HIS 2022 - HISTORY OF MODERN CHINA (3)

This course looks at China's long struggle to come to terms with the modern world, from the early nineteenth century to the present. Topics discussed include the last days of the Qing dynasty, the problem of Western and Japanese imperialism, and the various attempts at revolution, culminating in the triumph of the Communists in 1949. The last part of the course will evaluate the successes and failures of Communist rule.

HIS 2023 - Twentieth Century Europe (3)

The course will focus on the major developments in European history during one of the most tumultuous of centuries. Emphasis will be placed on the two major wars, the Cold War, the growth of a more united Europe as well as the cultural, artistic, and literary achievements of the century. The course will end hoping to answer the following questions: What will Europe look like by the middle of the twenty-first century? Will there be (can there be) a United States of Europe?

HIS 2024 - American Economic History (3)

This course also counts for department credit toward programs in Economics, Finance, or Management. This course offers an analysis of the development of different sectors of the American economy from the colonial era to the present. Particular attention will be given to the role of government, technology, and entrepreneurs in the growth process.

HIS 2030 - Italy Since 1800 (3)

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 nineteenth 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.
HIS 2036 - HISTORY OF NEW YORK CITY (3)

Why does New York City look the way it does? How have its physical appearance and spatial organization changed over the last 200 years? What are the economic, political, and cultural dynamics that have shaped this city’s development? What have been the visions for the city? How have its residents and visitors experienced its physical organization? This course seeks to answer these and other questions. Its main focus is on the history of the city’s public and private architecture, physical design and use of natural and material resources. We will look for answers in readings, documentary films and on required field trips into New York City.

HIS 2038 - AFRICAN DIASPORA IN SOUTH AMERICA (3)

This course focuses on the peoples and cultures of African descent that have existed on the South American continent. Particular attention will be paid to this phenomenon as it manifests itself in Brazil.

HIS 2041 - Making of Modern Asia (3)

This course explores how understandings of modernity and reactions to Eurocentrism have shaped modern political thought in South, East, and Southeast Asia. It focuses on ideas central to the making of the region and their influence on shaping ideologies, identities, and governing institutions in the colonial and postcolonial state. Students will draw on the works of ten thinkers, including Rammohan Roy, Syed Ahmed Khan, Gandhi, Ambedkar, Mao, and Lee Kuan Yew, to explore how conceptions of the state, caste, gender, Marxism, capitalism, and nationalism have shaped the region as we know it today.

HIS 2044 - French Rev & Napoleon (3)

The French Revolution is one of the political watersheds of the modern world, marking the overthrow of absolutism in the country whose monarchy practically defined what was meant by "absolute rule" in early modern Europe. This seminar will study the origins of the revolution in the 18th century: the political frustrations of the aristocracy and the economic ascendency of the bourgeoisie; the financial exigencies of the French state; the influence of Enlightenment thought; the delegitimization of the monarchy. The emergence of the Third Estate, the spread of revolution to the countryside, the rise of counter-revolution and republicanism, and the subsequent fall of the monarchy will also be addressed. The emergence of radical Jacobinism, the Reign of Terror, the Revolutionary Wars and the rise of Napoleon Bonaparte will conclude our survey of twenty-five of the most eventful years in all of modern history.

HIS 2045 - Making of the British Isles (3)

This course addresses the interrelationship of England, Wales, Scotland, and Ireland from the early Christian period to the present. Chief topics will include the spread of Christianity, the growth of Norman feudalism, the emergence of nation states, the influence of the Reformation, the emergence of England as the dominant center, the face of the Celtic countries, the growth of empire, industrialization, and finally the emergence of revolution movements in the nineteenth and twentieth centuries.

HIS 2047 - TWENTIETH CENTURY RUSSIA (3)

The course will focus on the development of Russia in the Twentieth Century beginning with the last Romanov-Tsar Nicholas II and ending with the overthrow of the Communist System of Mikhail Gorbachev. Among the topics included in the course are: Russo-Japanese War, Revolution of 1905, World War I, The Revolutions of 1917, the period between the two Wars, World War II, the Cold War, De-Stalinization, the Rift Between China and Russia, and the overthrow of Russian Communism.

HIS 2048 - American Places I: Cities on a Hill (3)

This interdisciplinary course examines the society, politics, and culture of particular American places: Salem, Massachusetts; Washington, D.C; and Los Angeles, California. Our texts include novels, films, stories, historical works, journalism, and social commentary.

HIS 2049 - TWENTIETH CENTURY EUROPE (3)

A survey course that will deal with the major political, social, cultural and economic events that shaped the history of Europe during the Twentieth Century. Among the events to be covered are: the two world wars, the rise
of fascism and communism, and the creation of the European Union.

**HIS 2052 - Russian History to 1917 (3)**

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 nineteenth century.

**HIS 2053 - Modern Russia 1800-PRESENT (3)**

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.

**HIS 2054 - AMERICAN PLACES II: FRONTIER NATION (3)**

These courses examine the political, architectural, and cultural history of particular American places: Salem, Massachusetts; Los Angeles; the Mississippi Delta (first semester); and Jefferson’s Virginia; Texas; and cyberspace (second semester).

**HIS 2057 - Wars of the Modern Middle East (3)**

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.

**HIS 2059 - Leadership & Leaders (3)**

This biographical course will focus on four leaders: their motivations, their successes in shaping the destiny of their nations and their impact on world events. The four leaders are: Napoleon Bonaparte, Otto Von Bismarck, Golda Meir, and Margaret Thatcher.

**HIS 2060 - RECONSTRUCTION & THE NEW SOUTH (3)**

The problem of how to reconstruct the United States of America after the Union’s defeat of the Confederacy and the abolition of slavery was the most daunting task ever undertaken in the history of American government. This course examines the political, economic, and cultural ideas, events, and programs involved in Reconstruction. It traces the dramatic events of an era of great struggle and hope, crisis and tragedy. Special attention will be paid to the South, the former "rebel" states of the Confederacy, whose social, economic, and political systems lay in ruins in 1865. Competing visions for rebuilding Southern society and reuniting the nation will be explored. African-American freedom and its prospects will form a central focus of this course. The emergence of a "New South" by the turn of the century, its relation to the past and to the rest of the nation will be considered. The modern legends of the Old South, the Civil War, and Reconstruction will be explored in literature and film.

**HIS 2061 - ISLAM IN WORLD HISTORY (3)**

This course explores the role and place of Islam in world history from its debut to the present. Islam is seen today as one of the most controversial issues that is influencing humanity’s evolution. Through history, Islam as a religion and a way of life has alternated between a focus of respect and imitation, and one of fear and disdain. Political events provide the frame while social change epitomizes the impact. Main themes include monotheism, Arab, interpretation, Quran, expansion, conversion, adaptation, secular, sacred/divine, prophet, war, peace, economy, and women. Also counts for credit toward the African Studies minor.

**HIS 2063 - History of Traditional Japan (3)**

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. Some treatment of Japan’s traditional literature and religions is included.
**HIS 2064 - HISTORY OF MODERN JAPAN (3)**

This class is a study of the modernization and westernization of Japan from the early nineteenth century to the present, focusing on Japan’s emergence as a world power both earlier in this century and again in the last few decades. The "underside" of Japan’s rise to power will be examined, as well as the nature of US-Japan relationships.

**HIS 2067 - History of Traditional China (3)**

Survey of Chinese history from earliest times (ca. 1700 B.C.) to the late eighteenth 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.

**HIS 2068 - HISTORY OF MODERN INDIA (3)**

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 150 regional and national as well as international 150 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.

**HIS 2070 - International Relations Since 1945 (3)**

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. (Spring)

**HIS 2074 - History of Mexico (3)**

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

**HIS 2075 - History of Modern Egypt (3)**

This course will explore the cultural, political, social, and economic history of modern Egypt from the late eighteenth century to the present. We will explore Egypt under the Ottomans and the Mamluks, the institution of slavery in Egypt, Napoleon’s unsuccessful attempt to colonize Egypt despite leaving a lasting French cultural legacy there, the foundation of the modern state under Muhammad ‘Ali Pasha, the British occupation of the country, and its thorny relationship with its southern neighbor, Sudan. This course delves into the political, social and cultural foundations of Egyptian nationalism (and its often close relationship with women’s movements) from the end of the nineteenth century through Gamal abd al-Nasr’s Pan-Arab movement, to the public discontent that brought down Hosni Mubarak’s dictatorship. We will also investigate Egypt’s wars and peace with Israel, and its complicated relationship with the United States.

**HIS 2076 - Spies and Secret Agents: Espionage in The 20th Century (3)**

This course examines the history of espionage in the United States, Great Britain, the Soviet Union, Germany, and Israel throughout the twentieth century and holds that such an investigation into the world of spies and secret agents opens up the "secret diaries" of these nations and reveals a great deal about not only the true nature of their governments, but also their value systems. The course further investigates how the CIA, NSA, MI-5, MI-6 Cheka, KGB, Mossad and other secret government agencies around the world struggled to balance their needs to maintain secrecy and provide reliable intelligence for
government leaders and policy makers with public accountability. By probing into these tensions, the course will add to the continuing debate on the propriety, utility, effectiveness, and accountability of intelligence activities in modern societies. It will also look at covert operations as a major tool for furthering foreign policy goals and objectives with particular attention to the Cold War conflict as well as to the more recent 'War on Terror.'

HIS 2077 - Ireland and Its Diaspora (3)

Ireland is one of the world's great "diasporic" societies and has been for a very long time. This course will examine the circumstances that made Ireland into a country that exported its population...from the Gaelic émigré nobility of the 16th and 17th centuries to the political dissidents of the 18th and early 19th century, from the outpouring of the victims of famine and poverty in the mid and late 19th century to the Catholic missionaries of the "Irish Spiritual Empire" and the educated offspring of the "Celtic Tiger" in the 20th. It will examine the social, economic, and political trends that lay behind this continuous outward movement of population, it will also look at the impact of immigrants on their host countries and their continued connection with the land they left behind.

HIS 2078 - George Orwell and the 20th Century (3)

This course will focus on the life and work of George Orwell, considered the greatest political writer of the 20th century. The main goal of the course will be to examine Orwell's response to the great moral and humanitarian issues of the age in which he lived: the injustices of imperialism, the degradations of industrial capitalism, the horrors of the totalitarian state. It will introduce students to the writings of a man whose devotion to individual freedom and defense of the vulnerable and the weak produced a moral vision that continues to inspire those committed to social justice and political responsibility.

HIS 2080 - Modern African History (3)

This course is a survey of African history from the late 19th century to the attainment of independence in the 1960's. The course examines 19th century political developments, the abolition of the slave trade and the rise of commodity commerce, European imperialism and African resistance and the imposition of colonial domination. Other themes examined are political, economic and social developments during the colonial period, the emergence of African freedom struggles and nationalism and the recovery of African independence. (Spring).

HIS 2082 - Ancient African History (3)

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. Also counts for credit toward the African Studies minor.

HIS 2083 - LATIN AMERICAN SOCIAL CHANGE & REVOLUTION (3)

Twentieth century Latin America was a period of intense political, social, and economic transformation. Traditional historical approaches have emphasized the centrality of elites and state structures in fostering revolution while downplaying the essential role women, peasants, workers, and indigenous peoples played in shaping revolutionary activity and post revolutionary state structures. A more complete understanding of revolutionary processes can only be attained through incorporating subalterns' visions and ideas as they sought to shape their own revolutionary agenda. We will focus primarily on the revolutions in Guatemala 1944-1954, Cuba 1959, Chile 1973, and Nicaragua 1979. Key questions we will explore in this course include: Were social relationships transformed in all of the revolutions examined? Why or why not? If so how? How did race and gender factor into revolutionary activity? Who benefited and why? What role did foreign powers play in spurring revolutionary activity and why? This course will emphasize the theoretical questions behind social change that led to the violent transformations in Latin American societies.
HIS 2085 - HISTORY OF CONTEMPORARY AFRICA (3)
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.

HIS 2090 - MODERN IRELAND: 1601-PRESENT (3)
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.

HIS 2092 - THE POWER OF TECHNOLOGY IN AMERICAN HISTORY (3)
This course considers the role changing technology has played in shaping American society and how we live with this legacy today. The course will combine elements of History, Economics, Sociology and Urban Studies as we look at the building of transportation and communication networks across the continental United States and the construction of an American national identity. Specific topics include the railroad, telegraph, telephone, Henry Ford and the automobile, the interstate highway system and the internet.

HIS 2093 - Presenting the Past: the Craft Of Public History (3)
Presenting the Past: The Craft of Public History. This course is an introduction to the professional field of public history - history for the non-academic public. Museum and historic site visits, media presentations, readings, and individual projects will provide the means for students to explore the many facets that determine how history is preserved and interpreted. Special emphasis will be placed on the types and varieties of museums, as well as the "history of creating history" for the public.

HIS 2098 - European Culture 1848-1945 (3)
During its modern period, the European continent enjoyed progressive movements in areas such as science, philosophy, political thought, art, and literature. Unfortunately, this era’s legacy would ultimately become marred by war, imperialism, totalitarianism, and genocide. This course will examine the history of Europe throughout this often difficult transition period that begins with the "Springtime" revolutions of 1848 and closes with the Fall of fascism and the subsequent emergence of an international community. Special emphasis will be placed on social and cultural movements that largely defined Europe's modern age. Some such topics will include: liberalism, Marxism, nationalism, modernism, racism, and cosmopolitanism.

HIS 3001 - CALIFORNIA AND THE AMERICAN WEST (3)
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 twentieth century and beyond, including its global roles as the gateway for Asian immigration to America and the production center for international cultural products.

HIS 3002 - The Great War, 1914-1918 (3)
This course studies the First World War as revealed in literature produced by participants, a literature now seen as important in shaping the modern imagination. Emphasis will be on British records, but we will also study the literature of France, Germany and the United States.

HIS 3003 - The Twentieth Century (3)
This course will examine the story of the twentieth century from in a global sense as it moved from a "European era" to an "American Century." Topics considered will include the spread of modernization and the various ideologies associated with and struggling to
control this process; the impacts of the two world wars, especially on the decline and fall of the old empires and the rise of some new ones along with new nation-states; the story of the Cold War's rise, course, and conclusion; and international business, trade, and economic issues that impacted world history. Special attention will be given to the developing role in world affairs of the United States of America during this time period.

**HIS 3006 - Post-Sixties America (3)**

This course focuses on developments in the United States in the 1970s and 1980s and beyond, with the impact and legacy of the transformation 1960s in mind. Topics include the crisis year of 1968, the ascendancy, triumph, and fall of the Nixon Administration, post-Vietnam international relations, changing social mores and their implications, intellectual and religious trends, and the historic transformation and meanings of Reaganism at home and abroad.

**HIS 3007 - GILDED AGE OF AMERICA 1865-190 (3)**

The generation that followed the Civil War is often said to have experienced more significant chance than perhaps any other in American history. A contemporary novel co-authored by Mark Twain gave the age its lasting nickname, with its implication that beneath the gilded "shine" of the era's fabulous wealth lay less golden realities. This course will examine the transformations of American life during the late nineteenth century, emphasizing the northeastern urban, industrial quadrant wherein much of modern America struggled to be born. The course will conclude with the beginning dawn of a "progressive" movement and seek to explain exactly what forces produced the particularities of that reform episode. Both successes and failures will be considered.

**HIS 3009 - Senegal and The Gambia (3)**

The course focuses on history and society from local and comparative perspectives. Each weekly session covers a specific theme so to provide a complete overview of the History and Culture of the part of West Africa called Senegambia, which was the first region in Black Africa to be fully involved in the globalization process of the Atlantic World. It is a regular course but is offered in conjunction with a planned summer field trip to Senegal and the Gambia.

**HIS 3011 - REVOLUTIONARY AMERICA (3)**

This course studies the period of the late eighteenth century that saw the overthrow of British imperial rule and the creation of the United States as an independent nation struggling, ultimately successfully, to construct itself as a functioning republic.

**HIS 3014 - African-American History (3)**

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). Topics are examined within the context of American history so as to highlight both intimate links as well as distinctiveness.

**HIS 3015 - Civil War Writers (3)**

This seminar explores the history of the American Civil War through the lens of writers' direct responses to the crisis. The course will examine political essays and speeches, letters and diaries, religious sermons, fiction and poetry. Writers studied will include Walt Whitman, Abraham Lincoln, Frederick Douglass, Emily Dickinson, J. W. DeForest and Louisa May Alcott as well as unpublished soldiers and civilians.

**HIS 3017 - THE CELTIC REVIVAL (3)**

This course considers the origin and development of a movement which catapulted the culture and literature of a poor and backward country into a leading role on the international stage. The influence of literary giants such as Yeats, Synge, and O146Casey will be considered, as well as sports and the language revival.

**HIS 3019 - RECENT AMERICAN HISTORY (3)**

This course considers the history of the United States following World War II, especially the 1950s and 1960s. Topics include the origin and course of the Cold War; the
emergence of political/social activity including the New Left, the civil rights movement, conservatism, and libertarianism; technological changes impacting life, especially television; and the spread and triumph of a suburban civilization.

**HIS 3031 - Medieval Synthesis (3)**

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)**

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.

**HIS 3037 - Immigrant Experience in America (3)**

This course is an overview of American immigration history from early settlement to the present. Topics include the motives and patterns of early European and African settlement and the enactment of early exclusionary laws in the new republic; the "first great wave of 19th century Irish, German, and later Asian immigrants and the impact of these groups on urban transportation and agricultural developments; the Ellis Island era of the "great migration" and its resulting impact on industrialization; the onset of government restriction in the early 20th century and modern refugee problems. Students will also explore current issues of assimilation, acculturation, cultural identity and multiculturalism in American society. (Fall)

**HIS 3040 - Harlem Renaissance (3)**

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. Also counts for credit toward the African Studies minor.

**HIS 3041 - French Revolution & Napoleon (3)**

This course focuses on the French Revolution as a watershed in the political development of western Europe. Special emphasis will be paid to the role of ideology, class, and culture during the old regime and throughout the revolutionary period. The ongoing historical debate about the interpretation of the revolution will also be considered.

**HIS 3048 - WORLD WAR II REVISITED (3)**

This course offers an analysis of the causes and course of the greatest conflict in world history, covering all theaters 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.

**HIS 3052 - History of Women in U.S. (3)**

This course views U.S. History from the days of the colonists to the present from the perspective of women. It examines the political, social and economic constraints imposed on women throughout the period. Topics include not only the impact of settlement, colonization, revolution and independence, industrialization, urbanization, slavery, the Civil War, westward expansion, education and immigration on women, but also "women's topics" such as the origins and development of the feminism and women's right, the campaign suffrage, use of gender stereotypes in media, literature, and the music and evaluate how they impact society, work and family life, the legal status of women. Readings will be drawn from journals, diary excerpts, short stories, novels and letters from the scholarly essays and monographs by historians and other social scientists. Class, race and ethnic differences will be examined throughout the course.
HIS 3056 - The Roman Empire (3)

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.

HIS 3067 - Topics in American Sports History (3)

Two hundred years ago, sports in the new United States were generally considered to be minor diversions for children; today, organized sports and athletics form a major component of our culture. The increasing importance of sports, the various activities Americans have engaged in, and the meanings they have found and made while so occupied will form the content of this course, with football, baseball, and basketball receiving the greatest emphasis.

HIS 3071 - WORLD WAR II REVISITED (3)

This course offers an analysis of the causes and course of the greatest conflict in world history, covering all theaters 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.

HIS 3072 - American Transcendentalists (3)

This course explores the origins, ideas and impact of an extraordinary literary and philosophical movement that flourished briefly in mid-19th-century New England: American Transcendentalism. Readings include selected essays of the movement’s leading light, Ralph Waldo Emerson, Henry David Thoreau's Walden, essays and poetry of Margaret Fuller, and Nathaniel Hawthorne's critical fiction, as well as works of historical and interpretive analysis of their Concord community.

HIS 3075 - AMERICAN IDEAS: 19TH CENTURY (3)

This course provides an in-depth analysis of the major U.S. thinkers of the 19th century. Topics covered include the death of Calvinism and rise of Unitarianism; the Transcendental Movement; debates about slavery and race; states rights, the Constitution and Civil War; the role of women in America; the problem of industrial democracy. Writers consulted include Alexis de Tocqueville, Thomas Jefferson, Ralph Waldo Emerson, Henry David Thoreau, William Ellery Channing, Abraham Lincoln, Frederick Douglass, Edward Bellamy, Catherine Beecher and Harriet Beecher Stowe.

HIS 3079 - History & Politics of Modern Iran (3)

This course focuses on the social and cultural history and politics of modern Iran, covering the early modern formation of the country; the 19th-century encounter with the West and its economic and intellectual results, and the 20th -century struggles between despotism, theocracy, and constitutionalism in the shadow of petroleum and the Great Powers. It further covers the Islamic Revolution, the Iran-Iraq War, and the current situation in Iraq. The course will emphasize conflicts facing political and social elites arising from invasions, civil war, Shi'ism and modernization.

HIS 3080 - THE AMERICAN CENTURY (3)

During World War II, magazine publisher Henry Luce famously defined the twentieth century as "the American Century." This course will consider how, in the last hundred years, the role of the United States in the world grew to gigantic proportions, and examine selected issues related to this influence such as popular culture, the Cold War and its aftermath, and international economic relations.

HIS 3083 - Women, Imperialism & Islam (3)

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. Also counts for credit toward the African Studies minor.
HIS 3085 - Conflict in Modern Mid East (3)
In late winter 2011, revolutions broke out throughout the Middle East and North Africa resulting in regime change in at least three countries while seriously challenging long-standing governments (many of which receive support from Western powers) in several others. However, the so-called "Arab Spring" was hardly the first large-scale coordinated political movement in this region to be driven largely "from below." This course aims to investigate the past century of revolutions, social movements, and political change in the Middle East, starting from the Urabi revolts in Egypt in the late 1880s to the uprisings of 2011. We will focus on the ways in which state elites, imperial powers, and other powerful groups have attempted to shape Middle Eastern politics, society, and economy to fit their own interests. More importantly, however, we will focus on how non-elite social groups, dynamic societal forces and diverse popular political movements have responded to and resisted these efforts, and the ways in which their struggles have shaped the history of this region.

HIS 3086 - EARLY AMERICA (3)
An examination of the religious and political history of British North America. Topics explored include the Puritan "errand" and its legacy; religion and slavery; American Quakerism; the Salem witchcraft trials; faith and the Indian. Our focus throughout will be on the emergence of ideas in the new and developing religious and political context of 17th and 18th century North America.

HIS 3089 - THE CELTIC SYNTHESIS (3)
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 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. Students will do individual work and collaborate on work in small groups. A seminar report and research paper are required.

HIS 3090 - Migrants, Smugglers and the State: The Politics of Migration in Modern World History (3)
This course is intended to provide a historical context behind the emergence of global migration control regimes, racialized quota systems, and measures to prevent human trafficking and smuggling that shape the migration process throughout much of the contemporary world. Furthermore, it will investigate how everything from legal definitions of citizenship to the issuing of passports and contemporary the contemporary understanding of national borders is rooted in the history of migration and mobility control. Because of the role that both migration and migration control has played in the history of the United States, we will discuss many of these issues within the context of that country's past and present. However, this course is global in scope, and with courses investigating themes such as Turkish guest workers in Germany, human trafficking in Dubai, and skilled migration in Hong Kong.

HIS 3091 - POLITICS AND RELIGION IN IRELAND (3)
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 eighteenth century and, finally, the evolution of entrenched oppositional religious identities that has produced such a unique and complex legacy in the twentieth century.

HIS 3093 - The US in the 1950's & 1960's (3)
This course considers American society and culture during two decades of revolutionary change. Topics to be covered include the Civil Rights movement and its imitators, the American experience in Vietnam, consumer culture and suburbia, and youth culture.

HIS 3094 - INTERNATIONAL RELATIONS SINCE 1945 (3)
A survey of 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.
HIS 3101 - AFRO-BRAZILIAN HISTORY & CULTURE (3)
The course for students is linked to a trip to Salvador, Bahia State, Brazil. Brazil is the largest country of South America and harbors the largest African population outside of Africa (ca. 80 millions, at least half of the total population), the second largest Black population in any country behind Nigeria, well before the US. Salvador is the largest city and the capital of the state of Bahia, and holds preeminence in both cultural and political aspects.

HIS 3102 - WOMEN AND GENDER IN LATIN AMERICAN HISTORY (3)
This seminar explores how women shaped political, economic and social life in Latin America beginning with independence. Despite popular notions that women were either virtuous homemakers or immoral betrayers, they have challenged this duality throughout the history of Latin America. In order to understand how women negotiated and contested these constructions, this course places emphasis on gender relations and how categories of identity based on race, ethnicity and class informed social struggle. This course therefore requires the interrogation of specific themes such as sexuality, honor, labor, revolution, citizenship, nation building, law and social activism in order to better understand how women not only participated in social change, but also how they understood themselves as actors within a historical context.

HIS 3103 - Topics in Modern Irish History (3)
This course will address a topic of central importance to modern Irish history. Such a topic might include, for example, the potato famine, emigration, religion and society, nationalism and revolution, literature and politics, the Northern Ireland troubles, the origins and progress of the Celtic Tiger, etc. A major focus of the course will be to introduce students to comparative methods and the variety of approaches used in the research and writing of history. (Fall)

HIS 3104 - MODERN LATIN AMERICAN REVOLUTIONS (3)
This seminar will provide students with an introduction to the internal social, political, and economic influences that led to revolution in Mexico and Cuba and counterrevolution in Guatemala and Chile, while also taking into account the influence of the United States and the cold war. This course, however, will not explore social change through the lens of the United States. Rather, we will examine how regional identities, women, peasants, and workers in each nation, shaped revolutionary movements and post-revolutionary state structures.

HIS 3105 - Orientalism and Occidentalism (3)
This course will look at this historical and theoretical debate and exchange 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). We will look at both western representations of the "Orient" and "eastern" representations of the "West". We will ponder the existence and viability of such issues as Orientalism and Occidentalism and fit these ideas into their historical context. We will also examine how both East and West portray each other in films, newspapers and cartoons.

HIS 3106 - SEMINAR: VIOLENCE AND RESISTANCE IN TWENTIETH CENTURY LATIN AMERICA (3)
This course examines the nature and purposes of state-directed violence and resistance to it in 20th century Latin America. Through the close reading of texts and interpretation of film, students will explore what has constituted Latin American violence, the public versus private nature of violence, its intersections with ethnicity and gender, and the ways in which victimization, accountability, and human agency have changed over time. Assignments will require students to investigate the nature, purposes, and results of state-directed acts of violence (Argentina's Dirty War, the slaughter of Mayan Indians in Guatemala, and Chile's repressive dictatorship for example) and torture, as well as the various forms of resistance citizens utilized to challenge repression.

HIS 3107 - Holy Sites & Pilgrimages (3)
This seminar examines the relationship between holy sites and pilgrimages from ancient to recent history. It challenges the atavistic view that links spirituality and
immutable rituals through religious practices only, ignoring that context and conjuncture often override structures and that historical evolution changes the content and meaning of pilgrimages, and is still at work. Different holy sites and pilgrimages of the major religions in will be covered, with a particular emphasis on the Rome from Ancient to Contemporary. The keywords will include among others: prophecy; devotion; charisma; spirituality; initiation; evolution. This course does not have a pre-requisite but some previous exposure to a World History and/or World Religions course may help.

**HIS 3112 - Africa Discovered: Africa & Africans in World History (3)**

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 3113 - American Assassins (3)**

This seminar examines political murder and murderers in the United States from the assassination of President Abraham Lincoln to the domestic terrorism of the Unabomber. Sociological, psychoanalytical, and psychiatric perspectives on the motivations and personality "types" of American political killers, as well as their own moral and political justifications, regrets, or denials of their actions, will be considered. A central focus of this course will be on understanding law enforcement, judicial, and legislative responses to political killing. Perspectives on the roles of government agencies and corporate power in political murder and the growth of a popular "conspiracy industry" will also be considered. Manifestations of domestic political homicide in modern American fiction, visual art, and music will be included.

**HIS 3114 - History of the Ottoman Empire (3)**

This course seeks to provide comprehensive coverage of the social, political, and cultural history of the Ottoman Empire from its emergence as a global power spanning three continents to its demise after the First World War. The course also emphasizes the importance of Ottoman history in shaping the modern Middle East.

**HIS 3115 - CANNIBALISM IN LATIN AMERICAN WORLD (3)**

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

**HIS 3116 - Topics in the History of Business (3)**

This course considers human economic enterprise as it has unfolded historically in various settings of the world, with a special emphasis on the modern period from the Industrial Revolution forward that has seen a spectacular rise in human productivity affecting all aspects of society. Topics will include methods of production, issues of organization, financial innovations, human entrepreneurs, economic thought, political economy, and globalization both old and new.

**HIS 3118 - Women, the State & Politics in African History (3)**

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's contemporary political and social activism.

HIS 3123 - The Mississippi (3)
This course will examine the social, political, cultural, and natural history of the Mississippi River and its environs. The river will be considered in all its aspects, from the physical and geographical through the social, political, and economic to the symbolic and spiritual.

HIS 3124 - ECONOMIC HISTORY OF AFRICA (3)
Africa has always been an integral part of world history through its economic interaction with the rest of the world. This course examines Africa's historical insertion in the global world-wide economic system while preserving its African character through very original institutions, actors, and practices, some of which had resisted European assimilation. Also counts for credit toward the African Studies minor.

HIS 3125 - Europeans and Americans Through African Eyes (3)
Most of the literature about the relations between Africans and Westerners is about the West's views. Therefore little is known about what Africa and Africans think about Europe. This is due partly to the fact that most scholars rely heavily on European and American materials, and partly to an unconscious Eurocentric perspective. This course addresses the issue of how Africans viewed Europe and North America through time.

HIS 3126 - Europe and Its Empires (3)
This course looks at Europe's expansion from the fifteenth century through the twentieth. The focus will be on comparing European colonial regimes in America, Asia, and Africa, and their differing impacts, covering the times of exploration, the conquest phase, and the colonial period. Keywords will include: nationalism, capitalism, imperialism, assimilation, association, globalism, hegemony, domination, chauvinism, indigenous, expatriate, missionary, emancipation, segregation, culture, civil-ization, religion, and race.

HIS 3127 - Latin American Economic History (3)
The course traces the economic development of Latin America, commodity production and its role in the global economy, as well the labor struggles that ensued as a result. This course will enhance students' global awareness of economic development as well as issues pertaining to production, underdevelopment, and poverty.

HIS 3135 - Slavery Through History (3)
Slavery is usually seen only in local historical contexts because of its many forms, different histories and consequences, and yet, the universality of its practice is evident. The course focuses on slavery in a comparative perspective, covering it in general and in its local specificities, with a particular emphasis on Africa and the Americas, so we can understand the differences while assessing the similarities. The themes include topics such as women's status and role, the economics of slavery, the religious, ideological and political justifications, the ethics and the legal, changes in the systems from within and from without.

HIS 3136 - Crusades & Jihad: Holy War & Holy Peace (3)
Is today's conflict between Muslims and Christians a direct result of The Crusades? This seminar will explore the medieval scene in Europe and the Holy Land to find out how tensions developed and perpetuated to divide our world into an East and a West. We will examine the controversial issues surrounding the origins of crusade and Jihad, explore both Eastern and Western perspectives on the major events of the Crusades, and attempt to understand the course of the ever changing crusading movement and its legacy on both the Eastern and Western worlds.

HIS 3137 - The Mexican Revolution (3)
The Mexican Revolution (1910-1920) was the foundational event in modern Mexican history. This seminar explores the causal factors, the revolutionary process and the legacy of this momentous event through the transformations that occurred in labor, politics, gender, sexuality, and ethnic and cultural relationships as expressed in literature and art. In addition, diverse
interpretations of the revolution have emerged over the years. This course therefore will examine these transitions in historical analysis as well as the circumstances that have fueled debates about the changing meaning of Mexico's revolution.

**HIS 3138 - Atlantic Revolutions: America, France, Haiti (4)**

This advanced seminar will focus on the development of three distinctive, yet closely related revolutions in the eighteenth century: the American War of Independence, the French Revolution, and the slave revolt in St. Domingue that led to the founding of the Republic of Haiti in 1804. We will investigate these revolutions together and comparatively to examine the developments that led to the rise of a 'revolutionary' culture in the countries around the Atlantic in the 18th century. We will further examine what difference the long decades of war and revolution actually made in the political history of the North Atlantic world and how these extraordinary conflicts lay the foundation of the politics of the modern world. An off-campus research trip to the New York Historical Society's extraordinary collections is a required component of this seminar.

**HIS 3140 - NATIVES AND NEWCOMERS IN LATIN AMERICA (3)**

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

**HIS 3141 - Irish American Experience (3)**

The course will chronologically examine the Irish American experience from its beginnings to the present day. Starting with earlier Irish home conditions the course will look at push/pull factors and conditions in Ireland and the colonies that led to the earliest migration to America in the 17th century. Significant attention will be paid to those Ulster Irish (Scotch Irish) who came in large numbers and who had great impact on 18th century US development and beyond. The seminal experience of Irish emigration in the 19th century will be explored in great detail with discussion of crucial push/pull factors as well. The significance of ?The Great Hunger? and the resultant impact on US history and the transformation of urban life will be explored as a central event of the Irish experience. Later Irish involvement in the economic, political and religious life of the nation will be explored as well as the somewhat later migration of Irish women. Issues regarding Nativism and Irish involvement with nationalistic movements will be investigated and discussed. With the beginning of the 20th century investigation will focus on Irish occupations and the upward mobility of new generations, including a class discussion revolving around the election of President Kennedy. Finally, the course will conclude with an examination of post World War II Irish immigrants and US/Ireland relationships.

**HIS 3143 - CULTURAL STUDY TOUR: IRELAND (3)**

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

**HIS 3144 - Sexuality & Race in the Caribbean (4)**

This course explores how examining sexuality and race in the Caribbean complicates our understanding of political, economic, and social change within a global context. Students will be introduced to diverse theoretical developments concerning sexual and racial inequality in the Caribbean and various traditions of feminist epistemology. Through the lens of race and sexuality in both the colonial and post colonial context, student will attain a greater understanding of various Caribbean nations in relation to US and European political and economic influence in the region. This course requires the interrogation of specific topics such as, but not limited to, marriage and divorce, prostitution, racial and sexual
politics, family life, honor, violence and sexual tourism. Students are required to complete assigned weekly readings and to demonstrate critical thinking in all writing assignments. This course also requires activities outside of class which may include films, trips to museums, galleries, or academic panels.

**HIS 3145 - History & Historians (3)**

A series of interpretive scholarly readings organized around a particular historical theme. Students read selections from the works of major historians and examine methods and historiography. Required for Honors Track Junior History Majors. (Spring)

**HIS 3160 - Senior Colloquium (3)**

The colloquium functions as a workshop in which History majors take their senior evaluation projects through the successive stages of research, prospectus, working bibliography, detailed proposal/outline, and first pages of draft. Topics covered include: defining a workable research topic; deciding what sources to use; deciding on an approach to a topic. Offers guidelines in the techniques of research and writing upon which all historians rely. (Fall)

**HIS 3181 - CHIVALRY IN THE BRITISH ISLES (3)**

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.

**HIS 3182 - AMERICAN POLITICAL TRADITION (3)**

The United States has somethimes been called the world's "oldest modern country," as indicated by the fact that the U.S. constitution is the world's oldest written constitution still in effect for a country. This celebrated document laid the foundation for both American political practice, while inspiring many others around the world. However, much of the development of the political history of the U.S. would have surprised the Founder. This course proposes to study the development, evolution, and changing practice of representative democracy in America since the Constitution went into effect in 1789. Topics will include the immediate appearance or partisanship in the creation of the Hamiltonian and Jeffersonian traditions, the rise of "democracy," the appearance of a two-party system and its intriguing persistence, the balance among the 'holy trinity' of American governmental structure (executive, legislative, and judicial), continuing contested discussion concerning issues of federalism and states' rights, and inevitably, major personalities who have made the American political tradition what it is.

**HIS 4001 - TOPICS IN MEDIEVAL & CELTIC WORLDS (3)**

This seminar allows students to explore Medieval times through individualized discovery, giving them an in-depth understanding of a world long past. There will be seminar reports and a research paper requirement.

**HIS 4495 - Independent Study (1-3)**

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.

**HOLC - Holocaust Studies**

**HOLC 2010 - NATIVE AMERICAN RELIGIONS (3)**

Uses myth and ritual from the Iroquois, Sioux, and Hopi to introduce the varieties of religious experience among the native nations of North America and to explore how religion functions within the ways of life of these nations. Students explore the religions of other nations in their projects.

**HOLC 3035 - The Third Reich (3)**

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 in Film (3)

One of the most effective ways in which the memory of the Holocaust has been kept alive has been through its portrayal on film. One might argue that a whole genre of film has emerged, devoted to the examination and remembrance of the Holocaust, from Alan Resnais's early documentary, Night and Fog, to Steven Spielberg's commercial feature, Schindler's List. This course will study the evolution of that genre and the changing nature of the Holocaust's portrayal. Research paper.

HOLC 3037 - The Holocaust and Culture (3)

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?

HOLC 3042 - Literature of the Holocaust (3)

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 3095 - Race, Religion and Culture (3)

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.

HOLC 4495 - INDEPENDENT STUDY (1-3)

 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.

IDS - Interdisciplinary Studies

IDS 1000A - FRESHMAN PRECEPTORIAL (3)

The Preceptorial is a year-long, seminar-style course required of all Manhattanville freshmen. It is intended to foster the intellectual development of students and provide a foundation for college-level academic work through an introduction to the liberal arts tradition of world civilization. Preceptorial classes are kept purposefully small in order to facilitate careful consideration of the ideas contained in these texts, ideas that have influenced people, institutions, and whole societies for hundreds, sometimes thousands of years. The Preceptorial's overall mission is to provide a setting in which students may increase their awareness of the world, both ancient and modern; to strengthen academic skills such as reading, speaking, and analyzing as a foundation for further study, as well as a richer and more meaningful life; to help students get to know well a diverse group of their fellow students while engaging in a common intellectual endeavor; and to insure that they develop, through regular contact, a constructive relationship with their academic advisor that will serve them well as they proceed beyond their freshman year at Manhattanville. The teacher of the Preceptorial (the Preceptor) is also the student's academic advisor until the student declares a major and selects an advisor in his or her major field. In addition to guiding the student to plan appropriate courses for both Freshman semesters, the Preceptor introduces him/her to the Manhattanville Portfolio System and establishes a mentoring relationship that facilitates a successful adjustment to college.

IDS 1000B - FRESHMAN PRECEPTORIAL (1)

The Preceptorial is a year-long, seminar-style course required of all Manhattanville freshmen. It is intended to foster the intellectual development of students and provide a foundation for college-level academic work through an introduction to the liberal arts tradition of world civilization. Preceptorial classes are kept purposefully small in order to facilitate careful consideration of the ideas contained in these texts, ideas
that have influenced people, institutions, and whole societies for hundreds, sometimes thousands of years. The Preceptorial’s overall mission is to provide a setting in which students may increase their awareness of the world, both ancient and modern; to strengthen academic skills such as reading, speaking, and analyzing as a foundation for further study, as well as a richer and more meaningful life; to help students get to know well a diverse group of their fellow students while engaging in a common intellectual endeavor; and to insure that they develop, through regular contact, a constructive relationship with their academic advisor that will serve them well as they proceed beyond their freshman year at Manhattanville. The teacher of the Preceptorial (the Preceptor) is also the student’s academic advisor until the student declares a major and selects an advisor in his or her major field. In addition to guiding the student to plan appropriate courses for both freshman semesters, the Preceptor introduces him/her to the Manhattanville Portfolio System and establishes a mentoring relationship that facilitates a successful adjustment to college.

IDS 1006 - PRECEPTORIAL: SEARCH FOR A GOOD LIFE (3)

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

IDS 1055 - LITERATURE OF TRANSFORMATION (3)

This course will begin by examining some well-known myths, legends and fairy tales in the light of their symbolic significance as paradigms of human transformation. The power to transform oneself or others can be used for good or for evil, as punishment or as reward; but no matter the form or purpose, there is always a lesson to be learned about our deepest impulses and desires. Modern literature also deals with the cycle of wrongdoing, innocence, suffering and redemption, minus the element of magic; yet the ancient patterns and the same mystery persist on a psychological and spiritual level. Works to be read include selection from Ovid's Metamorphoses, The Golden Ass, by Apuleius, Shakespeare's King Lear, Silas Marner, by George Eliot, some short stories and poems, and the film Wild Strawberries.

IDS 1208 - THE ENVIRONMENTAL IMAGINATION (3)

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

IDS 2028 - THE NEW YORK EXPERIENCE: LIFE OF A GREAT CITY (3)
See the real New York City from historical, sociological and artistic perspectives. This course will offer an examination of class, race and ethnicity through direct experience of the geography, sites, structures, and people of New York City. We will relate the social, political, economic, and religious history of New York to the actual physical environment of streets, buildings, and neighborhoods. New York City field trips will be a core course component. Students will develop a journal of field notes and related information, which will be submitted at the end of the course.

IDS 3004 - WOMEN & COMMUNITY LEADERSHIP (3)
Leadership is an invitation and a challenging opportunity. Leadership requires courage and an ongoing cultivation and integration of one’s internal and external experiences. Leadership does not accept mediocrity; rather it demands an unequivocal answer that is heartfelt and vibrant. With such a mandate, how do we get there? How do we navigate the often uncharted leadership waters? On the macro or system level, leadership requires that we understand and acknowledge our role as leaders and access the information that supports our leadership on the many landscapes in which we live and work. On the micro or professional/personal level we must find role models and mentors. Discern the inputs of leadership—what makes us a leader? And, embrace the outputs of leadership—what kind of the leaders do we embody and model? Women and Community Leadership provides the forum in which to explore the necessary skills and experiences such as leadership, entrepreneurship, communication and advocacy, interacts with mentors and role models and engages in demanding conversations inorder to be effective, contributing local and global leaders.

IDS 3010 - Career & Life Work Planning (1)
The course curriculum is designed to serve as an assessment tool re-establishing what a four-year degree means to the students and examining reasons for their returning to college. The course content emphasizes a liberalizing approach, viewing the adult learner as an ever-growing individual and seeks to incorporate the riches of individual experience with the presentation of new and systematic opportunities for continued learning. Emphasizing Malcolm Knowles approach to adult learning, the class is an interactive one emphasizing the learner’s active participation in the learning process. Using the textbook ?If You Knew Who You Were You Could Be Who You are,? by Gerald Sturman, students complete the Myers-Briggs Type Indicator (MBTI), a widely recognized career assessment instrument. Class discussion revolves around their scoring the instrument in such areas as Career Type, Career Anchors, Values, Needs and Internal Barriers. Through facilitated discussion, the students evaluate career options, develop career goals, and action plans. Concluding with a home assignment, students use the concepts discussed in class, the completed exercises from the Sturman textbook and their completed MBTI, to write a detailed Personal Career Profile.

IDS 3030 - Film & Literature in the 20th Century (3)
An exploration of relationships between film and literature focusing upon their differing palettes of response to common modern themes such as self-reflexivity, and the unconscious. It will pay special attention to the problems of adaptation and translation. Among the writers to be considered are Henry James, Theodore Dreiser, Bertolt Brecht, and Andre Breton. Among the films to be examined will be A Place in the Sun, Adaptation, the works of Jean Luc Godard, Luis Bunuel, and film noir.
IDS 3062 - Written Communication in Media and Management (3)

This overview course gives students ample exposure to the theory and practices of business and managerial communications, beginning with brief consideration of the preparation of effective letters and memos and approaches to the writing of technical documents, manuals, short and medium-length descriptions, proposals and summary reports. Much of the focus of the course will be on writing used in the media and related professions. Journalistic writing in its news, feature and article writing styles will be introduced, from fact gathering to final execution as students carry out writing assignments on topics of current interest. Issues addressed include objectivity and interpretation, ethical issues and effective business practices. Other kinds of writing, including advertising and public relations may be addressed as well.

IDS 3098 - Final Integrative Project for Behavioral Studies Concentration (2)

This project, carried out under the guidance of a faculty member, requires the student to select and research three topics chosen from the major themes of the program. The student then prepares a paper that integrates these findings and applies them to a life situation.

IDS 3212 - DISABILITIES STUDIES (3)

The field of Disability Studies investigates "disability" not as a medical state but as a social, cultural, and political phenomenon. How is disability defined, by whom, and with what consequences? How is disability represented and experienced? Exploring these questions requires thinking of disability as a constructed identity that depends on social and cultural context. This course will examine texts and sources from a variety of disciplines that shed light on how understanding of disability have been constructed over time, and in our own day. We will juxtapose scholarly sources from history, sociology, anthropology, education, gender studies, legal studies, and public policy with representations in literature, film and the arts, and with accounts of lived experience of disability, in the form of personal essays and narratives.

Students will take a very active role throughout the semester in leading discussion and developing their own individual term projects, on which they will report at several stages. Following a few introductory weeks in which we will build common ground of terms and concepts, our weekly reading will also be determined, in part, by students, using our various course readers as sources.

IDS 3213 - LAW & THE PRESIDENCY (3)

On the day he took the oath of office as President of the United States in 1897, William McKinley said to outgoing President Grover Cleveland, "What an impressive thing it is to assume tremendous responsibilities!" McKinley's successor, Theodore Roosevelt, famously called the Presidency "a bully pulpit," and he added that "I have thoroughly enjoyed it, for it is fine to feel one's hand guiding great machinery." More recently, however, many Presidents have seemed to agree with Harry Truman when he said that "there is no exaltation in the office of the President of the United States -- sorrow is the proper word." The Presidency of the United States - an office invented by our founding fathers and tested over two centuries through wars, economic depressions, and other crises - has today evolved into an institution of unprecedented power and prestige. And yet, the Presidency is part of the Constitution and our whole system of law. As such, the President is checked by our fundamental law, even as the President plays a role in shaping the direction that the law and the Constitution will take. In this seminar, we will take an historical look at the American Presidency in relation to the American Constitution and the American system of law. After a brief introduction focusing on the perils and challenges of the Presidency today, we will look back at the sources of the framers' ideas of executive power - in the writing of state crafters and philosophers like Machiavelli and Locke, and in the experiences the framers had of prerogative power in England and colonies. Then we will take up the creation of the Presidency in the Constitution Convention of 1787. From there, we will move on to consider the contributions of several of our Presidents - from Washington and Jefferson to Lincoln, from TR and FDR to Truman and Reagan.
IDS 4496 - THE NEW YORK CITY EXPERIENCE: SEMINAR ON LEADERSHIP (3)

Explore your potential for personal and professional leadership in this seminar. Integral piece of the Semester in NYC program. Classroom work, readings and writing assignments examine current theories of leadership and help students identify critical factors of responsibility for leadership in all types of people and in all types of "communities". Though distinct from the internships for which students receive separate credit, the course is meant to create links to the internship experience.

M00

IDS MATH - MATH TRANSFER EQUIV. (3)
Transfer equiv only do not build sections

IDS SCIENCE - SCIENCE TRANSFER EQUIV. (3)
Transfer equiv only do not build sections

INS - International Studies

INS 1008 - Introduction to Global Studies (3)
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.

INS 1010 - Global Economy (3)
This course is designed for International Studies majors and others interested in the workings of the modern world economy, the dynamics of the development process, and the economic interconnections between nations. The course presents the intuition of relevant economic theories and applies them to the many controversies surrounding globalization and development.

INS 2001 - World Cultures Through Literature and Film (4)
This course will examine selected literary texts both as expressions of specific national identities and in their inter-cultural relatedness. Though historical roots will be treated, emphasis will be on contemporary manifestations of the intellectual and cultural heritage of Western and Eastern Europe, Latin America, Asia and Africa. (Fall)

INS 2021 - BALLOTS BULLETS & BARRICADES (3)
Across the globe, people are starting to participate in diverse and multifaceted ways. In some countries, citizens vote in record numbers, while others suffer from low turnout. More and more people are taking to the streets, for example, in Turkey, Bangladesh, and the Arab World. Civic engagement has declined in the United States, but flourished in new democracies and authoritarian regimes, such as China, India, and Mubarak's Egypt. What explains these variations? Who participates? Why do people take to the streets? This course will address some of these questions, comparing theories and cases from across the world. Students will learn about multifaceted forms of political participation: electoral politics, protest, informal politics, and civic engagement.

INS 2039 - Contemporary South Asia (3)
This is a survey course on South Asia from the late modern period to the early 21st Century, focused on Bangladesh, India, Nepal, Pakistan, and Sri Lanka. Its aim is to explore the multiple and overlapping understandings of nationalism and citizenship as they manifest in the region's history, culture, and politics. The course will cover the anti-colonial movement, partition of India and Pakistan, and Bangladesh's 1971 war of secession. The region's rich cultural heritage will be explored through literature, film, and intellectual discourses surrounding the making of modern South Asia, particularly around the themes of nationalism, caste, religion, and gender. The course will include a component on the Indian film industry, with emphasis on the ways in which the above themes are represented in Bollywood films. On politics, it will address the post-colonial state, regime, and economy and society in Bangladesh, India, and Pakistan, and conflict and peace in Sri Lanka and Nepal.
INS 2040 - ARMED CONFLICTS (3)

Armed conflicts have increased at an alarming rate since the end of World War II. As conflicts have shifted in nature from interstate wars to insurgencies, they have become increasingly difficult to contain and resolve. In this course, students will learn about armed conflicts from theoretical, methodological, and policy perspectives, with a focus on conflicts in Asia, the Middle East, and North Africa. They will explore answers to the following questions: How do we identify a conflict when we see one? Why do individuals resort to violence? How have conflicts changed over the years? What causes new wars? How may we approach the resolution of complex and lengthy wars? How do gender disparities manifest in the context of armed conflicts? Students will learn various theoretical approaches towards conflict resolution and their practical implications for overcoming conflict and achieving peace. Special attention will be given to unusual and experimental ways of treating the subject matter, including postmodernist treatments (Heiner Miller’s ?The Task?), film animation (Folman’s ?Waltz with Bashir?) and cartoon novels (Sacco’s Palestine and Safe Area Gora?de). After examining the various reasons for armed struggles (ideological, imperialist, class, religious and ethnic struggles, as well as civil war, wars against oppression, wars over disputed land and wars of independence) and enlisting the aid of various theoretical texts on the origins and reasons for war (such as Franz Fanon’s Wretched of the Earth and Crane Brinton’s Anatomy of Revolution), we will turn to the depiction of specific conflicts as addressed by native filmmakers and writers.

INS 2050 - Environmental Geography (3)

This course is an introduction to the holistic study of the relationship between humans and the environment in a global context, including the cultural, technological and economic dimensions of environmental problems. It will examine the earth’s regions and ecosystems and trace the impact over time of human populations on the earth’s resources. Current issues such as increased resource consumption and waste generation will be highlighted, as well as the current agencies and regulations that mediate the relationship between humans and the environment.

INS 2052 - CONTEMPORARY WARS IN LITERATURE AND FILM (4)

This course will plumb the insights of writers and filmmakers to better understand the issues of armed conflicts that have plagued the world community from the second half of the 20th century to the present, from full scale, government sponsored wars to rebel insurgencies. The selected texts and films will contribute to a view of these conflicts that goes beyond media presentations, one that is powerful, intimate and thought-provoking, espousing deeper understanding by exposing previous distortions through lack of information or media manipulation. They also depict the universality of the harrowing experience of war, its psychological impact on civilians and combatants alike, and often suggest means

INS 3003 - Senior Seminar Internat Studies (3)

An integrative seminar meant to pull together the diverse elements of international studies, including economic, political, historic, literary and cultural aspects. This course is aimed primarily at International Studies majors in their senior year, who will write their senior theses 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.

INS 3056 - Politics/Art of German Cinema (4)

This course looks at the films produced in the two Germanys during the 40 years of that country’s separation into West (FRG) and East (GDR), analyzing them both as aesthetic vehicles and as expressions of a particular political-historical context. Films will include those of now world-famous directors such as Frank Beyer, Konrad Wolf, Rainer Werner Fassbinder, Margarethe von Trotta, Werner Herzog and Wim Wenders. Films are in German with English subtitles. Lectures and supplementary readings are in English.

INS 3057 - Culture & Change in Southeast Asia (3)

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 its socio-economic development processes of the area's recent economic
boom. Indochinese and Indonesian societies constitute the main focus of the course.

**INS 3060 - Heimat: Germany's Fall & Rise (3)**

This course will use Edgar Reitz' 1984 epic film "Heimat" to help students understand German socio-historical developments from the end of the First World War to Germany's economic and political dominance of Europe in the 1980's. Reitz' film unfolds in 11 episodes (each approximately 1 1/2 hours long), and tells the interrelated stories of the inhabitants of Schabbach, a German village which serves as a microcosmic symbol for the whole country. Like the rest of Germany, the various inhabitants of the village live through the crisis after WWI, the rise and fall of Nazism, post-war reconstruction and subsequent prosperity. Praised for its emotional intensity, cinematic beauty and attention to detail, the film is an excellent vehicle for learning about the events of 20th century German history and their effect on individual lives. Selected readings in German culture and history, as well as the viewing of some related films, will reinforce and augment student understanding of the cinematic material. The film is in German with English subtitles, the lectures and discussions are in English, and the course can be taken for either German or International Studies credit. Students taking it for German credit are encouraged to sign up for a once a week German discussion class (1 credit GER "Independent Study") in conjunction with this course.

**INS 3094 - International Relations Since 1945 (3)**

This course surveys the course of relations among the nations from the conclusion of the Second World War forward, stressing the unique role played by the United States. This course qualifies as a History elective and will fully count towards both the History major and minor.

**IRSH - Irish Studies**

**IRSH 2045 - The Making of the British Isle (3)**

This course will address the interrelationship of England, Wales, Scotland, and Ireland from the early Christian period to the present. Chief topics will include the spread of Christianity, the growth of Norman feudalism, the emergence of nation states, the influence of the Reformation, the emergence of England as the dominant center, the fate of the Celtic countries, the growth of empire, industrialization, and finally the emergence of devolution movements in the 19th and 20th centuries. (Fall)

**IRSH 2090 - Modern Ireland Since 1601 (3)**

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.

**IRSH 3076 - Troubled Images: Art & Conflict (3)**

This seminar will survey the history of political art in Ireland from the twentieth 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.

**IRSH 3081 - Chivalry in the British Isles (3)**

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.
IRSH 3089 - THE CELTIC SYNTHESIS (3)
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 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. Students will do individual work and collaborate on work in small groups. A seminar report and research paper are required.

ITL - World Languages & Literatures

ITL 1001 - Introductory Italian I (4)
Italian 1001 is the first in a series of Italian courses (ITL 1001, 1002, 2001, 2002) and is designed for students who have no previous Italian instruction. Introductory Italian 1001 is designed to give the student a basic knowledge of spoken and written Italian. Pronunciation, fundamentals of grammar and vocabulary building are stressed. Attendance and participation figure in the final grade.

ITL 1002 - Introductory Italian II (4)
Italian 1002 is the second in a series of Italian courses (ITL 1001, 1002, 2001, 2002) and is designed for students that have successfully completed Introductory Italian 1001. This course which focuses on the four skills of language learning: listening, speaking, reading and writing. The course is designed for students who would like to deepen and broaden their communicative knowledge of the language. Attendance and participation figure in the final grade.

Prerequisite: ITL 1001.

ITL 2001 - Intermediate Italian I (3)
Italian 2001 is the third in a series of Italian courses (ITL 1001, 1002, 2001, 2002) and is designed for students that have successfully completed ITL 1001 and 1002. The aim of this course is to provide a comprehensive review of Italian grammar, and to serve as an introduction to the study of Italian literature. Much emphasis is placed on developing fluency in speaking and writing. Attendance and participation figure in the final grade.

Prerequisite: ITL 1002.

ITL 2002 - Intermediate Italian II (3)
Italian 2002 is the fourth in a series of Italian courses (ITL 1001, 1002, 2001, 2002) and is designed for students that have successfully completed ITL 1001, 1002 and 2001. The aim of the course is to reinforce and refine skills in speaking, oral and reading comprehension, writing, and grammar. This course intends to approach the study of upper intermediate grammar and of the Italian language through the reading of short stories and authentic materials and movies. Attendance and participation figure in the final grade.

Prerequisite: ITL 2001.

ITL 2009 - Business Italian (3)
The course is designed for intermediate students of Italian who wish to further their linguistic knowledge in specific areas of business. Participants are encouraged to assimilate the basic professional vocabulary and expressions through targeted exercises, group work, class discussions and individual presentations. The course helps students understand professional relationships, job searches, and the socio-economical environment of Italy.

Prerequisite: ITL 1002

ITL 3001 - Advanced Italian I (3)
This course has two aims: to continue improving students use of spoken and written Italian, and to increase their ability to read, understand, and enjoy Italian literature. Fine grammar points will also be reviewed. Attendance and participation figure in the final grade.

Prerequisite: ITL 2002.

ITL 3002 - Advanced Italian II (3)
This course is the continuation of Italian Advanced I 3001 and is designed for students who have previously
completed Italian 3001. This course has two main aims: to continue improving students' use of spoken and written Italian, and to increase their ability to read, understand, and enjoy contemporary Italian culture and society. The course also introduces students to more complex grammar structures via texts meant for native speakers.

Prerequisite: ITL 3001.

ITL 3004 - Adv Italian Conversation & Composition (3)
This course has two aims: to continue improving students' use of spoken and written Italian, and to increase their ability to read, understand, and enjoy Italian literature. Fine grammar points will also be reviewed. Attendance and participation figure in the final grade.

ITL 3007 - THE SHORT STORY (3)
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.

ITL 3009 - Fascism in Literature & Film (3)
This course examines how selected literary and cinematic works portray and interpret the fundamental political and cultural experience of twentieth-century Italy: the fascist regime (and the resistance to it). Participants will study the origins of fascism, its development over the two decades of its existence, and the intellectual forces that opposed it. Themes to be analyzed include: fascism as eclipse of reason, mass consensus to the totalitarian regime, and anti-Semitism. Written and oral assignments. Taught in Italian. Prerequisite: Advanced Italian or permission of instructor.

Prerequisite: ITL 3001,ITL 3002.

ITL 3011 - 20TH CENTURY ITALIAN NARRATIVE I (3)
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.

ITL 3012 - 20TH CENTURY ITALIAN NARRATIVE II (3)
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.

ITL 3019 - Literature, Film and Society (3)
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: ITL 3002.

ITL 3021 - Introduction to Italian Literature and Culture (3)
This is an introductory course aimed to offer students the opportunity to discover Italian Literature and Culture through readings and reflections upon significant texts of the Italian literary and philosophical tradition. From the underworld of Dante to the love poetry of Petrarch, from the political vision of Machiavelli to the scientific revolution of Galileo, from the modernist fragmentation of Pirandello to the postmodern creations of Calvino, the course explores genres, themes and cultural debates by analyzing texts within their socio-political context. The course will help students to expand their vocabulary and to reinforce their written and oral competences through a variety of activities such as discussions, presentations, short papers and research projects. All readings and class discussions will be in Italian.

ITL 4495 - Independent Study (3)
For majors only, with permission of the department.
JPN - World Languages & Literatures

JPN 1001 - Introduction to Japanese I (4)

An introduction to the Japanese language with emphasis upon 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.

JPN 1002 - Introduction to Japanese II (4)

An introduction to the Japanese language with emphasis upon 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: JPN 1001.

JPN 2001 - Intermediate Japanese I (4)

Enhancement and development of oral skills, with increased emphasis on written texts.

Prerequisite: JPN 1002.

JPN 2002 - Intermediate Japanese II (4)

Enhancement and development of oral skills, with increased emphasis on written texts.

Prerequisite: ASN 2001.

LIS - Library Skills

LIS 2000 - LIBRARY RESEARCH FOR COMPOSITION (1)

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


LIS 2001 - Fundamentals of Successful Research (1)

This course will provide students with an overview of information locating research tools and strategies that will utilize catalogs, subscription databases, and the Internet. Students will be encouraged to critically analyze their information sources in order to locate credible resources for their research. Emphasis will be placed on citing sources in order to demonstrate ethical and legal use of information. The final project for this course is cumulative to demonstrate the acquisition of research techniques necessary to locate, retrieve, evaluate, and cite reputable sources of information. (Fall, Spring)

LIS 2010 - Business Information Resources (1)

This course introduces students to core business research tools in the various fields of business literature. The course focuses on research resources and gives practical, hands-on experience with choosing databases, locating material and analyzing and evaluating results. Students will locate, investigate and evaluate company, industry, and marketing information. (Fall, Spring)

LIS 2095 - Fundamentals of Online Research (1)

This online course combines seven online course sessions with three face-to-face class sessions. Within this hybrid class, students are encouraged to work independently and together in virtual groups. This course will provide students with an overview of information locating research tools and strategies that will utilize catalogs, subscription databases, and the Internet. Students will be encouraged to critically analyze their information sources in order to locate credible resources for their research. Emphasis will be placed on citing sources in order to demonstrate ethical and legal use of information. The
final project for this course is cumulative to demonstrate the acquisition of research techniques necessary to locate, retrieve, evaluate, and cite reputable sources of information. (Fall, Spring)

**MAC - Mathematics & Computer Science**

**MAC 1000 - Programming & Graphics in Visual Basic (4)**

This is an introduction to computer processing by learning how to program a computer using Visual BASIC for Windows. It is intended to be an introductory course for students with no previous computer experience.

**MAC 1002 - BUILDING WONDERLAND: AN INTRODUCTION TO ALICE (3)**

An introduction to building virtual worlds using the Alice software tool. The perfect course for the "computer illiterate," or for anyone looking for a completely "untechnical" introduction to the ideas and concepts of Computer Science. The Alice software tool has been developed for a number of years at Carnegie-Mellon University, and is available for Windows, Macintosh, and Linux personal computers. There are no pre-requisites for this course, other than curiosity and imagination.

**MAC 1003 - Make Movies & Games in Alice (3)**

A course that introduces students to the virtual world of Alice, a tool that uses 3-D graphics to introduce students to object-oriented design. Students create movies and interactive games with virtual objects, whose behavior can be modified and extended. this is a fun course for those with little or no experience yet are interested in computer programming.

**MAC 1005 - Programming Worlds - Animation and Games (4)**

Computers do many of the same things people do, only faster, more accurately, and without getting bored. So the task of programming a game is essentially the task of figuring out exactly how the game is played, i.e. understand a particular situation of the game, and then "explain" it to the computer. Unfortunately, computers are literal-minded and completely without intuition, so this explanation must be much more precise and unambiguous than explaining things to a human being. This course, therefore, is about how to analyse a problem/game, figure out precisely and unambiguously how to play it, and present this explanation to a computer. The course makes all this true while building animations and games that are well-tested noninteractive functions. This course is intended for non-Computer Science majors.

**MAC 1010 - Computer Programming I (4)**

This is an introduction to problem-solving methods and algorithm development as well as Java programming. Object oriented coding, debugging and design are emphasized. Computer Science majors are strongly encouraged to enroll in this course in the first semester of their freshman year, or immediately upon changing major to Computer Science.

**MAC 1020 - Creating Android Apps I (1.5)**

A course that introduces students to App Inventor, a tool that graphical tool that allows easy creation of applications (apps) for handheld devices running the Android OS (operating system). Due to the ease of app creation, the course encourages student creativity, especially among students who already own and use an Android device (e.g., smartphone). This is a fun course for those with little or no experience yet who are interested in computer programming. Students do not need to own an actual Android device, as programs they develop can be run in an Android emulator.

**MAC 1075 - Computers and Information Technology (3)**

This introductory level course is a survey of the computer hardware and software currently used in electronic data processing. Topics covered include: data representation, storage devices, input/output devices, computer hardware, operating systems and programming techniques. Students learn to use a word processor, spreadsheet, database, and presentation designer. Students will create and post a website.
**MAC 2010 - Computer Programming II (4)**

This is a continuation of the study of programming begun in Computer Programming I. Advanced features of the programming language introduced in Computer Programming I are covered. Problems requiring larger programs are introduced with particular emphasis given to the importance of the algorithms used. Topics covered include: string processing, data structures and recursion.

Prerequisite: MAC 1010.

**MAC 2015 - Database Design & Construction (3)**

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 covered 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: MAC 2010.

**MAC 2017 - Data Structures and Algorithms Software Tools (3)**

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. The course builds on the material presented in Computer Programming I and II. This material is made more rigorous with an emphasis on the analysis and design of efficient algorithms. Topics covered 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: MAC 2010.

**MAC 2020 - Introduction to Mobile Robotics (3)**

This course introduces students to programming autonomous, mobile robots; these are Create mobile robots, produced by iRobot, makers of the Roomba robotic vacuum cleaner. The course begins with a one-day introduction to the robotic programming language/environment, which the students will then use to program these mobile robots for the duration of the course. The lab will be open for seven (7) hours per day, during which the student may work to complete the required course hours. These mobile robots are autonomous. Therefore, the students, working in teams of two download the program to the robot via a USB connection. The connection is then disconnected, and the robot is allowed to autonomously use its programmed behavior to interact with its environment and carry out the pre-determined task.

Prerequisite: MAC 1010.

**MAC 2021 - INTERNET CONCEPTS & WEB PAGE CONSTRUCTION (3)**

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.

Prerequisite: MAC 1075, MAC 1000.

**MAC 2022 - Web 2.0: Bldg Dynamic Web Sites (3)**

Is your web site looking old and boring? Want to spice it up and make it more dynamic and functional? Then this is the course for you! First, we cover basic web page design and construction using MS FrontPage, and then spice them up with XHTML, Java Script. Ajax, and RubyOnRails.

**MAC 2035 - Programming Languages (3)**

This course offers 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 covered 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: MAC 2010.
MAC 2045 - Computer Systems Architecture and Programs (3)

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: MAC 2010.

MAC 2055 - THEORY OF COMPUTATION (3)

This course provides an introduction to the theory of computation, which essentially deals with the question: What are the fundamental capabilities and limitations of computers? Topics include: regular languages, context-free languages, the Church-Turing thesis, decidability, reducibility, time complexity, space complexity, intractability.

Prerequisite: MAC 2010.

MAC 2085 - Discrete Structures (3)

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.

MAC 3010 - Intro to Compiler Design (3)

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: MAC 2010.

MAC 3011 - Creating Android Apps 2 (1.5)

An elective course for Computer Science (CS) majors. The course uses the Java programming language along with the Eclipse Integrated Development Environment (IDE) along with the Google Android Developer Tools (ADT) plugin for Eclipse to develop applications (apps) for devices using the Android operating system (OS). In this course, students specifically build apps such as games, and apps using wireless communication.

Prerequisite: MAC 1020, MAC 2010.

MAC 3014 - How to Build Computer Games (1.5)

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)

Prerequisite: MAC 2010.

MAC 3016 - How to Build Games for Your Cell Phone (1.5)

In this follow-up to How to Build Computer Games, students apply game theory to constructing games for mobile devices (e.g., Blackberry, Palm OS, and Java-enabled cell phones). The course also includes an introduction to the Java Mobile Edition (ME), assuming a prior working knowledge of the Java programming language. Pre-requisite: How to Build Computer Games (MAC 3014) (every third year)

Prerequisite: MAC 3014.

MAC 3017 - Building Computer System Software (3)

The course objective is to integrate key notions from algorithms, computer architecture, operating systems, compilers, and software engineering in one unified framework. This is done constructively, by building a general-purpose computer system from the ground up. In this process, students explore many ideas and techniques used in the design of modern hardware and software systems. Throughout this journey, students gain many cross-section views of the computing field, from the bare bone details of switching circuits to the high level
abstraction of object-based software design. Prerequisite: MAC 2010

Prerequisite: MAC 2010.

**MAC 3020 - Intro to Operating Systems (3)**

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: MAC 2010.

**MAC 3021 - Intro to FPL Using Haskell (1.5)**

Functional programming language gives a simple model of programming: one value, the result, is computed on the basis of others, the inputs. Because of the simplest foundation, functional language gives the clearest possible view of the central idea in modern computing, including abstraction (data abstraction), polymorphism, and overloading. Functional programs are shorter, cleaner and faster to develop than their imperative counterparts because of the high level of abstraction. Haskell is not just a good teaching language: it is a practical programming language used in a number of real-world projects.

Prerequisite: Programming Multimedia in Java (MAC 2010)

Prerequisite: MAC 2010.

**MAC 3024 - Algorithms in Haskell (1.5)**

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: Intro to FPL using Haskell (MAC 3021)

Prerequisite: MAC 3021.

**MAC 3025 - Algorithms in Haskell (3)**

This course challenges more traditional methods of learning algorithms, by using a functional programming language Haskell. 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 relatively easy to maintain, as the code is shorter, cleaner, and the rigorous control of side effects eliminates a huge class of unforeseen interactions. This leads to understand the algorithm itself more quickly and to use that understanding to explore alternative solutions. This course 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: (MAC 2010) (every third year)

Prerequisite: MAC 2010.

**MAC 3026 - Game Development Scrum-Programming (3)**

Over the course of the term the class will analyze a number of games considered the most important by the game community. In parallel, student teams will design and program games using the interative design process.

Prerequisite: MAC 2010.

**MAC 3035 - Algorithms-Design & Analysis (3)**

Understanding the runtime efficiency of algorithms enables us to compare algorithms and predict if a given problem is solvable by a given algorithm in a practical amount of time. The course will reinforce and expand knowledge of algorithms and also introduce algorithms analysis(measuring the efficiency of algorithms), independent of language, operating system, or hardware. The course will survey a variety of techniques for designing efficient algorithms. These techniques will help students program correctly even when they're not worried about efficiency.

Prerequisite: Computer Programming II
**MAC 3042 - Advanced Topics in Computer Programming (3)**

This course introduces students to some of the issues and foundational technologies of advanced applications, as found in scientific computing systems, financial computing systems, and massively multiplayer online games. Topics may include security technologies such as authentication and encryption, and distributed-systems technologies, such as Internet Protocol networking, concurrency control, and distributed-computing models.

Prerequisite: MAC 2010.

**MAC 3045 - Intro Artificial Intelligence (3)**

This course introduces students to the foundations and applications of Artificial Intelligence. AI, also known as Intelligent Systems, is concerned with the design and analysis of software-based autonomous agents, as found in physical systems such as robots and autonomous spacecraft, and increasingly in computer games and simulation systems. Intelligent systems are able to perceive their environment, to act rationally towards their assigned tasks, and to interact with other agents and with human beings. The course covers a body of work underlying these capabilities, including knowledge representations and reasoning mechanisms, problem solving and search algorithms, and machine learning techniques. Computer games are used as an application area motivating much of this work. Prerequisite MAC 2010. (Alternate years)

Prerequisite: MAC 2010.

**MAC 3052 - WEB DEVELOPMENT APPLICATIONS (3)**

Today's websites are increasingly dynamic generated by scripts and database calls. This course teaches students how to build dynamic websites with Ajax, Linux, Apache, MySQL, and LAMP/WAMP (today's most popular frameworks).

Prerequisite: MAC 2010.

**MAC 3054 - Web Development in Perl 1 (1.5)**

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)

Prerequisite: MAC 2010.

**MAC 3058 - Web Development in Perl II (1.5)**

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)

Prerequisite: MAC 3054.

**MAC 3059 - Perl and Web Development (3)**

This course provides an introduction to Perl syntax, 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. 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: (MAC 2010) (every third year)

Prerequisite: MAC 2010.

**MAC 3060 - INTERACTIVE MEDIA_SYS DESIGN (3)**

Software development and user experience design are distinct skillsets, but projects to address real-life problems require simultaneous application of each by teams working together. MAC 3060, "Interactive Media-System
Design," will meet in conjunction with CAM 4030, "Interactive Media-User Experience Design." Working in teams of students from both departments, students will develop mobile applications or web applications addressing real life design problems. Projects will be brought by actual clients, and students will engage with the clients, and work within formal process frameworks used in industry.

Prerequisite: MAC 2010.

MAC 3062 - Bldg Intelligent Software: Knowledge Engineering (1.5)

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)

Prerequisite: MAC 2010.

MAC 3065 - Intelligent Robots (1.5)

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)or Programming and Graphics in Java (MAC 1010)Minimum Grade B. (every third year)

MAC 3075 - Computation in Data Science (3)

This course introduces students to the core computational technologies involved in the analysis of large data sets, known popularly as "Data Science" or "Big Data." We focus on the data-handling and computational aspects of data handling-sometimes referred to as "Data Engineering"-and touch on statistics from the standpoint of ensuring data cleanliness and testing the computations. We begin with case studies in Big Data analysis, involving social networks, sensor networks, and application logs. We then introduce various tools used in the data pipeline, including Map-Reduce, No-SQL databases, and custom code for data manipulation. Finally we introduce the use of R for obtaining descriptive statistics that can indicate the need for data cleaning or errors introduced in the data pipeline.

Prerequisite: MAC 2010,MAC 2015.

MAC 3998 - Senior Evaluation (3)

A Thesis written under the direction of a department member.

MAE - Education

MAE 1000 - Concepts of Mathematics (3)

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, but does not meet Manhattanville College Math Science distribution requirements.

Prerequisite: EDU 2000.

MATH - Mathematics & Computer Science

MATH 1006 - Math for Liberal Arts-Selected Topics (3)

This course covers various topics outside the usual algebra-calculus sequence. This course is intended to help students gain an appreciation for the methods and scope of mathematics in everyday life. Possible topics include graph theory (Euler paths, Hamiltonian circuits, minimal-cost spanning trees, the travelling salesperson problem), discrete probability and counting, and coding (check digits, Postnet, Soundex, error correcting codes, binary numbers, basic cryptography, etc.).
MATH 1007 - Math for Liberal Arts-Selected Topics (3)
This course covers various topics outside the usual algebra-calculus sequence. This course is intended to help students gain an appreciation for the methods and scope of mathematics in everyday life. Possible topics include fair division, voting methods, linear programming, game theory, Fermi problems, and congressional apportionment.

MATH 1012 - Precalculus (4)
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.

MATH 1030 - Calculus I (4)
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: MATH 1032.

MATH 1032 - Calculus II (4)
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: MATH 1032.

MATH 2021 - Differential Equations (4)
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, n-th order differential equations.

MATH 2023 - Fundamental Concepts of Math (4)
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: MATH 1032.

MATH 2030 - Calculus III (4)
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: MATH 1032.

MATH 2075 - Probability (3)
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. MATH.1032: Calculus II must be taken prior to or in the same semester as Probability.

Corequisite: MATH 1032.

MATH 3008 - History of Math (4)
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: MATH 2023.

MATH 3031 - Advanced Calculus (4)
Emphasis of this course will be on basic concepts of analysis and techniques of proofs.
Prerequisite: MATH 2030. Corequisite: MATH 2023.

MATH 3034 - Linear Algebra (4)
This course will discuss vector spaces, linear independence and dependence of vectors, bases, subspaces, linear transformations, representations of linear transformations using matrices, determinants, non-singular linear transformations, change of basis, rank of a matrix, similarity and diagonal matrices. The course will also cover eigenvalues and eigenvectors. The student must take MATH.2030: Calculus III prior to, or in the same semester as Linear Algebra.

Corequisite: MATH 2030.

MATH 3037 - Number Theory (4)
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: MATH 2023.

MATH 3040 - Modern Algebra (4)
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.

MATH 3041 - Introduction to Graph Theory (4)
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: MATH 2023.

MATH 3048 - Complex Variables (4)
We will study the algebraic properties of complex numbers, the notion of an analytic function and many examples of analytic functions. The Cauchy Integral Theorem will be proved. We will study the Cauchy Integral Formula and its consequences, Taylor and Laurent series expansions and the residue theorem and its consequences.

Prerequisite: MATH 2023.

MATH 3060 - Topology (4)
An introduction to point set topology. Topics covered include: open sets, closed sets, compact sets in metric spaces and topological spaces.

Prerequisite: MATH 2023.

MATH 3077 - Numerical Analysis (4)
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.

Prerequisite: MATH 2030, MAC 2010.

MATH 3097 - Mathematical Logic (4)
This course deals with propositional and predicate calculus, Godel's completeness and incompleteness theorems, and undecidable problems.

Prerequisite: MATH 2023.

MATH 3997 - Senior Readings and Seminar (2)
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.

Prerequisite: MATH 2023.
MATH 3999 - Senior Readings (2)
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.
Prerequisite: MATH 3997.

MATH 4001 - Putnam Preparation (1)
This is a mathematical problem solving workshop. The focus is on training Manhattanville’s team for the William Lowell Putnam Mathematical Competition. However, the Putnam Exam is not a requirement of this course, and any mathematically-inclined student will find the topics interesting. Topics will be tailored to the class, but they may include methods from Algebra, Geometry, Calculus, Combinatorics, and Number Theory. Participation is key to this course. Department approval required.

MGT - Economics, Finance & Mgmt

MGT 1001 - Fundamentals of Management (3)
This course focuses on the principles and theory of management. Methods of planning, organizing, leading and controlling a firm will be examined.

MGT 1002 - Fundamentals of Accounting I (3)
Introduction to accounting concepts for external financial reporting. Topics include accounting theories and principles relative to asset and liability valuations and income determination.

MGT 1003 - Introduction to Marketing (3)
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.

MGT 1004 - Principles of Entrepreneurship (3)
This course introduces the student to the principles and structures of self-owned business. Topics include organization and utilization of resources.

MGT 1005 - Management of Human Resources (3)
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. This course is a prerequisite for all other human resource courses.
Prerequisite: MGT 1001.

MGT 1006 - General HR Employment Practice (3)
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 Business Applications (3)
Students become familiar with a wide range of computer, network and database technologies, and the use of these technologies within business and society. Students will also become proficient in the use of spreadsheet, database and presentation personal productivity software.

MGT 1008 - Fundamentals of Accounting II (3)
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.
MGT 1020 - Essentials Information System (3)
This course provides a thorough introduction to systems theory, information systems and development concepts, core information technologies and the application of these concepts technologies in today’s digital business environment.

MGT 2006 - International Marketing (3)
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.

MGT 2007 - International Management (3)
Principles of management applied in different international environments are discussed. Topics include management policies of multinational corporations, long-range planning, strategies, organization and control and management practices in different countries.
Prerequisite: MGT 1001.

MGT 2008 - Corporations in Society (3)
This course explores the interactions of corporations in society, with particular attention given to the corporation-government interface. Students will explore the various stakeholder groups to which corporations are accountable, and the rights of each of these groups. Additional topics include business ethics and effective strategies for managing public policy issues.
Prerequisite: MGT 1001.

MGT 2015 - Organizational Behavior (3)
This course presents an overview of industrial, social and organizational psychology applied within the business environment. Students learn how to develop team plans, how to implement teams within the organization and how to develop ways to evaluate and reward individuals and teams within a cooperative environment. Attention will be given to scheduling and computer based planning as tools to facilitate more effective and efficient team functioning.

MGT 2016 - Integrated Marketing Communications (3)
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)
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: MGT 1003,MGT 1007.

MGT 2018 - PERSONNEL RECRUITMENT TRAINING (3)
This course consists of three parts: (1) identification of principles relevant to recruiting, selecting and maintaining an effective workforce; (2) assessment of the impact of safety standards on the operation of the organization and (3) human resource development. The relationship between development and training and the organization’s strategy and plans is highlighted.
Prerequisite: MGT 1001,MGT 1005.

MGT 2021 - Compensation and Benefits (3)
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.
Prerequisite: MGT 1001,MGT 1005.

MGT 2022 - Market Research (3)
This course explores and analyzes various types of research methods with emphasis on information gathering as a means to more effective business decision-making. Topics include problem formulation, research design, data collection methods and interpretation of
consumer responses, questionnaire design, sampling and field operations, and presentation of results. Design and implementation of a market research study is required.

Prerequisite: MGT 1003,MGT 2024,ECO 2060.

MGT 2023 - Employee and Labor Relations (3)
The course analyzes the practice surrounding the relationship between the organization and its employees. Examples of issues considered include: dispute resolution, union representation, organization-union relations and identification of both the employer and union unfair labor practices. The differences between the public sector and the private sector in collective bargaining are compared and contrasted.

Prerequisite: MGT 1005.

MGT 2024 - Consumer Behavior (3)
This course examines how consumers find, purchase, use, and evaluate products and services. Topics include market segmentation and the diffusion of innovations, decision-making models, buying habits, motivation and attitude theory, and the buying behavior of organizations.

Prerequisite: MGT 1001,MGT 1003.

MGT 2026 - Environmental Business Management (3)
This course focuses on successful practices for the management of our environmental resources within businesses and the effect these practices have on the economic and social bottom line.

MGT 2027 - Management of Workforce Diversity (3)
This course focuses on issues surrounding organizational performance in an increasingly diverse environment. The reality of differences in gender, ethnicity, nationality and religion, sexual preference, age, physical characteristics, social customs and global culture will be discussed and examined against the needs and issues affecting organizations in the news today. The emphasis is on how social identity and cultural diversity in all its forms have implications for the achievement of organizational success.

Corequisite: MGT 1001.

MGT 2028 - Recruitment and Staffing (2)
The course will focus on identification of principles relevant to recruiting, selecting and maintaining an effective workforce. While recruitment will be primary the fact that many HR professionals are handling issues such as organization downsizing, right sizing in as well as HR issues accompanying outsourcing. In addition, today's HR professional must be familiar with programs and problems accompanying their organization's expatriates, repatriates, and the expatriates arriving from other countries.

MGT 2029 - Business Start-Up (3)
Student teams will start and operate a campus based business. The business will have a one-semester duration and must have an exit strategy.

Prerequisite: MGT 1004.

MGT 2030 - Project Management (3)
Topics will include development, implementation and evaluation of project control techniques and management science techniques necessary for planning and resource control.

MGT 2033 - Occupational Safety & Health (2)
This course will integrate safe and health issues that are regulated by the Occupational Safety and Health Act (OSHA). The OSHA federal requirements and a representative sample of state OSHA requirements will be studied. An examination of how the impact of safety standards effect the operation of the organization will be examined. In addition, an examination of how organizations may assess alternatives to current practices and how change of practice affect successful organization operation will be studied.

MGT 2034 - Training Through Technology (3)
Today's technology provides many venues for the delivery of information and for skill development. The course examines ways in which technology, including software, can complement the delivery of training,
especially in business. Attention will be paid to the training of individuals with disabilities.

**MGT 2035 - Intermediate Accounting I (3)**

Intermediate-level treatment of accounting concepts and theories pertaining to external financial reporting. Study of Generally Accepted Accounting Principles underlying the preparation of basic financial statements: Balance sheet, Income statement, and statement of cash flows. Emphasis on standards issued by the FASB and the reporting requirements of the SEC. Prerequisite: MGT 1008.

**MGT 2036 - Intermediate Accounting II (3)**

Intermediate-level treatment of accounting concepts and theories pertaining to external financial reporting. Study of Generally Accepted Accounting Principles applied to accounting for leases, post-employment benefits, deferred taxes, and other specialized topics. Emphasis on FASB statements. Prerequisite: MGT 2035 Intermediate Accounting I.

Prerequisite: MGT 1002.

**MGT 2037 - Fundamentals of Taxation (3)**

Study of accounting and internal revenue code and regulations as applied to individuals and business entities. Concepts of gross income, allowable deductions and credits, determination of tax liabilities. Prerequisite: MGT 1002

Prerequisite: MGT 1002.

**MGT 3020 - Business Policy (3)**

This course deals with the process of formulating and structuring to achieve objectives in organizations. Students will develop a mission and policies for a company, analyze the external environment and their capabilities for dealing with it, brainstorm possible markets and their competitive advantage for serving those markets, choose a strategy for success, and structure their organization to achieve that strategy.

**MGT 3023 - Entrepreneurship (3)**

This course provides an in-depth study of the elements involved in converting ideas and concepts into a successful business venture. Topics will include: the personality of the entrepreneur, developing ideas for entrepreneurial ventures, testing the feasibility of ideas, evaluating the impact on lifestyle, preparation of business and marketing plans, seeking expert advice, securing financing, use of outside professionals, and avoiding pitfalls.

**MGT 3024 - Auditing (3)**

Study of Generally Accepted Auditing Standards (GAAS), practice and procedures in auditing financial statements. The role of management, the independent public accountant and the internal auditor in examining matters of evidence and the internal control system. The ethics and legal responsibilities of the accounting professional. Latest pronouncements of relevant professional and regulatory authorities. Prerequisite: MGT 2036 Intermediate Accounting II.

Prerequisite: MGT 1002.

**MGT 3031 - Economic Forecasting & Decision Making (3)**

This course gives the student an understanding of the various tools and techniques used in making a scientific forecast and a rational business decision. Using a real-life problem solving approach, it starts with a study of quantitative methods such as real numbers, algebraic relationships, fractions, and graphs. This course explores statistical analysis, including concepts, validity testing, and probability and sampling theory. Research methods, including design and data collection, and quantitative analysis, including classical decision theory are explained. Prerequisite: Basic Algebra

**MGT 3032 - Understanding the Marketplace (3)**

Students will learn how to conduct basic market research, maximize the return on a marketing budget, evaluate the specific purpose of each marketing activity and measure the response to it, convey any accurate understanding of the customer’s needs, make a clear statement of how the product or service meets those needs, distinguish a
product or service from competitors? offerings and create a believable message. The course will also explore the basic factors involved in the distribution of products.

MGT 3090 - Capstone Seminar: Management Strategy (3)

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 intent is to apply knowledge to assess the organization's current situation and recommend future action. Open to juniors and seniors only.

MGT 3092 - Capstone: Strategic Marketing (3)

This course focuses on strategic decision-making. It emphasizes the integration of all the activities of the marketing function, as well as the integration of marketing with other operations of the business unit. Topics include market analysis, planning and development of policies, organizing, in addition to the formulation, implementation and evaluation of the entire strategic marketing process.

MGT 3098 - Final Integrative Project (2)

This project, carried out under the guidance of a faculty member, requires the student to select and research three topics chosen from the major themes of the program. The student then prepares a paper that integrates these findings and applies them to a life situation.

MKT - Economics, Finance & Mgmt

MKT 1003 - Introduction to Marketing (3)

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.

MKT 2006 - International Marketing (3)

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 1001, MKT 1003.

MKT 2016 - Integrated Marketing Communications (3)

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 1001, MKT 1003.

MKT 2024 - Consumer Behavior (3)

This course examines how consumers find, purchase, use, and evaluate products and services. Topics include market segmentation and the diffusion of innovations, decision-making models, buying habits, motivation and attitude theory, and the buying behavior of organizations.

Prerequisite: MGT 1001, MKT 1003.

MKT 2025 - Market Research (3)

This course explores and analyzes various types of research methods with emphasis on information gathering as a means to more effective business decision-making. Topics include problem formulation, research design, data collection methods and interpretation of consumer responses, questionnaire design, sampling and
field operations, and presentation of results. Design and implementation of a market research study is required.

Prerequisite: MGT 1003, MGT 2024, ECO 2060.

MKT 3092 - Capstone: Strategic Marketing (3)

This course focuses on strategic decision-making. It emphasizes the integration of all the activities of the marketing function, as well as the integration of marketing with other operations of the business unit. Topics include market analysis, planning and development of policies, organizing, in addition to the formulation, implementation and evaluation of the entire strategic marketing process.

Prerequisite: MKT 2006, MKT 2016, MKT 2024, MKT 2025.

MPE - Education

MPE 1001 - Introduction to Personal Health And Wellness (3)

This course will explore the theories and concepts of individual health and wellness, including the relationship between the concept of self-responsibility and personal health goals. This concept will be utilized in the areas of psychological and physiological health, which include: nutrition, fitness, stress, substance abuse, and overall lifestyle. The lab, lecture, and group discussion format offers opportunities to share opinions regarding the cohesive concepts of health. Specifically, students will consider their own physical, mental, emotional, social, spiritual, and environmental factors that influence an individual’s health status. Furthermore, students will gain practical experience through conducting various labs on themselves and classmates. Upon the completion of this course, the student will be able to integrate various methods for determining individuals’ health status.

MPE 3542 - Applied Kinesiology for P.E. and Sport Performance (3)

Individuals develop an understanding of kinesiology and related movement experiences. 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 3545 - Applied Exercise Physiology for P.E. And Sport Performance (3)

Individuals will develop an understanding of physiological terminology, concepts, principles, and their applications 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; Environmental conditions; Nutritional concerns for activity and training; Body composition and weight control; and Health-related issues.

MPE 3546 - Sports Nutrition (3)

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 3604 - Fundamentals of Team Sports (3)

The purpose of this course is to acquire a detailed understanding of the fundamental basic skills in team sports. Students will be expected to achieve an intermediate level of skill in the selected team sports. Practice outside of class time and individual tutoring may be necessary for some students to achieve the expected performance level. An analysis of skills, discussion on assessment techniques and discussion of game play and strategy is included.

MPE 3606 - Intro to Sports Medicine (3)

Offers a fundamental scientific and clinical understanding of Sports Medicine. It includes prevention practices; injury
recognition and evaluation, initial care, emergency procedures, and rehabilitation methods. Common taping, wrapping, and splinting techniques are also included as practical skill developers.

**MPE 3608 - Cross Cultural Perspectives of Sport (3)**

Delivers an international and cross-cultural perspective of sport beginning with an understanding of race and ethnicity in sports in the USA and expands to intercultural similarities and differences in individual, dual and team sports played worldwide. Individuals will also identify and reflect upon several traditional and popular sports that are unique to a specific country's heritage and culture, and recognize how sport can impact a nation's identity. Advanced techniques for information retrieval are included.

**MPE 3610 - Theoretical Concepts of Coaching (3)**

This course will explore the various theories of coaching. Specifically, it will focus on the role of coaches during youth sports, high school sports and college athletics. This course addresses multiple theories of coaching and the influence of coaches in modern sport. The topics will cover various essential understandings of coaching philosophies, such as: the role of team sports versus that of individual or dual sports competition. Special emphasis will be placed on the role of communication and team building as applied to player self-esteem and sport performance. Throughout the course, students will use frameworks set forth by the Nation Youth Sports Coaches Association.

**MSTUD - Art History**

**MSTUD 1001 - Introduction to Museum Studies (3)**

This class introduces students to the history of museums and their role in the 21st century. The course covers the types and definitions of museums, from traditional art museums, to interactive science and children's museums, history museums and historic sites. This course explores the different types of museum professions, including curating, exhibition development and design, collections management, conservation, preservation, education, public programs, management, development and public relations. The class features field trips and guest speakers from local and NYC museums.

**MSTUD 2001 - Introduction to Museum Education (3)**

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 2002 - Introduction to Non-Profit Management And Finance (3)**

This class introduces students to a broad array of topics in the management and financing of non-profit institutions. Topics will include strategic planning, organizational development, development/fundraising, public policy, legal/tax issues relating to collections and 501c3 status, recruitment, management and retention of a paid and volunteer workforce, the role and fiduciary responsibilities of a volunteer Board of Directors, accessibility and historic/environmental site management. Not for liberal arts credit.

**MSTUD 3001 - Museum Studies Seminar (4)**

Approved for CSCH 3000 level seminar credit, this theoretical and practical seminar allows students to explore more deeply the issues encountered in Introduction to Museum Studies. Students will engage in the processes involved in the development of exhibits, from concept through production. The class features multiple field trips and guest speakers from local and NYC museums.

Prerequisite: MSTUD 1001.

**MSTUD 4497 - INTERNSHIP (3)**

Museums, historical societies, historic sites, environmental centers, zoos and botanical gardens, and other cultural institutions in Westchester, Fairfield County and New York City offer many opportunities for internships. Internships must be undertaken in conjunction with the Center for Career Development, and usually require 120 hours of work over the course of the semester. A written journal, overview paper, and the
written evaluation of an on-site supervisor are required. Prerequisite: MSTUD 1001.

Prerequisite: MSTUD 1001.

**MUA - Music**

**MUA 1003 - Voice Class Instruction (1)**

An introduction to the study of voice at the college level in a classroom/workshop setting. Required of Musical Theater majors, the classes may substitute for private music lessons during a student's first year of study. Enrollment is limited. Not to be taken with MUA 4610 or MUA 4611.

Corequisite: MUA 1003.

**MUA 1004 - Voice Class Instruction II (1)**

An introduction to the study of voice at the college level in a classroom/workshop setting. Required of Musical Theater majors, the classes may substitute for private music lessons during a student's first year of study. Enrollment is limited.

Prerequisite: MUA 1009. Class is limited to 10 students. Cannot be taken with MUA 4434 or MUA 4472. Form required. (Spring)

**MUA 1009 - Piano Class I (1)**

This group piano course is for students who have musical knowledge, but little or no keyboard experience. Students may have had some study on other instruments or voice, can understand notes and rhythm, but have not had formal lessons on the piano. The course will increase keyboard skills and basic music understanding and is taught in a Yamaha Clavinova Lab. This piano class can substitute for required piano study, but not for students using piano as a major instrument. Prerequisite: MUA 1009. Class is limited to 10 students. Cannot be taken with MUA 4434 or MUA 4472. Form required. (Spring)

**MUA 2031 - Basic Guitar Techniques (1)**

This course is designed to develop a working knowledge of guitar techniques which are useful for individuals as well as teachers of classroom music. Course will be taught in a workshop atmosphere. Not to be taken with MUA.4530 or MUA.4531.

**MUA 2071 - Cabaret Performance Workshop (2)**

The departments of Dance/Theater and Music offer this workshop focusing on the process and craft of producing a cabaret performance. The workshop will stress training in vocal production and dramatic elements. Though not focused on the production of a show, the workshop will offer a public showing of work.

**MUA 2072 - Cabaret Performance Wkshp II (2)**

The departments of Dance/Theater and Music offer this workshop focusing on the process and craft of producing a cabaret performance. The workshop will stress training in vocal production and dramatic elements. Though not focused on the production of a show, the workshop will offer a public showing of work.

**MUA 2227 - Acting for Musical Theater: Scene to Song (2)**

Focus of this class, offered by the departments of Dance/Theatre and Music, 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. Prerequisites: DTH 1000, 1001, 2
semesters of applied voice, or (for DTH students) permission of instructor or department chairs. Enrollment is limited.

Prerequisite: DTH 1000, DTH 1001.

MUA 2240 - Professional World of Musical Theatre (2)
Junior Seminar is a pre-professional course aimed at preparing the student to make the transition from student to professional. Students will learn various aspects of the business of acting in theatre, as well as the differences between theatre and the other venues (tv, film, commercial, etc.) which they may encounter throughout their career. Students will participate in weekly audition workshops in order to gain experience in the area of auditioning and, ultimately, getting the job. In addition, they will be guided through many facets of maintaining a healthy career in theatre, areas such as choosing audition material, meeting with and selecting headshot photographers, maintaining a healthy support system, marketing and money matters, the importance of agents, unions, training programs, and survival jobs, and many others topics. In addition, although students will be challenged to experientially process the material as a way of affording a more applicable transition into the industry, this course will also require several written papers of historical research based on various topics that will be practical in nature. These papers need not fulfill the MLA Handbook requirements for the standard research paper; however, they must be written in various stages (outline, first draft, final paper), and therefore must fulfill the high standards of a required college paper.

MUA 3996 - Musical Theatre Performance Seminar (2)
The purpose of this year-long course is to synthesize the student's cumulative knowledge of Musical Theatre history and performance, while preparing for the successful completion of the student's capstone Senior Recital and/or Project. The course includes student-led seminars in specific topics about or related to Musical Theatre, and provides a supportive and challenging environment for the development and realization of the Recital/Project. Required for all Senior Music Majors with a Concentration in Musical Theatre.

MUA 3997 - Musical Theatre Performance Seminar (2)
The purpose of this year-long course is to synthesize the student's cumulative knowledge of Musical Theatre history and performance, while preparing for the successful completion of the student's capstone Senior Recital and/or Project. The course includes student-led seminars in specific topics about or related to Musical Theatre, and provides a supportive and challenging environment for the development and realization of the Recital/Project. Required for all Senior Music Majors with a Concentration in Musical Theatre.

MUA 4005 - Non-Major Music Lessons (0.5)
Private music lessons provide students an opportunity to develop performance skills and musical understanding for voice and instruments. All music lessons are coordinated by the Music Department Office. These lessons do not include a jury, and cannot be used as applied music credit for majors.

MUA 4006 - Non-Major Music Lessons (1)
Private music lessons provide students an opportunity to develop performance skills and musical understanding for voice and instruments. All music lessons are coordinated by the Music Department Office. These lessons do not include a jury, and cannot be used as applied music credit for majors.

MUA 4440 - PERFORMANCE PROJ/MUSIC THEATER (2)
The Departments of Dance Theater and Music offer this workshop on the process and craft of theater 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 through the semester.

MUA 4475A - Performance Project/Music Theater (1)
The departments of Dance/Theatre and Music offer this workshop focusing on the process and craft of theater with music. The workshop will stress training in physical movement and choreography, vocal production and
dramatic elements, culminating in five public performances of a fully produced musical. In the Spring semester, this course will meet nightly from 7pm to 10pm during the second week of classes; students must receive permission from other instructors if they are to miss regularly schedule class times for this performance.

MUA 4475B - Performance Project/Music Theater (1)
The departments of Dance/Theatre and Music offer this workshop focusing on the process and craft of theater with music. The workshop will stress training in physical movement and choreography, vocal production and dramatic elements, culminating in five public performances of a fully produced musical. In the Spring semester, this course will meet nightly from 7pm to 10pm during the second week of classes; students must receive permission from other instructors if they are to miss regularly schedule class times for this performance.

MUA 4479 - Chamber Music Performance (1)
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. Open to students with the permission of the instructor. Prerequisite: Admission by audition only. (Fall) (Spring) (Summer)

MUA 4481 - MIDI & Electronic Music Band (1)
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 4482 - ORCHESTRA (1)
This course is open to men and women of the College and community with the permission of the instructor. Weekly rehearsals will help students acquire a knowledge of chamber 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.

MUA 4483 - CHORUS (1)
This course is open to men and women of the College and community with the permission of the instructor. Weekly rehearsals will prepare for the presentation of works selected from the mixed choral repertoire. Public concerts. Prerequisite: Non-majors must audition for the conductor. Extra credit is available for participation in the Manhattanville College Vocal Chamber Ensemble.

MUA 4485 - JAZZ IMPROVISATION (2)
The course will deal with elements of jazz theory, including chord types, chord changes, scales and modes. These concepts will be explored in improvisations by the students.

MUA 4486 - Small Jazz Ensemble (1)
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 and public performances will be scheduled. Prerequisite: Permission of instructor. (Fall) (Spring)

MUA 4487 - Musical Theatre Ensemble (1)
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)
MUAT - Music

MUAT 1007 - Midi and Music (3)

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.

MUAT 2011 - Audio Production (3)

Starting with an introduction to the study of acoustics, this course will focus on the art of live and studio sound recording. Students learn techniques for recording, mixing, and mastering digital audio, including functions and use of recording audio tools (microphones, mixers, hard-disk recording, signal processors, compressors, limiters, gates, equalizers). No prerequisites. Enrollment is limited.

MUAT 2021 - Computer Music (3)

Students will learn principles and practices of computer-based electronic music composition, including MIDI, sound synthesis, editing, mixing, and production details. Student will create electronic music compositions utilizing various software (Logic, Reason, Max/MSP and Supercollider. Additionally, students will learn about the history of electronic music, important works and significant composers in the field. No prerequisites. Enrollment is limited.

MUAT 3011 - Audio for Video (3)

Students learn the art and practice of adding audio to video or film. Topics include the synchronization of digital audio in video, categories of sound material for film, and the history of film music. Using various short segments of video, students add various kinds of audio material to the video: ADR (automatic dialog replacement); Foley sounds (reproduced sounds that are seen in the film); music backgrounds and sync points or hits. Additional topics include sound effusion practices (stereo, surround, etc.); and the aesthetics of the sound track in video or film.

MUAT 3021 - Interactive Music (3)

The art and practice of creating interactive music systems is studied. Interactive music involves music performance with a computerized and/or technological component. We study the development from historical precedents (such as the Synchronisms series by Mario Davidovsky-- instruments with reel to reel tape) and to the more recent innovations of Todd Machover and others in the area of hyper-instruments and real time control of computer generated sound and image. Using computer music programs such as MaxMSP/Jitter, Supercollider and Ableton Live, students create working interactive music systems. Special emphasis will be placed on the transmission of information (MIDI and audio) between instruments and computer. Video and other digital media components, and their connection to interactive music systems will also be studied.

MUAT 3030 - Audio for Games (3)

Students learn about the art and practice of adding audio to computer based games. Topics include the various types of audio included in video games, the integration of game sounds into play; the illusion of three dimensional space as relates to sound, and the history of audio in games. Using the game engine Unity, students create functioning games with audio components, such as background loops and functional sounds (explosions, projectile firings, motors, and atmospheric sounds, etc.). Popular games’ audio components are studied and compared.

MUAT 3032 - Advanced Topics in Music Technology (3)

For students who have completed two music technology courses Advanced Topics offers an opportunity for further individual work in music technology: computer sound synthesis; digital signal processing; issues relating to music production and delivery; and simply creating music with technology. Programs studied and used include Logic, Max/MSP, ProTools, Supercollider, Ableton Live, and Reason. Prerequisite: successful completion of two of the
following MUAT 1007, MUAT 2011 and MUAT 3011. Enrollment limited to ten. (Spring)

**MUB - Music**

**MUB 1011 - Intro to Music Business: An Overview (3)**

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. Its comprehensive survey includes an analysis of both the physical and digital realms of the music business.

**MUB 2011 - Music Publishing & The Copyright Law (3)**

This course deals with the acquisition, exploitation and administration of pop songs by music publishers and the domestic statutory provisions and international conventions related to music copyrights. The US Copyright Law is examined in detail. Required of all music management majors and open to others. This course is offered in the Spring.

**MUB 2012 - Recording, Broadcast and Digital Music Industries (3)**

This course offers an in-depth study of the finding, signing, development, marketing and promotion of new and established music artists to record labels; and the licensing, broadcasting, streaming and distribution of music. Emphasis is on the business practices and strategies of record labels, radio stations and music streaming sites; federal laws regulating broadcasting and digital music streaming; copyright issues related to the licensing of musical compositions and sound recordings for broadcast and streaming; and the challenges and controversies associated with the developing digital music world.

**MUB 3011 - Contracts & Legal Issues for the Music Business (3)**

This final course in the Music Management sequence of required courses focuses on the writing and reading of contracts relevant to the music business. In addition, the course considers other significant legal issues and controversies. Required of all music management majors and open to others. This course is offered in the Spring.

**MUB 3997 - Internship Project Seminar (2)**

Capstone experience courses required of all B.A. in Music Management majors. Emphasis will be placed on helping students to develop and high quality senior evaluation projects related to an active internship. Students may substitute MUH 3998 for the Projects course in conjunction with a second internship (beyond the required one for the major). (Spring)

**MUE - Music**

**MUE 2067 - Instrumental Rudiments III: Brass And Percussion (2)**

Students select one of the brass 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.

**MUE 2068 - Instrumental Rudiments IV: Woodwinds (2)**

Continuation of MUE 2067. Students select one of the woodwind 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.
MUE 2069 - Instrumental Rudiments I: Percussion (2)
Students shall develop sufficient facility on pitched and non-pitched percussion instruments to be able to play and teach beginning and intermediate level percussion. Students will be required to play solos and play in small ensembles. Students will examine techniques and materials for class instruction. They shall develop lesson plans and evaluation tools which may be used in teaching beginning through advanced percussionists. Prerequisite: Ability to read music.

MUE 2070 - Instru Rud II: Strings (2)
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.

MUE 2079 - Teaching Beginning Strings (2)
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.

MUE 2085 - Piano for Classroom Teacher (1)
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.

MUE 2090 - Conducting (2)
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.

MUE 2091 - Choral Conducting (2)
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.

MUE 3034 - IRISH SONG-HISTORY AND PRAXIS (3)
Traditional song in both Irish and English languages continues to serve as a cornerstone of traditional arts in Ireland. These songs offer a parallel narrative to the long and contested history of this Celtic Nation. Topics would include: 1) Irish history through traditional song in the Irish language (sean-n-243s), English language (Hiberno English), and macaronic songs (mixed language), 2) song macrotypology (lays, ballads, new ballads ("come-all-yes"), lyrical songs, religious songs), 3) song microtypology (topics, such as work songs, love songs, immigrant songs, etc.), 3) song structure (scales, form), 4) ornamentation, 5) improvisation, 6) composition, 7) folk revival and song as a transnational medium, and 8) fusion and world beat. I have many recordings to share with students, including such established singers as Seosamh 211 h201ana237, Iarla 211 Lionaird, Lillis 211 Laoire, Len Graham, Frank Harte, Karan Casey, Niamh Parsons, Susan MacKeown, et al. The notion of "folk pedagogy" would lead to the transmission (teaching and learning) of several songs in the class. Many recordings, both from the field and produced, will be experienced. Films (cinema productions, documentaries, and concert productions) will be presented to illustrate traditional music making from Ireland to New York. A song circle, a brand of c233il237, will end the course.

MUE 3054 - Music Curriculum and Pedagogy I: Childhood (3)
Philosophy and praxis of the transmission (teaching and learning) of music by students preschool through grade 4. Emphasis on the work of Imile Jaques-Dalcroze, Zoltan Kodaly, and Carl Orff. Training of the body (thinking, feeling, moving) through music?from traditional (folk) musics and dance leading to musics and dance of the world (including Western art music and other composed musics). Pedagogy and performance on the soprano
(descant) and alto (treble) recorders in preparation for experience on the chest of recorders. Use of the Orff instrumentarium and traditional instruments in the classroom. Music oracy to literacy for children by design of curricular sequencing of music elements and domains using the tools of rhythm syllables and movable tonic solfege. Curriculum projects using five curriculum parts?beginning point, song list, yearly flow chart, daily lesson plan, and activity plan (strategy). Choral literature and its pedagogy for young voices. In-class teaching with critique. Twelve hours of observation of preschool and elementary musicians-educators required. Prerequisite: Open to music education majors or others by permission of the Department. Should be completed as a preparation for EDU.3387: Student Teaching and Seminar: Music Education.

MUE 3055 - Technology for Music Educators (3)

An introduction to music education technology. Students will learn how to use technology to create teaching materials, both in printed and interactive formats, and will learn basic programming skills relating to music education. Students will create projects appropriate for various age and skill levels.

MUE 3057 - Music Curriculum and Pedagogy II: Adolescence (3)

Philosophy and praxis of the transmission (teaching and learning) of music by students grades five through twelve. Emphasis on the work of Imile Jaques-Dalcroze, Zoltan Kodaly, and Carl Orff, and the use of world musics in the classroom. The teaching and learning of music as an inductive-deductive cycle (emphasis on experience, description, and analysis leading to concepts that can be used in the encounter of further experiences). Curriculum development of eleven domains of music learning?voice pedagogy, comparatives (timbre/tone color/tone quality, dynamics, tempo, duration, pitch, texture, articulation), beat/meter/rhythm, melody/intervals/scales, simultaneity, form, listening, instruments, movement, improvisation, and composition. 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 [Garklein flvtlein, soprano (descant), alto (treble), tenor, and bass]. Choral literature and its pedagogy for adolescent voices. In-class teaching with critique. Twelve hours of observation of middle school and high school musicians-educators. Prerequisite: MUE.3054 or permission of the Department. Should be completed as a preparation for EDU.3387: Student Teaching and Seminar: Music Education.

Prerequisite: MUT 1031.

MUE 3061 - Culture Studies and World Musics in The Classroom (3)

Materials and methods for bringing world musics, dance, and music and dance as culture into elementary and secondary classrooms. Readings in the history, growth, and postmodern practices of folklore, ethnomusicology, and ethnochoreology. Native singers, instrumentalists, and dancers, and specialists in culture areas will be invited for guest lectures. Course activities will be mostly praxial?focusing on lectures from local traditional artists in the dance, music, and song of such culture areas as Africa (Ghana and Zimbabwe), The Asias (China and Japan), The Caribbean, Indonesia (Bali), The Iberian Diaspora (Mexico, Central America, and South America), India, Ireland, and The Middle East (Iran and Israel). Each guest lecture will be followed by practice and traditional pedagogy of that dance, music, and song. Oracy (orality/aurality) and improvisation will be emphasized as primary means of transmission and artistic growth. Native analysis and typology of dance, music, and song will be discussed. Ethnography as research method will be introduced with readings from culture history, folklore, ethnomusicology, and ethnochoreology. A primary goal will be exposure to and practice of materials for bringing world musics into the classroom.

MUET - Music

MUET 1021 - Ear-Training I (1)

This yearlong freshman seminar deals with broad aspects of the study of music with special focus on the nature and nurture of the creative process in musical and non-musical terms and an emphasis on ear-training. The course also focuses upon ways in which music acts a medium of communication. Each semester will include workshops on
Course Offerings

MUH - Music

MUH 1007 - Listening to Music (3)
This course explores the fundamentals of music as an approach to appreciation though the study of repertoire. Emphasis will be placed on listening to selected works in order to understand and to identify the styles and forms of Western music from the Baroque period to the 20th Century. Concert attendance is required. Not open to students who have completed higher level Music History course work.

MUH 2002 - OPERA AS THEATER (3)
This course will examine various operas, including Le Nozze di Figaro, LaBohème, Manon and others. Questions of dramatic and musical style will be addressed, as the opera as an art form will be analyzed for its effectiveness as musical theatre, on its own, and in comparison with the play or story from which it is drawn. Each day will consist of a lecture about source material and musical background for the operas, followed by a viewing and discussion.

MUH 2011 - Survey of Western Music I (3)
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.

MUH 2012 - Survey of Western Music II (3)
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.

MUH 2016 - History of Jazz (3)
The purpose of this course is to develop an understanding of, and insights into, the development of America's great natural resource - 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.

MUH 2018 - Music History At the Movies (3)
The main activities of the course include listening to music, viewing films, and reading biography. We will
analyze three musical masterpieces by Handel, 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.

MUH 2235 - American Musical Theater: Then & Now (3)
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.

MUH 2239 - Musical Theatre Junior Seminar I (2)
Junior Seminar is a pre-professional course aimed at preparing the student to make the transition from student to professional. Students will learn various aspects of the business of acting in theatre, as well as the differences between theatre and the other venues (tv, film, commercial, etc.) which they may encounter throughout their career. Students will participate in weekly audition workshops in order to gain experience in the area of auditioning and, ultimately, getting the job. In addition, they will be guided through many facets of maintaining a healthy career in theatre, areas such as choosing audition material, meeting with and selecting headshot photographers, maintaining a healthy support system, marketing and money matters, the importance of agents, unions, training programs, and survival jobs, and many others topics. In addition, although students will be challenged to experientially process the material as a way of affording a more applicable transition into the industry, this course will also require several written papers of historical research based on various topics that will be practical in nature. These papers need not fulfill the MLA Handbook requirements for the standard research paper; however, they must be written in various stages (outline, first draft, final paper), and therefore must fulfill the high standards of a required college paper.

MUH 2240 - Musical Theatre Junior Seminar II (2)
Junior Seminar is a pre-professional course aimed at preparing the student to make the transition from student to professional. Students will learn various aspects of the business of acting in theatre, as well as the differences between theatre and the other venues (tv, film, commercial, etc.) which they may encounter throughout their career. Students will participate in weekly audition workshops in order to gain experience in the area of auditioning and, ultimately, getting the job. In addition, they will be guided through many facets of maintaining a healthy career in theatre, areas such as choosing audition material, meeting with and selecting headshot photographers, maintaining a healthy support system, marketing and money matters, the importance of agents, unions, training programs, and survival jobs, and many others topics. In addition, although students will be challenged to experientially process the material as a way of affording a more applicable transition into the industry, this course will also require several written papers of historical research based on various topics that will be practical in nature. These papers need not fulfill the MLA Handbook requirements for the standard research paper; however, they must be written in various stages (outline, first draft, final paper), and therefore must fulfill the high standards of a required college paper.

MUH 3001 - Music of the 19th Century (3)
This course offers an intensive survey of the music literature of the 19th century. The musicological skills developed will enable the student to demonstrate an understanding of this period through analysis, listening and discussion of works from Beethoven's last style period through the works of Brahms and Mahler at the turn of the century. A major research project will introduce students to bibliographic skills in music research. Prerequisite: MUT 1033: Comprehensive Musicianship II, or permission of the instructor.

MUH 3002 - History of American Music (3)
The History of American Music is an introductory course to the study of cultural history, with music as the focus of the study. The history we will be concerned with has less to do with specific dates and political events than it has to
do with the understanding of our society’s culture, intertwining day-to-day living with the important social and political events. What we learn about society through its culture, and particularly its musical culture, will teach us history.

**MUH 3010 - Haydn, Mozart, and Beethoven (3)**

This seminar examines a golden age of music history, the transition from the middle of the eighteenth century to the era of Beethoven. Through the works of the era’s three outstanding composers, we will understand the development of classic genres, the changing world of patronage and public concerts, and the establishment of binary- and ternary-based musical forms. Class work will require listening quizzes, two examinations, and a major analytical or historical paper.

Prerequisite: MUT 1033.

**MUH 3011 - Music of the Twentieth Century & Beyond (3)**

This course examines significant musical development from the Post-Romantic composers at the turn of the century to the most recent post modern works in the international style. Coursework will include analysis, research and discussion of the period’s important compositions, with an emphasis on the skills necessary for the Music Senior Listening Examination. Requirements include a major research paper on a twentieth-century topic, listening quizzes and two examinations.

Prerequisite: MUT 1033.

**MUH 3014 - AFRICAN AND EASTERN MUSIC (3)**

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.

**MUH 3050 - The Blues (3)**

This course traces the history and development of blues from African origins through the rural blues of Mississippi, to electric blues of Chicago, to the influence of blues on country music and rhythm and Blues, to the foundational aspects of blues for jazz, contemporary popular music and rock. We will look closely at the music itself and the people who make it, as well as its rural and urban social contexts. The Blues will begin with an examination of the elements of music, which apply to blues, to develop useful terminology and a common language for discussion. After comparing some of the African roots of blues and its rural southern origins, we will follow its migration to the urban centers of the North and West. By the end of this course students should have a greater understanding of the richness and diversity of blues, as well as its connection to several music genres within American culture. Access to fast and reliable Internet will be important to keep up with listening materials. Some previous musical experience (coursework, lessons, or ability to play an instrument) would also be helpful, but not required.

**MUH 3235 - STEPHEN SONDHEIM (3)**

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

Prerequisite: MUH 2235.
MUH 3995 - Musical Theatre Sen. Sem. I (3)
The purpose of this year-long course is to synthesize the student's cumulative knowledge of Musical Theatre history and performance, while preparing for the successful completion of the student's capstone Senior Recital and/or Project. The course includes student-led seminars in specific topics about or related to Musical Theatre, and provides a supportive and challenging environment for the development and realization of the Recital/Project. Required for all Senior Music Majors with a Concentration in Musical Theatre.

MUH 3996 - Musical Theatre Sen.Sem. II (3)
The purpose of this year-long course is to synthesize the student's cumulative knowledge of Musical Theatre history and performance, while preparing for the successful completion of the student's capstone Senior Recital and/or Project. The course includes student-led seminars in specific topics about or related to Musical Theatre, and provides a supportive and challenging environment for the development and realization of the Recital/Project. Required for all Senior Music Majors with a Concentration in Musical Theatre.

MUH 3997 - Music Senior Seminar (2)
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. This seminar tests specific knowledge of the works, as well as general contextual knowledge of 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 Business and B.A. in Music Technology students respond to a problem set based in their areas. The in class presentations are evaluated based upon a presentation rubric. This course is offered in the Fall.

MUH 3998 - Music Senior Project (2)
Students in the B.A. in Music and students in the combined B.Mus/MAT degree in Music Education prepare a major research-based project in this course, approved by the music faculty and completed under the supervision of a full-time faculty member. The project must 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 vocal or instrumental performance. This course is offered in the Spring.

MUH 5014 - AFRICAN AND EASTERN MUSIC (3)
This seminar course in world music will introduce students to topics and techniques in Ethnomusicology. After an initial survey of the music cultures of the Pacific basin, the musics of Africa, India, China and Japan will be studied in greater detail. Students will develop a major project based upon one of these music cultures.

MUKH - Music

MUKH 1031 - Keyboard Harmony I (0.5)
This course emphasizes development of piano skills, harmonization of simple tunes, and basic improvisational techniques. Coordinated with MUT 1031.
Corequisite: MUET 1021, MUTR 1011.

MUKH 1032 - Keyboard Harmony II (0.5)
This is a continuation of MUKH 1031.
Corequisite: MUET 1022, MUTR 1012.

MUKH 2031 - Keyboard Harmony III (0.5)
This course emphasizes development of more advanced piano skills and improvisational techniques, focusing on figured bass and chromatic harmony.

MUKH 2032 - Keyboard Harmony IV (0.5)
This is a continuation of MUKH 2031.
Corequisite: MUET 2022, MUTR 2012.

**MUT - Music**

**MUT 3043 - Orchestration (3)**
This course deals with the study of instrumentation and techniques of orchestration. Students will learn to orchestrate original works as well as previously composed compositions.

Prerequisite: MUT 2043, MUT 2044.

**MUTR - Music**

**MUTR 1011 - Music Theory I: Foundations (3)**
This course studies the basic principles of music: rhythm, pitch, scales, intervals, chords, and harmonic progressions. There will be compositional projects.

Corequisite: MUKH 1031, MUET 1021.

**MUTR 1012 - Music Theory II: Diatonic Harmony (3)**
This is a continuation of MUTR 1011. Topics include: seventh chords, inversions, part writing, modulation, chords with secondary function and an introduction to binary and ternary forms.

Prerequisites: Successful completion of MUTR 1011.

**MUTR 2011 - Music Theory III: Chromatic Harmony (3)**
This course is a study of the tonal and harmonic expansion in 18th and 19th century music - modulation and chromatic harmony. Composition in various forms will be considered. Students compose works utilizing these harmonic practices.


**MUTR 2012 - Music Theory IV: Advanced Chromatic (3)**
This is a continuation of MUTR 2011.

Corequisite: MUKH 2032, MUET 2022.

**MUTR 2041 - Music Theory III: Part Writing (3)**
This course is a study of the tonal and harmonic expansion in 18th and 19th century music - modulation and chromatic harmony. Composition in various forms, including 16th and 18th century counterpoint, will be considered, integrated with ear-training and keyboard harmony.

Corequisite: MUT 1033.

**MUTR 3015 - Symphonic Analysis (3)**
The symphonic analysis class focuses on expressing compositional techniques, in the written form as well as verbally. The class will survey symphonic techniques from its earliest conceptions to the early twentieth century (in a chronological order). Through analyzing symphonic works, it is anticipated to provide students with a better understanding of musical logic (often referred to as musicality).

Corequisite: MUT 1033.

**MUTR 3040 - Orchestration (3)**
This course deals with the study of instrumentation and techniques of orchestration. Students will learn to orchestrate original works as well as previously composed compositions.

Corequisite: MUT 2041, MUT 2043, MUTR 2011, MUTR 2012.

**MUTR 3042 - Jazz Theory and Composition (3)**
This course will introduce students to the fundamentals of writing and arranging for a small jazz ensemble with an in depth study of jazz harmony and theory. Students will gain this knowledge through analysis of jazz standards and how appropriate modes (chord scales) are used for arranging and improvisation. Once harmonic and modal understanding is achieved, students write for a typical small jazz ensemble consisting of piano, bass, drums, guitar, trumpet, alto and tenor saxophones and trombone. Classic recordings will be presented from artists such as Miles Davis and Art Blakey to illustrate exceptional small ensemble writing. Each student will be asked to write an original composition or arrangement of
an existing jazz composition for the Manhattanville College's Small Jazz Ensemble. Students will be encouraged to attend Thursday rehearsals to hear their work, and then make adjustments. This process will allow each student to hear their music played by their peers, further adding to this learning process. The Small Jazz Ensemble will perform two or three of these works during each end of semester concert featuring the arranger.

Prerequisite: MUTR 1012.

**MUTR 3050 - Counterpoint (3)**

This course is designed to make the student aware of the contrapuntal elements that are present in virtually all music through the disciplines of species counterpoint. It will concentrate on music from various style periods through two main activities: aural and visual analysis of representative works, and composing music that employs techniques characteristic of these style periods.

Prerequisite: four semesters of Comprehensive Musicianship or their equivalent or the permission of the instructor.

**MUTR 3060 - Composition and Analysis (3)**

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, MUT 2044.

**MVL - UG Dean of Arts and Sciences**

**MVL 1001 - ATLAS: Passport (3)**

The purpose of this First Year course is to guide new Manhattanville students in making a successful transition to the College, academically and socially. The course is designed to foster a sense of belonging to the community by working in small groups; sharing valuable information about the College's mission and history; incorporating valuable skill building, and helping students continue to clarify the purpose, meaning, and direction of their college careers.

**MVL 1001A - ATLAS: Passport A (1.5)**

The purpose of this First Year course is to guide new Manhattanville students in making a successful transition to the College, academically and socially. The course is designed to foster a sense of belonging to the community by working in small groups; sharing valuable information about the College's mission and history; incorporating valuable skill building, and helping students continue to clarify the purpose, meaning, and direction of their college careers.

**MVL 1001B - ATLAS: Passport B (1.5)**

The purpose of this First Year course is to guide new Manhattanville students in making a successful transition to the College, academically and socially. The course is designed to foster a sense of belonging to the community by working in small groups; sharing valuable information about the College's mission and history; incorporating valuable skill building, and helping students continue to clarify the purpose, meaning, and direction of their college careers.

**MVL 2001 - Atlas Pathfinder (3)**

This course is designed to aid sophomores in selection of a major, academic planning, and career exploration. In the course students are supported as they clarify the purpose, meaning, and direction of their college careers and explore career possibilities related to those decisions. Reflection on self and on the process, interaction with professionals in possible career paths, and archiving of materials found and created will be facilitated by the instructor.

**MVL 2005 - ATLAS: Study Abroad (1)**

This ePortfolio-based course is designed to assist Sophomores and Juniors studying abroad to reflect upon the following topics: the maturing of oneself as a young adult abroad; travel and exploration while abroad; one's academics and education abroad; exploration of the host
culture—food, language, politics, gender relations, religion, etc., in relation to one’s major area of study and for personal learning. In the course students will be supported as they clarify the purpose, meaning, and direction of their time abroad with facilitation by the instructors. No prerequisites. In successfully completing this course, you will have achieved a foundational level of competence in college-level Technology Competency skills (2009)/Digital Literacy (New Gen Ed-Interpreter) and the International Citizen Competency requirements, in partial fulfillment of the College’s Digital and International Citizen Competencies General Education requirements.

MVL 3001 - Atlas Compass (3)

This course is designed to aid students in reflection on co-curricular experiences, with the goal of translating and documenting leadership and team building skills, showcasing creative work, allowing for highlighting of unique experiences, and relating these experiences to desirable career skill sets. In the course students are supported as they clarify the purpose, meaning, and direction of their co-curricular pursuits and explore career possibilities related to those decisions. The instructor will facilitate reflection on self and on the process, interaction with professionals in possible career paths, and archiving of materials found and created. The intent of this course is for students to be able to apply knowledge gained in the classroom to solve practical, real-world problems.

MVL 3010 - ATLAS: Pursuit (3)

This course, which is to be taken during the senior year, will guide students through a series of exercises to identify or affirm a career path and shown networking skills to assist them in making connections with alumni in that field. Students will also be guided through the process of selecting their best work and presenting both it and themselves in a professional manner using Digication’s ePortfolio platform. The course instructor will assist in the process of selection, possible revision, and presentation, and will organize a series of guest lectures on topics such as resume preparation, self-marketing, employment seeking, and networking.

OFC - Off Campus

OFC 333 - WESTCHESTER CC CONSORTIUM (1-19)

Consortium tracking course. By permission only.

PHL - Philosophy

PHL 1003 - Human Values (3)

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, a more humane society? Human values examines philosophical views of moral principles, the ends of action, virtues and obligation in their historical context as proposed by Aristotle, Augustine, Kant and Mill. Critical views of Marx and Sartre will be presented. Requirements: class participation, two short quizzes, final exam and a short paper. Readings from complete texts, selections included in a textbook with commentary.

PHL 1004 - Theory of Knowledge (3)

Philosophy is commonly divided into four parts: Logic, Ethics, Metaphysics and Epistemology. Epistemology is the classical Greek term for Theory of Knowledge, and this course provides an elementary overview of this aspect of Philosophy. 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)

An introductory course in philosophy, using representative selections from the major conceptual systems: idealism, rationalism, empiricism. Basic texts from Plato, Aristotle, stoics, medievals and 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.
PHL 1008 - Introduction to Metaphysics (3)
What exactly is reality? What should count as "real"? This is the basic question this course will ask. It will deal both with the means with which we try to answer this question, and with the most important answers to this question. Its objective will be to discuss such problems as what is the basic "unit" of reality? Does the real only include matter and things made out of matter? Does it something other than matter? What is the relation between thought and reality? Course readings will include works by Plato, Aristotle, Aquinas, Michael Loux, and Peter Van Inwagen.

PHL 1010 - Truth-Functional Logics (1)
A logic can be studied as a set of reasoning skills. Truth-functional (t-f) logic is the simplest common part of most logics. Although PHL 1010 covers t-f logic as rules for good reasoning, the emphasis is on studying it as a basic introduction to Logic as a Theory of Truth.

PHL 1012 - ANCIENT PHILOSOPHY (3)
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.

PHL 1013 - Informal Fallacies (1)
Just as there are basic rules of reasoning, so too are there basic mistakes we can make when we reason. This course will cover both the basic forms of deductive and inductive reasoning, and the common fallacies involved in both. Readings include Anthony Weston’s Rules a Rulebook for Arguments.

PHL 1016 - Moral Reasoning (3)
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)
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.

PHL 1030 - Women According to the Philosophers (3)
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 gender metaphysically) is the subject of this course, which will examine the first attempts of Western Philosophers to come to terms with this problem, from the Pre-Socratics to the High Medievals.

PHL 2005 - LEGAL REASONING (3)
The course will explore the fundamental concepts behind legal reasoning as they apply to interpreting the law, arguing and deciding a case and legal writing. The course shall include an in-depth study of Supreme Court cases (with their holdings, dicta and dissents).

PHL 2015 - Introduction to Aesthetics (3)
What is beauty? What is art? Is beauty a myth? A subjective and fleeting appreciation of reality that becomes as stale as yesterday's doughnuts? Is art simply a vague expression of feelings that acts like a drug to calm your nerves and fill your world? Or is there something behind art? Is there an artistic language? Is there artistic thought? Is there a transcendental property of reality that is beauty?

PHL 2018 - Theory and Evidence (3)
How do scientists formulate hypotheses? What are their heuristic methods? What formal and informal logical skills do they use to formulate their hypotheses? What reasoning skills do they use to test their hypotheses? This course will not only analyze the formal elements of the scientific method. It will study their implementation.
PHL 2019 - Introduction to Modal Logic (3)

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 (3)

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, the individual and society. Philosophic issues will first be analyzed in brief texts and exemplified in writings by past masters and contemporary authors.

PHL 2023 - Existentialism (3)

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 2025 - Phil & Lit: Opera and Tragedy (3)

Our fear and pity are aroused in ancient and modern drama in portrayals of the unequal struggle between flawed humans and gods who use decree destiny to negate our desires and actions. Opera seria uses music and voice to intensify the tragedies of 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 listen to opera videos like Othello, Don Giovanni, Carmen, and Passion.

PHL 2026 - Ethics (3)

This course will examine the basic question of Ethics: under what conditions, if any, does knowledge concerning moral claims exist? Emphasis will be placed on detailed philosophical analyses of theories concerning the nature of moral truth and moral evidence (e.g., skepticism and utilitarianism). Also the concepts of pleasure, happiness, duty, self-deception, courage and the good life will be analyzed. (Spring)

PHL 2027 - CRIME & PUNISHMENT (3)

Echoing Plato, Boethius claims in the Consolation of Philosophy that "since good and evil, and also punishment and reward, are directly opposite to one another, what we see added in the case of the good man's reward must necessarily be reflected in an opposite manner in the case of the evil man's punishment" (IV.3). Punishment, in other words, is necessary to the evil man. The aim of this course is to reflect on this point. Is the point true? If so, why is it true? It will study Plato's arguments in favor of punishment and Aristotle's, Boethius's and Aquinas's. It will cover such additional topics as natural law, the difference between natural law and civil law.

PHL 2028 - The Logic of Time (3)

Tense Logic is the branch of philosophical logic (and metaphysics) that studies all known alternative concepts of time, as well as how to codify the definition of truth and the definition of valid reasoning which varies with each concept of time. This course is an introduction to the elementary part of the logic of time and does not presuppose any prior background in philosophy or in logic.

PHL 2029 - Modern Philosophy (3)

The purpose of this course is to introduce you to modern philosophy. It will give a particular emphasis to Descartes, Locke, Berkeley, Hume, Kant, and Hegel. In the modern period, philosophy abandoned the great metaphysical path of ancient and medieval philosophy and embarked on the bold new attempt to reground philosophy through epistemology. In this course, we will consider such topics as rational autonomy, the importance of grounding one's beliefs, systematizing beliefs, and absolute truths. The goal of this course is to understand both the historical development and the major themes of modern philosophy. Further, this course is intended to convince you of the importance of philosophical inquiry for your
own life, and to aid you in the development of your critical thinking and reading skills.

**PHL 2030 - PHILOSOPHY OF RELIGION (3)**

This course is an introduction to basic philosophical problems connected with religious belief. These problems include issues like the nature and existence of God, the problem of evil, the rationality of religious belief, miracles, and the significance of religious experience.

**PHL 2050 - American Philosophy (3)**

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 2055 - Contemporary Philosophy (3)**

The purpose of this course is to introduce you to contemporary philosophy. It will give a particular emphasis to Utilitarianism, Phenomenology, Structuralism, Logical Positivism, Neo-metaphysical path of ancient and medieval philosophy and embarked on the bold new attempt to reground philosophy through epistemology. Contemporary philosophy followed in its wake. The goal of this course is to understand both the historical development and the major themes of contemporary philosophy. Further, this course is intended to convince you of the importance of philosophical inquiry for your own life and to aid you in the development of your critical thinking and reading skills.

**PHL 2065 - 19th Century Philosophy (3)**

Antagonistic philosophic systems developed throughout the nineteenth 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)**


**PHL 2068 - PERSONHOOD & THE MODERN CITY (2)**

The idea behind the seminar is to respond to the question: why do we live in cities at all? How can we metaphysically justify the human need for interpersonal relations? The questions might sound rather absurd, but interpersonal relations have been difficult to justify since antiquity, when it was believed that human perfection is being self-sufficient. This course will study Aristotle, Anquinas, and Contemporary Metaphysicians.

**PHL 2072 - Medieval Philosophy (3)**

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

**PHL 2073 - Ethical Continuations (3)**

Ethics, or how to live your life, was to Socrates the basic aspect of philosophy. Socrates fought the sophists, and debates about knowledge and conduct have remained a staple of Western philosophy. This seminar class will deal with major approaches to the issues of ethics: Socrates and Plato, Aristotle, Epicetetus and Stoicism, Spinoza, Scottish moral sense theorists like David Hume, Kant's practical reason, Fichte, William James, Utilitarians, Sartre, Foucault and current debates. Basic concepts to be investigated are virtue ethics, the ethics of principle of duty, how to determine the good, post-modern views of self-creation as ethical agent, freedom versus
determinism, relation between the individual and the society.

**PHL 2081 - Social & Political Philosophy (3)**

Why do we live in society and what are the roots of the rules whereby we live in society? Are human beings really political animals, beings who want and need to live together? Or are others just a painful necessity: the root of inequality? Are laws and governments just the consequence of our having to live together? Or are there natural laws? These are the questions with which this course will deal. Readings will include works by Plato, Aristotle, Aquinas, Hobbes, Locke, Rousseau, Rawls.

**PHL 3000 - Plato (3)**

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 3001 - Aristotle & Aquinas (3)**

This course analyzes the Aristotelian and Thomistic texts concerned with the nature of reality, the human soul, ethics and God. The psychology and ethics of Aristotle will be compared with those of Aquinas, with a view toward self-understanding. While serving as a seminar to fulfill the ancient or medieval seminar requirement for philosophy majors, this course can also introduce students to philosophy and acquaint them with the basic insights of western culture. It is open, therefore, to nonmajors, as well as majors in philosophy.

**PHL 3002 - Thanatos (3)**

What is death? Socrates ran towards it like it was his greatest friend. St. Francis blessed "our sister bodily death" in his Canticle. Heidegger claimed that living towards death is the only authentic form of living. Why then do we shun death? Why do we pretend that it is not there? These are some of the questions with which philosophers and human beings generally have been concerned for over two thousand years. They are the crucial questions that this course will raise. It will also address some of the answers philosophers have given to these questions. It will include readings from thinkers as diverse as Plato, Frankfurt, and Aquinas.

**PHL 3003 - Aquinas (3)**

Aquinas is a pillar of Western thought. He was enormously influential. He belonged to the rarest of metaphysical schools: hylomorphism. This course is an in depth study of some of the primary elements of his thought. It will deal with such things as the distinction between essence and existence, contingency and subsistence, matter and form composites, the transcendentials, the relation between thought and reality, happiness and the ethical life.

**PHL 3005 - Love (3)**

What is love? Why does everyone speak about it, seek it, and why can so few tell you what it is? Why do we feel more alive when we love, and why does the world go grey when we don’t? Why are we all in love with love? These are some of the questions with which philosophers and human beings generally have been concerned for over two thousand years. They are the crucial questions that this course will raise. It will also address some of the answers philosophers have given to these questions. It will include readings from thinkers as diverse as Plato, Frankfurt, and Aquinas.

**PHL 3006 - Hegel (3)**

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.

**PHL 3007 - Boredom (3)**

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

**PHL 3008 - Personhood (3)**

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. We will examine the views of Aristotle, Aquinas, and Contemporary Metaphysicians on personhood.

**PHL 3009 - Metaphysical Continuations (3)**

This course is about ontology, the study of "being". It boldly states that everything has being. This being is so abstruse that it tells us nothing else about reality. But inorganic and organic nature and various species, including humans, appear as distinct and different existents from the non-appearing "being" and (meta -- above or beyond the physical) ideas, values and eternal entities. The intense conflicts between being and nothingness, beings and existents, universals and particulars, necessary and contingent, essential lawfulness or complete randomness are variations of the original problem of the one and the many that has inspired theologies, philosophies and cultures throughout the Western tradition. For Aristotle, e.g., man is the rational animal, but the tortuous career of reason dramatically oscillates between idealism, realism and nihilism. In this class we will embark on a comparison of the great philosophic definitions of being via readings from Descartes, Hume, Kant, Schelling, Hegel, Marx, Heidegger, Jaspers, Wittgenstein and Derrida.

**PHL 3010 - Philosophy in Film (3)**

This course is intended as an in-depth exploration of traditional philosophical topics as presented through the medium of film. Special attention will be given to examining the ways the vehicle of film might differ from more traditional methods such as the philosophical treatise or essay. Some familiarity with both basic philosophical ideas, as well as film, is required. Some of the themes of the course include the following: Free Will vs. Determinism; Justice and Moral Luck; Perfectibility; Truth and Relativism; Personal Identity; Nihilism and Absurdity, etc.

**PHL 3011 - Genocide (3)**

One of the quips with which philosophy professors can and should respond to what has become the unavoidable question at parties, in the classroom, or on trains, "what does one do with philosophy?" is "cause mayhem." No one can understand the unimaginable amount of blood spilt throughout the Twentieth Century and in most corners of the globe without referring to philosophers. The Twentieth Century was the playground of Nineteenth Century philosophy. This is not just true because the thought of one century often guides the events of the following century. The specific concerns of Nineteenth Century philosophy made its influence on the unfolding of the Twentieth Century overwhelming.

**PHL 3012 - Kant & The Enlightenment (3)**

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.

**PHL 3013 - Freud and Marx (3)**

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)
Descartes is the father of modern philosophy. He is the immediate source of both many of the problems that modern philosophy has attempted to solve and of the limits of those solutions. This course will be an indepth discussion of the Cartesian revolution. It will discuss such things as: the epistemic turn, dualism, epistemic necessity, epistemic absolutism.

PHL 3020 - Bertrand Russell (3)
Twentieth-century philosophy is already being called the: Age of Russell. Reading Russell (1872-1970) is probably the best possible preparation 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. Russell is the last major philosopher who contributed to virtually every aspect of philosophy, thus to study Russell is to come to know a good bit about the other players in world philosophy in the 100 years since 1875.

PHL 3021 - Existentialism (3)
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 3026 - Law, Rights, and Morality (3)
The U.N. Declaration of Human Rights asserts that the "recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world." Today, such references to rights are not infrequent. In fact, rights talk is downright ubiquitous, and we find a remarkable variety of moral debates being couched in the language of human rights. The purpose of this course is to consider the nature of rights claims: what is being said when one asserts that he or she has a right to something? What, if anything, justifies rights claims? Is it possible to objectively evaluate competing rights claims?

PHL 3029 - Heidegger and Sartre (3)
This course will examine the major ideas of Sartre and Heidegger. Students will discuss various themes of being, nothingness, authenticity, irrationality and faith.

PHL 3031 - Godel (3)
Kurt Godel (1906-1978) is one of the most powerful minds of the twentieth century. Aristotle invented logic, but Godel invented the logic of logic. This course serves as an introduction to Godel'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. We shall pay particular attention to ideas of Godel that sharpen our understanding of these three concepts: Truth, Proof, and Infinity. We will also study provability logic, which is useful for its characterization in an elementary setting of Godel's most famous work, his results on the incompleteness of logic and mathematics.

PHL 3032 - Nietzsche/Kierkegaard (3)
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, to describe the absurd, finite and contingent aspects of existence and culture. But from these shared assumptions Kierkegaard concluded to subjectivity and faith - "subjective certainty in the face of objective uncertainty" - while Nietzsche returned to an aesthetic morality and value creativity - "we have art in order not to perish from the truth."

PHL 3040 - The Problem of Evil (3)
Reading, discussion and writing dealing with evil, defined as undeserved suffering or harm. The problem is what can philosophy say about the collective evils of wars, the slaughter by weapons of mass destruction, state acts of genocide and terrorism as well as countless individual acts of murder and cruelty? Some explanations of evil argue an irresolvable division between good and evil, to evil as the absence of good and the condition of human freedom, to theodicies that explain God's ways to sustain a non-tragic worldview. Modern philosophies attempt to find
prescriptions to conquer or endure evil in the processes of history, economics, psychology and ethics and these explanations run the gamut from "radical evil," to "beyond good and evil" and contrasts between "the banality of evil" and the paralysis of moral reflection confronted by the relativity of evil.

PHL 3042 - Ethics & Social Responsibility (3)

The focus of this course is on the basic types of ethical problems. Objectives include: developing a common language and understanding of ethics, developing analytical skills for identifying and resolving ethical problems, understanding the integral relationship of ethics to organizational performance, recognizing the connection between ethics and leadership and our role as leaders in shaping the communities in which we live.

PHL 3066 - Augustine and Aquinas (3)

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

PHL 4020 - Honors Logic Seminar (3)

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.

PHY - Physics

PHY 1000 - Concepts in Physics (3)

In this course we will learn about five major conceptual paradigms in physics: the heliocentric solar system, electromagnetism, relativity, quantum mechanics, and big bang cosmology. We will learn about them through the original writings of the people who helped discover them, including Aristotle, Galileo, Newton, Einstein, Bohr, Heisenberg, Schrodinger, Hubble, and Weinberg. We will see the modern human understanding of physics unfold in the great debates presented in these writings.

PHY 1001 - College Physics I (4)

This course is the first half of the two-semester, non-calculus based general physics sequence, intended for students in life science, pre-health programs, and students interested in understanding the physical world and developing analytic reasoning and quantitative analysis skills. Topics include: kinematics, dynamics, Newton’s Laws, circular motion, work and energy, linear momentum, rotational kinematics and dynamics, simple harmonic, fluids, temperature, heat and heat transfer, ideal gases, thermodynamics, waves and sound, interference. There is an accompanying laboratory, which allows us to relate the material to the (somewhat more complicated) real world.

PHY 1002 - College Physics II (4)

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: PHY 1001.

PHY 1003 - University Physics I (5)

This course is the first half of the two-semester, calculus based general physics sequence, which is a required introductory course for physics majors and minors. It is also intended for students interested in natural sciences and engineering, to build up their understanding of physical science and develop their analytic reasoning and quantitative analysis skills. Topics include: kinematics in
one, two and three dimensions, Newton's Laws and their applications, work and energy, system of particles and conservation of linear momentum, rotational kinematics and dynamics, angular momentum, gravity, elasticity, fluids, oscillations, wave motion, superposition, wave-particle duality and quantum physics, heat and temperature, kinetic theory, thermodynamics, thermal properties and processes. There is an accompanying laboratory.

Corequisite: MATH 1030.

**PHY 1004 - University Physics II (5)**

This course is the second half of the two-semester, calculus based general physics sequence, which is a required introductory course for physics majors and minors. Topics include: electrostatics, electric current and direct-current circuits, electrical conduction, magnetic field, magnetic induction, alternating-current circuits, Maxwell's Equations and electromagnetic waves, geometrical optics, wave optics, and an introduction to modern physics that includes quantum mechanics, relativity, and structure of matter. There is an accompanying laboratory.

Prerequisite: PHY 1003.

**PHY 1008 - INTRO TO PHYSICS & ASTRONOMY I (3)**

This is the first half of the two-semester introductory physics and astronomy sequence intended for liberal arts students. It provides a conceptual survey of general and modern physics and astronomy, illustrating the modes of thought and the breadth of perspectives provided by the scientific way of thinking. It also exposes the students to logical reasoning and analytical deduction. Topics include: mechanics: linear and nonlinear motion, Newton's laws of motion, momentum and energy, rotation, gravity; properties of matter; heat and thermodynamics; Apparent motions of celestial objects; gravitation and planetary orbits; earth and the solar system. This course satisfies the College science requirement but does not fulfill the physics requirement for admission to medical school.

**PHY 1009 - INTRO TO PHYSICS & ASTRONOMY II (3)**

This is the second half of the two-semester introductory physics and astronomy sequence intended for liberal arts students. Topics include: sound; electricity and magnetism; light; atomic and nuclear physics; relativity; stars and stellar evolution; environment and grouping of stars; galaxies and beyond; basic cosmology. This course satisfies the College science requirement but does not fulfill the physics requirement for admission to medical school.

Prerequisite: PHY 1008.

**PHY 1012 - The Universe (3)**

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

**PHY 1013 - PHYSICS OF THE VISUAL ARTS (3)**

This course is designed to introduce non-science majors to some fundamentals of the physics of light. It will assume no prior science background; the presentation will be accessible and mathematics will be kept to a basic level. Topics will include light and color, wave properties of light, color vision, visual perception, and digital technology in visual arts. Throughout, the course will emphasize how the basic physical properties of light and color are used in the visual arts.

**PHY 1016 - Sound and Music (3)**

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

**PHY 1024 - FROM GALILEO TO EINSTEIN (3)**

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

**PHY 1030 - HOW THINGS WORK (3)**

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

**PHY 2006 - FOUNDATIONS OF SCIENTIFIC INQUIRY (3)**

This course in a one-semester exploration of the foundations that are common to all sciences. These include philosophical, statistical, and practical foundations. By the end of the course, students will be equipped to apply scientific reasoning in the daily human quest for truth. This can be applied to a variety everyday challenges and decisions from politics to finances to what to eat for lunch. Students will also be able to read scientific research critically and independently derive correct conclusions from it.

**PHY 2010 - MECHANICS (4)**

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: PHY 1003, PHY 1004, MATH 1030, MATH 1032.

**PHY 2021 - ELECTROMAGNETISM (4)**

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: PHY 1003, PHY 1004, MATH 1030, MATH 1032.

**PHY 2028 - EXPERIMENTAL PHYSICS (3)**

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: PHY.1003-1004: University Physics I and II

Prerequisite: PHY 1003, PHY 1004.

**PHY 2030 - Quantum Physics (4)**

This introduction to quantum physics includes the following topics: the basic principles of the quantum theory, the time-independent and time-dependent Schrodinger equations, eigenvalue equations, the theory of measurement, uncertainty principle, energy levels in potential wells, reflection and transmission by potential barriers, the harmonic oscillator, the hydrogen atom, and other applications to atomic, molecular, and nuclear physics.

Prerequisite: PHY 1003, PHY 1004, MATH 1030, MATH 1032.

**PHY 2031 - SPEC TOPICS: QUANTUM MECHANICS (3)**

In this course we explore quantum mechanics in detail using precise mathematical formalism. We begin with the empirical motivation for quantum mechanics in the early 20th century. Then we introduce the basic hypothesis of quantum mechanics in terms of both Schrodinger’s wave mechanics and Heisenberg’s matrix mechanics. Along the way we show some of the practical applications of both wave mechanics and matrix mechanics to real physical systems, and that the wave and matrix mechanics are actually just different formalisms describing exactly the same physics. With the basic hypothesis and formalism of quantum mechanics complete, we derive Heisenberg’s uncertainty principle and also show the deep relationship between commutation relations and the classical symmetry of physics. Finally, we cover the question of the completeness of quantum mechanics and Bell’s inequality.

**PHY 2040 - Thermodynamics & Statistical Physics (4)**

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: PHY 2030 Quantum Physics.

Prerequisite: PHY 2030.

**PHY 2045 - Introduction to Sustainable Energy (3)**

This course is designed to provide the student with a qualitative and quantitative understanding of energy and its sustainability. This one semester course will focus on the basic principles of energy conservation, heat transfer, energy resources, energy conversion efficiencies, energy use patterns, economic and environmental considerations, future energy alternatives, biomass conversion. The real life examples such as house insulation, air conditioners, solar heating, oil spills, air pollution, global warming, effects and uses of radiation will be studied.

**PHY 3003 - AQUINAS (3)**

Aquinas is a pillar of Western thought. He was enormously influential. He belonged to the rarest of metaphysical schools: hylomorphism. This course is an in depth study of some of the primary elements of his thought. It will deal with such things as the distinction between essence and existence, contingency and subsistence, matter and form composites, the transcendentals, the relation between thought and reality, happiness and the ethical life.

**PHY 3010 - Advanced Mechanics (4)**

This course offers an advanced formal treatment of classical mechanics following PHY 2010 Mechanics. Topics include: Calculus of variations, Hamilton’s Principle, Lagrangian formulation of mechanics, Hamilton’s formulation of mechanics, rigid body, coupled oscillations and normal modes, canonical transformations, Hamilton-Jacobi theory. Prerequisite: Multivariable calculus (Calculus III (Math 2030) or the equivalent), differential equations (Math 2021 or the equivalent), mechanics (PHY 2010 or the equivalent).

Prerequisite: MATH 2030, MATH 2021, PHY 2010.
PHY 3020 - Quantum Mechanics (4)
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. Prerequisite: The same as those for PHY 3010 plus PHY 2030 Quantum Physics.

Prerequisite: MATH 2030,MATH 2021,PHY 2010,PHY 2030.

PHY 3030 - Electrodynamics (4)
This course offers a rigorous treatment of classical electrodynamics following PHY 2021 Electromagnetism. Topics include: Electrostatics; magnetostatics, quasi-stationary phenomena, and Maxwell's equation; Special mathematical methods for problems in electrostatics; Electromagnetic waves and boundary value problems; Potentials and gauge transformations; Radiation from charge and current distributions, including multipole expansion of the field, and the field of moving charges. Lorentz transformations and special relativity; Formulation of the field equations and electrodynamics from the action principle; Lagrangian and Hamiltonian forms of theory. Prerequisite: The same as that for PHY 3010 plus PHY 2021 Electromagnetism.

Prerequisite: MATH 2030,MATH 2021,PHY 2010,PHY 2021.

PHY 3040 - Mathematical Methods of Physics (4)
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. Prerequisite: Multivariable calculus (Math 2030: Calculus III or the equivalent), ordinary differential equations (Math 2021 or the equivalent).

Prerequisite: MATH 2030,MATH 2021.

PHY 3050 - Solid State Physics (4)
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: PHY 2021, 2030, 2040, or equivalents.

Prerequisite: PHY 2021,PHY 2030,PHY 2040.

PHY 3060 - Statistical Mechanics (4)
This course provides a rigorous treatment of both classical and quantum statistical mechanics following PHY 2040 Thermodynamics and Statistical Physics. Topics include: Fundamentals of statistical mechanics; theory of ensembles; quantum statistics; imperfect gases; cooperative phenomena. Prerequisite: Same as those for PHY 3050.

Prerequisite: PHY 2021,PHY 2030,PHY 2040.

PHY 3080 - Research Internship (3)
This course provides opportunities for students to engage in actual research at neighboring research institutes/facilities to supplement the academic-year theoretical course and to fulfill the experimental training needed for physics majors. Prerequisites: PHY 2010, 2020, 2030, 2040, or by the Department.

Prerequisite: PHY 2010,PHY 2030,PHY 2040.

PHY 3090 - Senior Research Project & Seminar (3)
This course is for physics majors to be taken either in one semester or one year. Readings in a selected field of physics under the supervision of a faculty member. Written reports and periodic conferences with the instructor. Presentation and discussion of the motivation and techniques, results obtained to the present, as well as difficulties and unsolved problems. Prerequisite: Written permission of the faculty member who agrees to act as supervisor and the permission of the department.
POS - Political Science & Legal Stud

POS 1008 - INTRODUCTION TO LAW (3)
This course provides an overview of the legal system. Topics covered will include the federal court system, the role of the Supreme Court, and specific topics of law such as search and seizure of criminally accused persons, wiretapping and entrapment, murder and manslaughter, and the death penalty. Depending on enrollment, the course may include a mock trial. Can count as elective for Political Science majors and minors as well as for Legal Studies and Criminal Law concentrators and minors.

POS 1010 - Intro to Political Science (3)
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.

POS 1031 - Intro to American Government (3)
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".

POS 1037 - International Politics I (3)
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 coming to discussion on the structure of international relations that involves the United Nations, international political economy, diplomacy and non-governmental actors.

POS 1038 - International Politics II (3)
The focus of this course is on critical economic, social and political challenges facing the world community in the 21st century. Among them: 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.

POS 1040 - LEGAL RESEARCH & LIBRARY SKILLS (3)
This course focuses on two skills: 1) legal research, including one-to-one training on Lexis and a supervised research trip to Pace University Law Library; and 2) legal writing with an emphasis on writing skills, including successfully completing a Memorandum of Law and an Appellate Brief.

POS 2003 - Intro to Political Thought (3)
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, and Aristotle in ancient Greece, Polybius and Cicero in ancient Rome, St. Augustine and St. Thomas Aquinas in the middle ages, and Machiavelli, Hobbes, Locke, Rousseau, and Marx in the modern era. 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 some sections, depending on the instructor's choice, emphasis will be on contemporary theories including Feminist writings.

POS 2004 - Constitutional Law (3)
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 also 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 class, 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.

**POS 2006 - LAW AND PROPERTY (3)**

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. The course 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.

**POS 2007 - AMERICAN LEGAL HERITAGE (3)**

America is now facing a war on terror - a war that forces us to think seriously about constitutional rights and freedoms. But where did our ideas about limited government and freedom come from? Why do we now take it for granted, for example, 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 which influenced the framers of the American Constitution of 1787. 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. The course will conclude with a look at selected episodes of English and American constitutional history since 1776. Satisfies Perspective requirement for both Legal Studies and Criminal Law.

**POS 2009 - AMERICAN POLITICAL PARTIES (3)**

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

**POS 2011 - Comparative Politics (3)**

This course is an introduction to comparative government and politics, designed to acquaint students with the political cultures and institutional arrangements and workings of governments and political processes of major industrialized countries of the global North (eg. United Kingdom, France, Germany, Japan and Russia). Students acquire a comparative perspective as they examine institutional development, the interaction of political parties, debates over the political economy, the impact of the European Union, and the success or decline of democracy in these countries. This course is highly recommended for students interested in building their Global Awareness portfolio.

**POS 2012 - ISSUES IN FAMILY LAW & JUSTICE (3)**

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 2013 - Women & Politics (3)
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 2014 - Practical Approach to Business Law (3)
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.

POS 2015 - Comp. Politics II (3)
This course is a comparative study of governments and politics, including the political institutions, political interactions and the political cultures, of the major regional actors of the global South (eg. China, India, Mexico, Nigeria, Iran). Students will examine questions of cross-institutional comparison: the development of stable state institutions and democracy as well as the different approaches toward economic development. These countries have varying degrees of success in evolving toward representative political systems, and face many political and social problems, including ethnic and religious divisions. This course is highly recommended for students interested in building their Global Awareness portfolio.

POS 2019 - Civil Liberties (3)
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 there will be some attention to works of political theory in assessing the relative importance of freedom and security in society. 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.

POS 2022 - Government and Politics in the Middle East (3)
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 the U.S.S.R. Finally, there will be a survey of the Persian Gulf war and future prospects.

POS 2024 - Criminal Procedure (3)
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.

POS 2031 - Presidential Elections (3)
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 PAC146s (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.
**POS 2033 - Interest Groups & Social Movements (3)**

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.

**POS 2038 - American Presidency (3)**

Trends and shifts in the American Presidency ? Imperial vs. Diminished, Foreign vs. Domestic, Mythic vs. Real ? will be analyzed. The modern campaign and nominating and election processes will be considered with particular emphasis on the changes in these processes brought about by the electronic media. The President's interaction with Congress and use of political capital and persuasion will be studied in order to understand the dynamic and changing nature of Presidential politics. Lastly, Presidential roles and responsibilities, both formal and informal, will be analyzed to gain a further understanding of the complexities involved in decision making in the development of public policy.

**POS 2042 - Model U.N. (3)**

This course prepares students for participation in the annual model UN competition at Harvard University. The preparation includes a study of the United Nations and its committees; practice in multilateral negotiation in a simulated environment of the UN in which students represent different member states; skills in drafting position papers, committee resolutions and parliamentary procedure. (Fall)

**POS 2046 - CRIMINAL JUSTICE IN NEW YORK (3)**

Take 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.

**POS 2051 - Law & Politics of International Trade (3)**

This course studies the evolution of the global trade regime from the GATT (General Agreement on Tariffs and Trade) to the WTO (the World Trade Organization), set against the recurring conflicts between free trade and protectionist forces. It is focused on the extension of the principles of liberal trade in goods and services worldwide and its outcome—the growth of rule-oriented international trade practices based on most-favored-nation treatment and national treatment. Included in the subject matter of the course 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 in this course learn the legal framework of the WTO, economic policies of major trading nations, and the status of the developing countries and former communist countries ("economies in transition.") within the WTO and the impact of the Organization on their political and economic development of these countries.

**POS 2058 - Latin American Politics (3)**

An historical analysis of the last century of Latin American development through underdevelopment. 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.

**POS 2068 - Sports and International Relations (3)**

This course will examine the history of sports and international relations, as well as its impact on the political, economic, and cultural relations between states. Issues that will be covered will be the use of sports as an expression of nationalism, sports as a tool of diplomacy, sports as a medium of cultural exchange, sports and globalization, and the role of the media and large corporations in sports.
POS 2069 - THE NEW INTERNATIONAL SECURITY (3)
What is the New International Security? This course’s primary objective is to examine questions and issues surrounding international security. While we will begin by thinking about traditional security questions, we will also ask if the growth of globalization and changes in the role of the nation-state has altered the way that we think and respond to problems of security. The course will first discuss the role of power and the projection of power in creating insecurity; then we will move on to newer types of threats, like weapons of mass destruction and terrorism. We will also examine the problems of ethnic conflict, migration and environmental changes as potential security threats. Finally, we will discuss the possible responses available to the United States and the international community in dealing with these new problems leading to insecurity in the global society.

POS 2072 - International Law (3)
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 throughout the course is placed on the historical and political context in which international law ("a work in progress") has evolved as well as 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 he rule-oriented international trade. This course may be taken as an elective for Legal Studies or Criminal Justice concentration.

POS 2075 - GLOBAL VISIONS & LOCAL PRACTICES (3)
This course examines the role of the United Nations through participation in the NYC program. Students will attend class at the U.N. on Thursdays and study the role of the U.N. including its peacekeeping function. The promise of the U.N. will be assessed against actual conduct of politics. Classes will meet once a month at Manhattanville to discuss the progress of their research paper.

POS 2087 - Introduction to Common Law (3)
This course provides an overview of many different areas of law - from the law of contract, property, and tort, to aspects of federal jurisdiction. It will introduce students to the court system and fundamentals of court procedure. Most important, 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 at the college.

POS 2090 - Law and Business Ethics (3)
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.

POS 2093 - Criminal Law (3)
This course introduces undergraduate students to the major crimes and defenses of contemporary American criminal law. Topics covered include homicide and murder, voluntary and involuntary manslaughter, vehicular homicide, premeditation and intent, the insanity defense, conspiracy, and the death penalty. Some attention is given to works of political and social theory on the cause of crime and the purposes of punishment. The course culminates in a mock murder trial in which students play the roles of attorneys, defendants, witnesses, and jurors. Required for Criminal Law concentrators and minors. Legal Studies concentrators/minors must take Criminal Procedure or this course.
POS 2095 - THE RIGHTS OF CRIME VICTIMS (3)
In this course, 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 will be reviewed. Orders of protection, use of domestic violence history evidence, and cameras in the court room will also be discussed.

POS 2097 - AMERICAN POLITICS (3)
Political developments in the African continent south of Sahara. Included in the materials to be studied are the historical backgrounds of select African states before they emerged as independent states, their rich cultural traditions and intricate webs of social relations, tribal societies, the processes and problems of modernization centered around nation-building.

POS 2099 - THE EUROPEAN UNION (3)
This course is an in depth examination of the formation and development of the European Union. Beginning with a theoretical discussion of why international organizations are created, the focus of the course will be on the historical and political development of EU itself. This includes understanding the creation of the EU as well as the politics behind some particularly important periods in its development, including the original ECSC and the Treaty of Rome, the Single European Act and the recently failed Constitution attempt. Discussions will focus on the impact of international bodies, like the EU on national policymaking, sovereignty and democracy. Specific policy areas will be examined including agricultural policy (the CAP) and monetary policy (the EMS.)

POS 2100 - Law & the Presidency (3)
On the day he took the oath of office as President of the United States in 1897, William McKinley said to outgoing President Grover Cleveland, "What an impressive thing it is to assume tremendous responsibilities!" McKinley's successor, Theodore Roosevelt, famously called the Presidency "a bully pulpit," and he added that "I have thoroughly enjoyed it, for it is fine to feel one's hand guiding great machinery." More recently, however, many Presidents have seemed to agree with Harry Truman when he said that "there is no exaltation in the office of the President of the United States -- sorrow is the proper word." The Presidency of the United States - an office invented by our founding fathers and tested over two centuries through wars, economic depressions, and other crises - has today evolved into an institution of unprecedented power and prestige. And yet, the Presidency is part of the Constitution and our whole system of law. As such, the President is checked by our fundamental law, even as the President plays a role in shaping the direction that the law and the Constitution will take. In this seminar, we will take an historical look at the American Presidency in relation to the American Constitution and the American system of law. After a brief introduction focusing on the perils and challenges of the Presidency today, we will look back at the sources of the framers' ideas of executive power - in the writing of state crafters and philosophers like Machiavelli and Locke, and in the experiences the framers had of prerogative power in England and colonies. Then we will take up the creation of the Presidency in the Constitution Convention of 1787. From there, we will move on to consider the contributions of several of our Presidents - from Washington and Jefferson to Lincoln, from TR and FDR to Truman and Reagan.

POS 3001 - Honors Seminar I (3)
This seminar, intended for seniors majoring in Political Science as well as for other students concentrating or minoring in Legal Studies or Criminal Law, will explore ways in which the disciplines of Political Science and Legal Studies interact with the fields of history, philosophy, and literature. Specific themes of the course, which may vary from year to year, include America's Constitutional Heritage; Law, Politics, and Literature; and Law, Politics, and Great Civilizations, Past and Present. The course satisfies the Perspective Requirement for concentrators and minors in Legal Studies and Criminal Law. Students seeking honors in political science must take both Honors Seminar I and Honors Seminar II, or approved equivalent, and write an honors thesis in these courses. Other Seniors majoring in Political Science may take either Honors Seminar I or II and write their senior evaluation in that course. This course satisfies the Written Communication competency, since strong emphasis is
placed on the writing of research papers. It also satisfies the Social Science distribution.

**POS 3007 - Religion and Politics (3)**

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.

**POS 3012 - Environmental Politics (3)**

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 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.

**POS 3017 - Legal Writing & Interpretation (3)**

This course focuses on all aspects of legal writing from proper issue formulation to creating cogent legal arguments and persuasive statements of facts. Case law and statutory material will be analyzed to illustrate various problem-solving techniques, culminating in the writing of a Memorandum of Law.

**POS 3021 - Legal Ethics (3)**

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.

**POS 3033 - Politics in the Middle East (3)**

This course will critically examine issues facing the current Middle East and North Africa. First, we will examine the historical development of what is referred to as "the Middle East" beginning with the advent of Western colonialism and imperialism, then the impact of the Cold War, democratization movements, and finally the "war on terror" and its resultant production of sectarian violence. Of particular interest will be the cases of Israel and Palestine, the Iranian Revolution and the creation of a theocratic Muslim state, the Arab Spring movement, the ongoing conflict in Iraq and Syria, and the role of global and regional terror groups, i.e. Al Qaeda and ISIS. Also we will discuss the role of natural resources, specifically oil and water, and how they play a role in domestic and international relations in the region.

**POS 3035 - American Foreign Policy (3)**

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.), as well as 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 role played by the various forces indicated above.

POS 3057 - LAW, LITERATURE & SOC: COURTS (3)

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.

POS 3067 - Power, Politics & Passion: Women of the 21st Century (3)

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), workplace issues, 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.

POS 3070 - State and Local Government (3)

It was Tip O'Neil, Speaker of the House of Representatives, who after a lifetime of public life 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.

POS 3079 - HISTORY & POLITICS OF MODERN IRAN (3)

This course focuses on the social and cultural history and politics of modern Iran, covering the early modern formation of the country; the 19th-century encounter with the West and its economic and intellectual results, and the 20th-century struggles between despotism, theocracy, and constitutionalism in the shadow of petroleum and the Great Powers. It further covers the Islamic Revolution, the Iran-Iraq War, and the current situation in Iraq. The course will emphasize conflicts facing political and social elites arising from invasions, civil war, Shi'ism and modernization.

POS 3081 - Public Policy of Science & Technology (3)

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.

POS 3093 - The US As a Pacific Power (3)

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. May also be taken to as part of International and Comparative Politics studies.

POS 3096 - Honors Seminar II (3)

This seminar, intended for seniors majoring in Political Science as well as for other students concentrating or minor ing in Legal Studies or Criminal Law, will explore ways in which the disciplines of Political Science and Legal Studies interact with the fields of history, philosophy, and literature. Specific themes of the course, which may vary from year to year, include America's Constitutional Heritage; Law, Politics, and Literature; and Law, Politics, and Great Civilizations, Past and Present. The course satisfies the Perspective Requirement for concentrators and minors in Legal Studies and Criminal Law. Students
seeking honors in political science must take both Honors Seminar I and Honors Seminar II, or approved equivalent, and write an honors thesis in these courses. Other Seniors majoring in Political Science may take either Honors Seminar I or II and write their senior evaluation in that course. For students seeking Honors in Political Science, Honors Seminar I is ordinarily a prerequisite to Honors Seminar II. For all other students, Honors Seminar II may be taken without having taken Honors Seminar I. This course satisfies the Written Communication competency, since strong emphasis is placed on the writing of research papers. It also satisfies the Social Science distribution.

POS 3097 - African Politics (3)

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 neocolonialism.

POS 3098 - Africa in World Politics (3)

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 3100 - CRIME AND INTL RELATIONS (3)

International criminal networks have existed for centuries. However, in an increasingly globalizing world they have become larger in terms of scope, reach, and ability to affect relations between states. As such, states are increasingly forced to create policies and coordinate efforts to combat international crime. This course will examine the history of international criminal networks and the attempts by states to create and enforce policies to deal with the consequences of international crime, both domestically and internationally. Specifically the course will cover the international drug trade, the international arms trade, human trafficking and sex slavery, and trading in illicit resources (e.g. ivory and conflict minerals).

POS 3102 - GLOBALIZATION & NATION-STATE (3)

How does a global market impact national communities? Does globalization undercut the power of nation states to such an extent that national sovereignty nowadays means little or nothing? What is the impact of globalization on democratic politics, environment, labor standards, social welfare systems and the distribution of wealth? These questions will be subjected to a critical examination from the perspective of both advocates and critics of globalization.

POS 3104 - Radical Political Thought (3)

This course examines the leading theorists of the radical tradition in political thought and why they continue to exert such lasting influence on politics. It will examine the theoretical foundations of communism, socialism and anarchism through a detailed reading of original texts. Emphasis will be on the two major developments in contemporary political thought: Critical Theory and Postmodernism, with a focus on two major thinkers in each of these schools of thought, Herbert Marcuse and Michael Foucault. The course will consider: the role of the family in political socialization, political psychology, alienation and the political order, the roots of political violence and the postmodern debate in political theory. Effort will be made to develop the skills involved in the study of political theory: critical thinking and political analysis.

POS 3108 - Search for Peace (3)

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.

**POS 3111 - LAW AND LITERATURE (3)**

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.

**POS 3112 - WAR, LAW & PRESIDENTIAL PREROGATIVE (3)**

How have past wars changed law and government? How have they led to changes in the power of kings, prime ministers, and presidents? 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, including England’s wars of reformation, England’s Civil War, the French Revolutionary Wars and Napoleon. Satisfies perspective requirement for Legal Studies and Criminal Law.

**POS 3114 - Great Cities, Ideas and Law (3)**

This course looks at three great capital cities in history 150 ancient Athens, ancient Rome, and London 150 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 3115 - TOPICS IN BUSINESS LAW (3)**

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.

**POS 3116 - Feminist Political Thought (3)**

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 recovered are: the state of the category woman, the social construction of gender, the politics of the body and gender, essentialism, identity politics, movement activity, the intersection of race, class and gender, theories of the self, nature and the environment.

**POS 3117 - War & Human Rights: Geneva Convention (3)**

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.

**POS 3118 - Emerging Global Powers (3)**

This course will examine the rise of the so-called "BRIC Countries": Brazil, Russia, India, and China. Of particular interest will be the historical evolution of these states in terms of economic, political, and military strength and how their rise will affect the present and future global system of states.

**POS 3119 - Law and the Presidency: an Historical Perspective (3)**

This seminar takes an historical look at the American Presidency in relation to the American Constitution and the American system of law. After an introduction on the perils and challenges of the Presidency today, it looks back at the sources of the framers ideas of executive power in the writings of statecrafters and philosophers like Machiavelli and Locke, and in the experiences the framers had of prerogative power in England and the colonies. It
then focuses on the creation of the Presidency in the Constitutional Convention of 1787 and moves on to consider the contributions of several of our Presidents 150 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.

**POS 3124 - SEMINAR: WAR ON TERROR (3)**

This seminar is an inquiry into the historical and political roots of the United States involvement in the "War on Terror," as well as into the ramifications of the war on American interests abroad and American institutions at home, especially its impact on domestic priorities and civil liberties. Included in the subject matter of discussion are: the Arab-Israeli dispute, the politics of oil, the Persian Gulf War, Islamic Fundamentalist movements, the 9/11 and the United States response both on its foreign policy and domestic fronts.

**POS 3127 - CONGRESS & LEGISLATIVE PROCESS (3)**

This course is for the study of the US Congress; as an institution with its history and powers, and also as a political space where the elected representatives of the American people grapple with national issues. Included in the subject matter of the course are: the structure of legislative committees; legislative oversight of, and interaction with, the Executive branch; the interaction between the House and the Senate; party and other legislative caucuses; the involvement of special interest groups in lobbying, and, finally, the challenges that face the Congress in discharging its responsibilities in the 21st century.

**POS 3998 - SENIOR EVALUATION (3)**

For graduating political science majors only.

**POS 4050 - ACADEMIC CONFERENCES: MODEL UN (3)**

Students who sign up for this course (with the permission of the instructor) are assigned to a member state which they will represent at the HNMUN. They study the country. and, with the help of the study guide put out by the HNMUN, work up position papers on the global issues that will come up for deliberation at their committee, which will be shared among all the delegates at the model UN. In February students go to Boston and participate in the four day annual Model UN session. (Please note: To accommodate the HNMUN's timeline, this course runs from December 1 of the Fall semester to the end of February of the Spring semester, including the January intersession when much of the work is done through the use of BlackBoard.) (Spring)

**PSY - Psychology**

**PSY 1004 - Fundamentals of Psychology (4)**

This course is designed to introduce students to 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, memory, and cognition, as well as developmental, personality, and social psychology, and psychopathology.

**PSY 1006 - Survey of Psychological Research (1)**

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 writing-intensive course at Manhattanville College. Students who receive transfer credit for Fundamentals of Psychology from another institution and wish to major in Psychology at Manhattanville must take PSY.1006: Fundamentals of Psychology Lab.

**PSY 1017 - INTRODUCTION TO PSYCHOLOGY (3)**

Designed for students not majoring in psychology. Can be used for the minor. This lecture-based course will provide students with a general introduction to the main theories, methods, and findings in a variety of areas of psychology. It differs from PSY 1004 with regard to the intellectual sophistication level at which topics are presented; the goal of this course is to provide a broad overview of psychology intended for the general student population, not for the psychology major. Topics include the history of psychology, sensation and perception, brain and behavior, learning and memory, intelligence, developmental, personality theories, social psychology, and psychopathology. Other topics may include altered states of consciousness, cognition, language, motivation, or emotions.

**PSY 2001 - Developmental Psychology Infancy Through Late Childhood (3)**

This course covers the existing evidence on systematic, stable changes that occur from conception through late childhood (11 years old.) We will study the current theories about development and then proceed to examine what current research can tell us about adolescents’ capabilities, changes in these capabilities that occur over time, influences of the environment on development (including parents, peers, school), and influences of adolescents on their own environments and development. Prerequisite: PSY 2001 Developmental Psychology: Infancy through Late Childhood

Prerequisite: PSY 2001.

**PSY 2004 - Physiological Bases of Behavior (3)**

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 of the course is to provide a description, within the present state of the art, of how physiological systems contribute to, cause, or maintain various forms of behavior. Basic concepts in neurophysiology and neurochemistry also will be covered. Physiological processes mediating sensation, perception, development, motivation, hunger, thirst, sleep, arousal, learning, memory, language, mental illness, and consciousness may be among the topics examined. Prerequisite or Corequisite: PSY 1004 Fundamentals of Psychology

Corequisite: PSY 1004.

**PSY 2006 - Industrial/Organizational Psychology (3)**

This course will introduce students to the study of industrial/organizational psychology, the branch of psychology that is concerned with the study of human behavior in work settings. Through lectures, case studies, and group exercises, students will learn to apply psychological principles to understand human behavior at work and how to change it to meet individual and group objectives. Topics covered in the course will include: job analysis, personnel selection, performance appraisal, assessment validity, the legal context for personnel decisions, work motivation, work attitudes, leadership, and occupational health. Recommended: PSY 1004: Fundamentals of Psychology
PSY 2008 - Sensation & Perception (3)

This course provides an overview of how humans gather information from the environment through the sensory systems. We will discuss how our senses transduce physical signals into a neural code that our perceptual systems can then interpret in a psychologically meaningful way. We will cover the topics of smell, taste, touch, vision, hearing, and spatial orientation. Each topic will begin with a description of the mechanisms of sensation before discussing how these sensations are then interpreted by our perceptual system. We will also consider how higher-level processes (e.g., attention, expectation, experience, etc.) can influence perception. This course will also provide instruction in scientific reasoning as it applies to the topic of sensation and perception. Prerequisite: PSY 1004 Fundamentals of Psychology

Corequisite: PSY 1004.

PSY 2009 - Social Psychology (3)

This course provides an introduction into the concepts, theories, and research used to study how people think about, influence, and interact with each other. The emphasis will be on the situational, social, and interpersonal factors that affect the individual. Topics to discuss will include social judgment, self- and social-identity, attitudes, interpersonal relationships, conformity, persuasion, group influence, forensic psychology, prejudice, prosocial behavior, and aggression. Prerequisite or Corequisite: PSY 1004 Fundamentals of Psychology

Corequisite: PSY 1004.

PSY 2011 - Abnormal Psychology (3)

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

Corequisite: PSY 1004.

PSY 2012 - Statistics for the Social Sciences (4)

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). Prerequisite or Corequisite: PSY 1004 Fundamentals of Psychology

Corequisite: PSY 1004.

PSY 2018 - Drug Use and Abuse (3)

This course surveys the physiological and behavioral effects of "recreational" drugs, drugs of abuse, and drugs used to treat mental illness. Drugs to be discussed may 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, pharmacokinetics and pharmacodynamics, and substance abuse treatment and prevention will be discussed. Although there are no formal prerequisites for this course, it is recommended that students have a basic understanding of the nervous system.

Prerequisite: PSY 1004.

PSY 2025 - Human Sexuality (3)

This course will examine the physiological, cognitive, social, emotional, and clinical factors affecting human sexuality. Topics include social and biological foundations of human sexuality, human reproduction and contraception, cross-cultural perspectives on sexual behavior and contemporary society, gender roles and

**PSY 2030 - Computer Applications in Psychology (3)**

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 (MS WORD), the handling, management, and organization of research data (MS EXCEL), statistical data analysis and graph making (STATISTICA, MS EXCEL), and developing multimedia conference presentations (MS POWERPOINT). Other topics may include information retrieval in psychology, using the Internet as a source of scholarly information, and use of computers in the psychological laboratory.

**PSY 2033 - STATISTICS FOR SOCIAL SCIENCE LAB (1)**

Bi-weekly laboratory sessions will instruct students on how computer programs are used for the statistical analysis and management of data. Both Excel and Statistica software programs will be used. Although not required, co-registration with PSY 2012 is strongly encouraged. Recommended: PSY 1004: Fundamentals of Psychology.

**PSY 2036 - Personality Psychology (3)**

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. Personality psychologists are concerned with human nature, individual differences, as well as intra-personal functioning. This course examines the major theoretical approaches to personality, critically evaluating their assumptions and ideas, relevant research, and clinical implications. Emphasis is placed on the value of alternative viewpoints. The appreciation of various personality theories provides a solid foundation for exploring issues of assessment, psychopathology, and behavior change. Prerequisite: PSY 1004 Fundamentals of Psychology

Corequisite: PSY 1004.

**PSY 2037 - EDUCATIONAL PSYCHOLOGY (3)**

This course will examine how individuals learn in educational settings from elementary school to high school. Issues related to teacher effectiveness, testing and assessment, the social learning environment (including cultural influences), approaches to different learning styles, and teaching both special needs and gifted students are among possible course topics. Also considered is how research from the psychology of learning, motivation, and cognitive and social development has informed the practice of educational psychology. A background in child development or adolescent development is helpful but not essential. Recommended: PSY 2001: Developmental Psychology Infancy Through Late Childhood and PSY 2002: Developmental Psychology Early Through Late Adolescence (Spring 14608 14609)

**PSY 2038 - CHILD PSYCHOPATHOLOGY (3)**

In a combination of lectures and class discussions, the chief classic psychopathologies of childhood will be explored from contrasting viewpoints of behavioral and biological theory. Main topics to be treated include: anxiety-withdrawal disorders, personality disorders, habit disorders, childhood autism, and childhood psychosis. Attention will be given to diagnosis and treatment of these disorders.

Prerequisite: PSY 1004.

**PSY 2040 - Research Methods in Psychology (4)**

This course introduces students to research design in psychology with emphasis on experimental design and control, reliability and validity, reading empirical literature, and research ethics. In addition, students will learn how to write using American Psychological Association style. Prerequisite: PSY 2012 Statistics for the Social Sciences

Prerequisite: PSY 2012.
**PSY 2042 - Psychology & Culture (3)**

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. Prerequisite: PSY 1004 Fundamentals of Psychology

Corequisite: PSY 1004.

**PSY 2043 - Positive Psychology (3)**

This lecture-based course is intended to introduce students to the theory and research of positive psychology. The course will cover a variety of topics, including the definition and measurement of happiness, what factors are associated with happiness (and what we think makes us happy, but doesn't), positive emotions, positive traits, and character strengths and virtues. Students will also engage in a number of happiness-increasing exercises that are backed by research.

Prerequisite: PSY 1004.

**PSY 2044 - Cognitive Psychology (3)**

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.

Prerequisite: PSY 1004.

**PSY 2046 - Psychology of Identity (3)**

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.

Corequisite: PSY 1004.

**PSY 2048 - Learning and Memory (3)**

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

**PSY 2049 - Health Psychology (3)**

This course is designed to provide students with a general introduction to the field of Health Psychology. A variety of topics will be included, amongst them: 1) compliance with the medical system, 2) stress and its relationship to illness, 3) stress and its relationship to pain, 4) causes, treatment, and prevention of a number of diseases, 5) sociocultural factors in disease, and 6) coping with illness.

Recommended: PSY 1004: Fundamentals of Psychology.

Corequisite: PSY 1004.

**PSY 2052 - Developmental Psychology: Adult Development (3)**

After adolescence, we continue to develop as an adaptive response to continuous changes in life circumstances. We will study the current theories about development during adulthood and then examine what current research can tell us about adults' capabilities, changes in these capabilities that occur over time, influences of the environment on development (including family, work, health), and influences of adults on their own environments and development between early and late
adulthood. (Open to Bio, Dance/Thtre, Acct/Eco/Fin/Mgt/Mktg, Psychology, and Sport Stdies majors. Psychology minors may submit an approved FACO form for registration)

Corequisite: PSY 1004.

**PSY 2055 - Sport Psychology (3)**

This course introduces the field of sport psychology through a critical examination of the major psychological theories and past research on human behavior in sport and exercise settings. Particular emphasis is placed on identifying cognitive, emotional, social, and developmental factors that influence sport participation and performance. Specific performance related topics include motivation, anxiety, concentration, confidence, leadership, and team dynamics. Behavioral problems in sport, such as aggression, substance abuse, and eating disorders, are reviewed along with psychological factors related to burnout and athletic injuries. Prerequisite: PSY 1004: Fundamentals of Psychology

**PSY 2062 - PSYCHOLOGY OF WOMEN (3)**

Students will examine literature and research on women's roles and psychological development, sex differences, parenthood, motherhood, marriage, divorce, and careers. Attention will also be paid to the legal and economic position of women, feminist movements, and the historical changes in women's positions in society. Recommended: PSY 1004: Fundamentals of Psychology.

**PSY 2063 - Social Influence & Persuasion (3)**

This course will involve an examination of selected topics in social influence and persuasion- the processes through which a person or group changes or attempts to change the opinions, attitudes, or behaviors of another person or group. Using scientific research and current theories on persuasion, we will explore such topics as compliance, conformity, obedience, destructive cults, propaganda, social epidemics, and the application of persuasion principles to promote positive social change.

Prerequisite: PSY 1004.

**PSY 2065 - Industrial and Organizational Psychology (3)**

This course will introduce methods, practice, research and theories in I/O or industrial and organizational psychology. The course will focus on how an enterprise and its organization impacts employee behavior, productivity/performance and well-being. Topics include: leadership, ethics, motivation, occupational health, team building and communication in the work place. In addition, personnel decisions, employee relations and union/management issues will be discussed. Both real-world applications and research will be emphasized throughout the course.

**PSY 3001 - RESEARCH METHODS IN PSYCHOLOGY (3)**

This course introduces students to research designs and methodologies used to answer questions in various areas of psychology. These include: experiments, quasi-experiments, alternate designs (e.g., case studies, interrupted time series, etc.), correlation, anonymous surveys, and naturalistic observations. Important issues such as generation of hypotheses, theory building, randomization, sampling, scales of measurement, matching, validity, reliability, confounds, controls, searching and reading the scholarly literature, and research ethics will also be covered. Students will also learn how to select and apply appropriate statistical analyses to particular sets of data, interpret the statistical findings, and relate them to the empirical question under
investigation. Finally, students will be taught how to present their research data in manuscript form according to the stylistic guidelines of the American Psychological Association. Prerequisites: PSY 2012: Statistics for the Social Sciences.

Prerequisite: PSY 2012.

PSY 3004 - History and Systems of Psychology (3)

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, examining persistent ideas, methods of inquiry, significant individuals, and events that have conspired to produce psychology as we know it today. Prerequisite: PSY 1004: Fundamentals of Psychology (for juniors and seniors only).

PSY 3007 - Human Development (3)

A survey of developmental psychology from birth through adulthood, with an emphasis on infancy, childhood, and adolescence. Consideration will be given to developmental theories, to research investigating psychological, social and biological factors and their interactions within a cultural framework.

PSY 3008 - Elements of Psychopathology (3)

This course examines the major syndromes of psychological disorders. Research and theory about the mechanisms, development, and modification of psychopathology are emphasized.

PSY 3010 - Psychology of Self (3)

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 material from Developmental Psychology, Social Analysis, and Neuroscience. Readings from Erich Fromm, Mihaly Csikszentmihalyi, William James, Ronald D. Laing, Ulric Neisser, and Daniel Stern. Secondary material deals with Mary Calkins, George Herbert Mead Erik Erikson, Carl Rogers, Antonio Damasio, Jaak Panksepp and Social Constructionism. Recommended: Fundamentals of Psychology.

PSY 3012 - Human Memory (3)

This course provides an in-depth exploration of human memory. We will discuss such topics as working memory, long-term memory, forgetting, autobiographical memory, childhood memories, and false memories. We will consider how factors like emotion, prior knowledge, our expectations, social influences (what other people say they remember), and attention influence what we remember and what we forget. We will also explore how we can have vivid memories of events that never occurred. We will consider various theoretical approaches to the study of memory, as well as empirical evidence from behavioral studies and neuroscience. Students will read and write about scholarly articles, and are expected to participate actively in group discussions about the readings during weekly seminar meetings. Prerequisites: PSY 2044 Cognitive Psychology

Prerequisite: PSY 2044.

PSY 3013 - Psychology of Relationships (3)

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: Fundamentals of Psychology.

PSY 3016 - Psychopharmacology (3)

This course is an in-depth consideration of the use of drugs for the treatment of mental illnesses and disorders. Topics include the history of psychopharmacology, neurochemistry of brain function, general pharmacology principles, methodologies employed in psychopharmacological research, and drug treatments for
a variety of mental diseases and disorders including anxiety, psychosis, depression, mania, dementia, epilepsy, and obsessive-compulsive behavior. Issues related to recreational drug use and abuse will not be covered.

**PSY 3018 - THEORIES OF PERSONALITY (3)**

This lecture/discussion 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. Personality psychologists are concerned with human nature, individual differences, as well as intra-personal functioning. These areas of personality are construed differently within various theoretical frameworks. This course examines the major theoretical approaches to personality, critically evaluating their assumptions and ideas, relevant research, and clinical implications. Emphasis is placed on the value of alternative viewpoints. The appreciation of various personality theories provides a solid foundation for exploring issues of assessment, psychopathology, and behavior change. Recommended: Fundamentals of Psychology.

**PSY 3021 - THEORIES OF PSYCHOTHERAPY (3)**

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: Introduction to Psychology. (Offering is tentative based on student interest.)

**PSY 3022 - NEUROPSYCHOLOGY (3)**

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. Prerequisite: PSY 2004.

**PSY 3023 - BIOLOGICAL BASES OF MENTAL ILLNESS (3)**

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.

**PSY 3025 - Psychology of Experience (3)**

Early psychologists including Wundt and William James presumed that psychology meant a psychology of experience (which they called consciousness). 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. Besides Psychoanalysis, Experience was only readmitted to American Psychology after WWII when Humanistic Psychology and the Cognitive Revolution made it fashionable again. This is a seminar-discussion course
considering several major sources in Early Psychology, William James, Humanistic Psychology, Psychoanalysis, and Csikszentmihalyi. Recommended: PSY.1004: Fundamentals of Psychology.

**PSY 3035 - BIOPSYCHOLOGY SEMINAR (3)**

This course will focus on a single contemporary topic in neuroscience. Students will be required to read, discuss, and critique literature focusing on common themes. Examples of themes are the biopsychology of learning and memory, the nature of recovery from brain damage, drug dependency, Alzheimer’s disease, and Parkinson’s disease. Prerequisite: PSY 2004: Physiological Bases of Behavior.

**PSY 3035A - BIOPSYCH. OF DRUG ADDICTION (3)**

This seminar-based course will cover current research regarding the biopsychological bases of drug use and addiction. Relying on both human and animal studies, the course will discuss a variety of issues related to the use of and addiction to various recreational drugs such as cocaine, marijuana, heroin, MDMA (“ecstasy”), nicotine, and methamphetamine. The specific topics will include a discussion of the neural bases of drug use, abuse, and addiction, the alterations that occur within the brain as a result of drug use, the phenomena of drug craving, withdrawal, and tolerance, the neuropsychological consequences of drug use, abuse, and addiction, and potential avenues for the treatment of drug addiction disorders. Students are expected to participate fully in class discussions in a vibrant and sophisticated manner. Although intended as an upper-level elective in Psychology, the instructor will allow any student with the appropriate academic background to take this course. (PREREQUISITIE: PSY 2004 PHYSIOLOGICAL BASSES OF BEHAVIOR or equivalent).

Prerequisite: PSY 2004.

**PSY 3037 - Folk Psychology (3)**

Psychology of everyday assumptions: what seems to be immediately given. Jerome Brunet writes 147’Folk148 Psychology...is a culture’s account of what makes human beings tick.148 Both Dilthey and Wundt looked to a cultural basis for understanding the human as a decision maker who lived in social relationships that sought meaning in life. This course 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: as a vehicle for Folk Psychology.

**PSY 3042 - Clinical Psychology (3)**

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. Prerequisite: PSY 2011 Abnormal Psychology

**PSY 3043 - The Individual and Society (3)**

This course presents an overview of social psychology, the study of how people influence one another. Topics include social perception, social cognition, attitudes, prejudice, attraction, social influence, altruism, aggression, and group behavior.

**PSY 3047 - Stereotypes, Prejudice & Discrimination (3)**

Social psychologists have long been interested in stereotyping and prejudice because these concepts are representative of the most central topics in social psychology such as social perception, self-and social-identity, attitude formation, social norms, intergroup behavior, relationships, and aggression. This course will provide an intellectual forum for discussing the research that has contributed to our understanding of stereotyping, prejudice, and discrimination. Students will explore such topics as the origins of stereotypes and prejudice, the implicit nature of stereotypes, stereotype activation and application, contemporary forms of prejudice, the social context of prejudice, children and prejudice, racial and sexual discrimination, coping and

**PSY 3055 - Social Development and Attachment (3)**

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. Preq: PSY 2001 or PSY 2002 or PSY 2052.

**PSY 3057 - SPECIAL TOPICS: BIOPSYCHOLOGY (3)**

This course will focus on a single contemporary topic in neuroscience. Students will be required to read, discuss, and critique literature focusing on common themes. Examples of themes are the biopsychology of learning and memory, the nature of recovery from brain damage, and dementia, Alzheimer's disease, and Parkinson's disease. Prerequisite: Physiological Bases of Behavior.

Prerequisite: PSY 3000.

**PSY 3058 - Qualitative Approaches to Psychology (3)**

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.

Prerequisite: PSY 2012.

**PSY 3063 - SOCIAL INFLUENCE & PERSUASION (3)**

This seminar will involve an examination of selected topics in social influence and persuasion— the processes through which a person or group changes or attempts to change the opinions, attitudes, or behaviors of another person or group. Using a social psychological framework, we will explore such topics as compliance, conformity, obedience, destructive cults, propaganda, social epidemics, and the use and abuse of persuasion. The emphasis of this course will be on reading, discussion, critical thinking, and application of scientific research to real world phenomena. Prerequisite: PSY 2009 Social Psychology

**PSY 3064 - THE PHILOSOPHY OF PSYCHOLOGY (3)**

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.

**PSY 3067 - Advanced Seminar in Cultural Psychology (3)**

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 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, interpretations, and analysis of these data, critical thinking, verbal communication, and writing skills will be emphasized. Prerequisites: PSY 2042: Psychology and Culture or PSY 2046: Psychology of Identity
PSY 3069 - Sport Brain Injuries (3)

This seminar course provides a critical analysis of the risk and consequences of brain injuries sustained by athletes. After a brief introductory review of brain anatomy and function, this course will consider how sport-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. Emphasis will be devoted to evaluating both the neurophysiological and neuropsychological effects of sport-related brain injuries. Primary scholarly research articles will be incorporated into the assigned list of readings. Students interested in psychology, sports medicine, and behavioral neuroscience might find this seminar especially appealing.

Prerequisite: PSY 1004.

PSY 3075 - Psychology of Happiness (3)

This course will cover key areas of theory and research on happiness and positive emotion, from measurement and methodology to happiness interventions. The course will follow a seminar format, consisting primarily of student presentations and class discussions. The goal of this course is to understand the scientific study of happiness, including applications of happiness research.

Prerequisite: PSY 2040.

PSY 3080 - Psychology and the Law (3)

This course explores the relationship between psychology and the legal system. We will take an interdisciplinary approach in considering how various psychology subfields (e.g., cognitive, social, neuroscience, clinical, etc.) inform our understanding of how the legal system functions. Areas of focus may include: issues concerning detection of deception, methods of interrogation, eyewitness evidence, jury decision-making, credibility, perceptions of guilt/innocence, competency and criminal responsibility, neuropsychological assessment, expert testimony, children as eye-witnesses, and recovered memories. 

Prerequisite: PSY 2040: Research Methods in Psychology.

Prerequisite: PSY 2040.

PSY 3090 - Social Statistics (3)

An overview of the logic, skills, and methods used in Social Science research. Topics include: techniques for organizing and displaying dates (tables and graphs), statistical techniques for describing data, (percentages, averages and variability), and statistical techniques for determining relationships or differences (correlation, probability, tests of differences between performances of groups, and tests of proportionality).

PSY 3325 - Advanced Topics in Sport Psychology (3)

This seminar course provides in-depth coverage of research in sport psychology. Students build upon introductory theory through the reading of original research reports and participation in more detailed discussions of previously covered topics such as confidence, motivation, imagery, flow, and concentration. The course begins with a historical perspective of the field of sport psychology, exposing students to seminal research studies conducted by important figures in the discipline. Students will then explore recent publications regarding the psychology of excellence, performance enhancement, and well-being of athletes. In addition, this course will address current issues in the field of sport psychology, including ethical dilemmas for practicing sport psychologists. Pre-requisites: PSY 2055 Sport Psychology and PSY 2012 Statistics for the Social Sciences or ECO 2060 Economics Business Statistics, or BIO 3012 Biostatistics

Prerequisite: PSY 2055.

PSY 3333 - Psychology of Emotion (3)

This course will cover key areas of theory and research on emotions across all areas of psychology, including evolutionary, biological, developmental, social, cultural, clinical, and cognitive approaches. We will also discuss the measurement of emotions, emotional expressions, the history of emotions research, and the role of emotions in decision-making and morality. The course will follow a seminar format, consisting mostly of student presentations and class discussions, and we will be reading, writing about, and discussing original research articles. Prerequisites: PSY 2004 Physiological Bases of
Behavior or PSY 2009 Social Psychology or PSY 2036 Personality Psychology

**PSY 4015 - Topics in Cultural Psychology (3)**

This upper level seminar course will delve into some of the specific areas of theory and research in cultural psychology. For example, we will look more closely at some of the theoretical work of Lev Vygotsky on the role of culture in development, the influences of Richard Shweder on the theories providing the foundations for cultural psychology, and the influences of culture on concepts of the self. We will be using primary sources to evaluate these theories and research and focus on current research in the area. Recommended: Fundamentals in Psychology; Culture, Ethnicity, Race and Identity.

**PSY 4020 - Writing Review Articles in Psychology (3)**

In this course, students work directly with an instructor on a well-defined topic of interest to the student. The student reads the literature on the topic, discusses the literature during weekly meetings with the faculty member, and writes an integrated review of the literature in the style of the American Psychological Association. Prerequisite: PSY 2040 Research Methods in Psychology

**PSY 4025 - Research & Writing Experience (3)**

In this course, students work directly with an instructor on a well-defined empirical research project on a topic of interest to the student. The review of the literature completed in PSY 4020 is used to design the student’s research project. In PSY 4025, the student collects and analyses the data to answer her or his research question. Students discuss their experience performing the research and their understanding of the results during weekly meetings with the faculty member. The student’s finished product is an empirical research article in the style of the American Psychological Association. Prerequisites: PSY 2040 Research Methods in Psychology and PSY 4020 Writing Review Articles in Psychology

Prerequisite: PSY 4020.

**PSY 4030 - Field Work Experience (3)**

Students who have arranged an acceptable fieldwork placement and wish to obtain course credit and supervision from a psychology faculty member should sign up for this course. In addition to 80 hours of work at the fieldwork placement over the course of the semester, students read literature related to their placements, discuss their experiences in the field and their understanding of the literature during weekly meetings with the faculty member, and write a substantial academic paper in the style of the American Psychological Association. Prerequisite: PSY 2040 Research Methods in Psychology and Junior or Senior status

Prerequisite: PSY 2040.

**PSY 4035 - CAPSTONE EXPERIENCE (3)**

The capstone course is a culminating learning experience in which students will have the opportunity to integrate and use knowledge acquired in previous psychology courses in advanced study within the discipline of psychology.

**PSY 4495 - Independent Study (1-3)**

This course provides students with the opportunity to work with a faculty member on faculty research projects or on psychology majors’ research projects. This course allows students to receive credit for gaining experience of being a research assistant. This course can only be taken Pass/Fail and, therefore, cannot count toward the major requirements.

**PSY 4497 - INTERNSHIP (3)**

Students will participate in a supervised, off-campus work experience that is guided by a psychology professor at Manhattanville. The goal of this experience is to integrate and apply knowledge and theory learned in the classroom in a professional work setting. The internship experience must be related to some sub-discipline within psychology such as developmental, social, cognitive, biological, cultural, or personality psychology. (Note: If the internship experience is related to clinical or counseling psychology, the student must register for PSY 4030: Field Work Experience. See any psychology professor for help
in determining whether the work experience should be Fieldwork or Internship.)

Prerequisite: PSY 2040.

**SOCJ - Interdisciplinary Studies**

**SOCJ 3078 - LEADERSHIP FOR SOCIAL CHANGE (3)**

After an introduction to change strategy around diverse social justice and religious "causes", students select a project around a cause and develop a grant proposal for funding of the project. Students also explore the theoretical and ethical dimensions of leadership, social entrepreneurship, and venture philanthropy. A research paper on the history and social background of the cause selected is included in the grant proposal. Students present their final project proposals to a funding board and implement their projects the following semester, if funded.

**SOC - Sociology & Anthropology**

**SOC 1001 - Introduction to Sociology (3)**

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)**

An introduction to the profession and practice of social work. The course is taught by a professional social worker.

**SOC 2000 - Environmental Sociology (3)**

This course will address the relationship between society and the environment, looking at how sociology can contribute to an understanding of environmental issues and how environmental issues shape sociological phenomena. We will investigate how environmental problems have roots in social processes such as culture, community, and inequality, and how social forces shape how individuals and groups understand and seek to solve environmental problems.

**SOC 2001 - Gender in Global Perspective (3)**

In a global world, gender is a central aspect of our lives and it is often accepted as natural and unchanging. In this course we will adopt a sociological perspective to examine gender as a social construct. We will explore how gender functions at the level of a social system, one that structures life chances and experiences often creating extreme inequality. Our focus will be global and will include an investigation of women's experiences, power and status across cultures.

**SOC 2015 - Women and Work (3)**

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.

**SOC 2017 - Sports and Society (3)**

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.

**SOC 2018 - HISTORY OF SOCIAL ACTION (3)**

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 Zim's justice 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 2021 - Race and Ethnicity (3)

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.

SOC 2023 - THE NEW YORK EXPERIENCE: LIFE OF A GREAT CITY (3)

See the real New York City from historical, sociological and artistic perspectives. This course will offer an examination of class, race and ethnicity through direct experience of the geography, sites, structures, and people of New York City. We will relate the social, political, economic, and religious history of New York to the actual physical environment of streets, buildings, and neighborhoods. New York City field trips will be a core course component. Students will develop a journal of field notes and related information, which will be submitted at the end of the course.

SOC 2025 - Urban Sociology (3)

Urban sociology studies the way cities shape social life. This course is designed to familiarize students with classical and contemporary theories and methodologies of urban sociology. It will introduce them to several core areas of inquiry including culture and consumption, social and spatial inequality and urban policy and planning. This course will also examine some of the contemporary challenges and problems cities (and the people that live in them) face, including crime and policing, poverty, unemployment, racism, immigration, gentrification, and sustainability. In addition, this course will also explore cities in the context of a globalized world, with special attention focused on cultural and economic transmission and its effects on identities, economies, and policies.

SOC 2028 - Sociology of New York City (3)

Examines current trends in New York City as part of a worldwide social process: social inequalities; the wave of third world immigration; the city as the location of choice for businesses that promote globalization. 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 Family & Sex Roles (3)

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.

SOC 2038 - SOCIOLOGY OF YOUTH SUBCULTURES (3)

An examination of youth subcultures using both classic American and British sub-cultural theoretical perspectives and more recent cultural theories. The course will explore a range of historical and contemporary youth subcultures, focusing on identity, resistance, style, societal reactions, and other analytical topics.

SOC 2039 - Russia in a Changing World (3)

This course examines the impact of Russia's imperial and Soviet past on its contemporary social structure, culture, and international environment. Analyses of social polarization, ethnic relations, criminal organizations, demographic and health issues, gender construction, mass media and popular culture, contemporary political ideology and the struggle to reestablish itself as a Great Power set up wide-ranging concluding questions concerning Russia's likely trajectories in a fast-changing world.
SOC 2045 - THE HOLOCAUST, LAW & HUMAN RIGHTS (3)
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 (3)
Take 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 2048 - SOCIOLOGY OF LAW (3)
An introduction to the sociological aspects of law. The uses and abuses of the legal process will be explored by studying how laws are created and enforced in particular societies during selected historical time periods. Capital punishment, the death penalty, and the Nazi philosophy of law will be examined as examples of the relationship between law and social change.

SOC 2049 - CRIME, LAW & SOCIETY (3)
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 2064 - CULTURE AND PERSONALITY (3)
An introduction to the study of the relationship between personality characteristics and socio-cultural and political processes. The effects of the media, in their capacity as dominant cultural institutions, will be emphasized.

SOC 2070 - MARXIST POLITICAL ECONOMY (3)
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.

SOC 2075 - Models of Social and Economic Justice (3)
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.

SOC 2076 - HISTORY OF SOCIAL ACTION (3)
This course examines the history, legacy and resistance to oppression of various social groups and individuals. A range of topics will be covered in the course, which may include feminist, anti-racist, labor, LGBTQ, and global justice. The course will address both theoretical and practical perspectives on social action and encourage students to think critically about the past and current conditions of the social world.
SOC 2078 - Social Problems (3)
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.

SOC 2079 - COLLECTIVE MEMORY & THE HOLOCAUST (3)
An examination of the processes at work in the transmission and preservation of social and historical events, facts and myths. Key issues in the creation of social memory are identified. Case studies for institutions established to preserve the memory of the Holocaust are examined to analyze how social and collective memory is created and preserved.

SOC 2091 - Social Science Research (3)
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: a thesis statement, a review of the literature, a preliminary statement of the general research question and the methods which will be used and a tentative bibliography. Prerequisite: SOC 1001: Introduction to Sociology, with a minimum grade of C.

SOC 2092 - QUANTITATIVE SOCIAL MEASUREMENT (3)
An introduction to the production, use and interpretation of quantitative data in sociology and in popular media. The course is composed of three parts. First, techniques: statistical techniques; chart and graph construction; visual modes of presentation. Second, the central role of marketing firms and government agencies in the production of data. Third, issues in the philosophy of social science: quantitative/qualitative distinction and the influence of the physical sciences in the making of sociology.

SOC 3000 - Latin American Social Movements (3)
This course will engage with theoretical concepts and approaches used by scholars of social movements by focusing on Latin America. Latin America is characterized by extreme inequalities based on wealth, class, race, gender, language, sexual orientation, nationality, and region. Collective action has proven to be one important way that marginalized and excluded groups of people have been able to increase public awareness of their perspectives and concerns.

SOC 3003 - Classical Social Theory (3)
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. Prerequisite: SOC 1001: Introduction to Sociology, with a minimum grade of C.

SOC 3005 - Contemporary Social Theory (3)
This course will explore the relationship between social groups and contemporary social institutions, processes, and products. We will cover early modern and contemporary social theories, emphasizing their applicability to our lives and our social world.

SOC 3006 - Sociology of Knowledge (3)
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.

SOC 3007 - GLOBALIZATION AND SOCIAL CHANGE (3)
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.

**SOC 3008 - World Cities (3)**

Current and historical survey of world cities in the making of global culture. The course is centered on a series of urban places: Venice, Amsterdam, London, New York, Calcutta, Sao Paulo, Mexico City, Istanbul, Lagos, and Jakarta. Special attention will be given to the social, political, and economic life of cities in the context of North/South inequality. New directions in urban thought and social theory will be explored.

**SOC 3010 - Family and Society (3)**

A consideration of factors in self-understanding and interpersonal relations; changing roles of men, women, and children; problems of family life; socialization of children; the influence of school and community interaction, including parent-teacher relationships; similarities and differences in familial life styles.

**SOC 3014 - African American Communities (3)**

This course is a sociological approach to understanding African American communities, both in historic and contemporary eras. We seek to understand how structure and agency and/or oppression and resistance have given rise and shape to various facets of African American and Black communities. We pay attention to how people of African descent have worked to protect their communities, to raise their standards of living and opportunities, and have actively fought racism. The readings are a range of first person narratives, social commentary and sociological perspectives on issues such as family, faith, popular culture, and politics. Through this course you will come to understand the evolution from enslaved African, to Negro, to Black, to African American, and to the contemporary questions of who is Black and what is Blackness.

**SOC 3017 - RACE AND HOUSING INEQUALITY (3)**

This course will look at the intersections of housing and race, specifically the ways in which access to safe and affordable housing is shaped by racism. Sociological approaches will be bridged with critical race theory to evaluate the contemporary state of housing conditions.

**SOC 3020 - SOCIOLOGY OF FOOD (3)**

This seminar will explore the connections between food and the global environment, politics, identity, and culture. We will study individual food choices and larger social forces, including the cultural meanings of food production, distribution, preparation, and consumption.

**SOC 3022 - Development & Change in Social Organizations (3)**

An historical overview of how social organizations develop and change. The conflict between the structure and authority of bureaucratic organizations, including the corporate workplace, government, and academe, and the celebration of the entrepreneurial spirit in America culture will be considered. Research from the social sciences will be used to assess different models of organizational effectiveness.

**SOC 3023 - Racial Oppression (3)**

This course examins 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 3026 - Ethnography (3)**

This class examines ethnography used in sociology and anthropology as a way to study communities and culture. We will explore critically the issues, ethics, and techniques of ethnographic fieldwork, with primary emphasis on participant observation. The course will combine reading of ethnographies, fieldwork methods, hands-on work in "doing ethnography" and writing an ethnography from primary data collection. Students will learn about research design, gathering data and analyzing data. Prerequisite: SOC 1001 Intro. to Sociology or ANTH 1050 Cultural Anthropology
SOC 3029 - Environmental Social Movements (3)
This seminar examines various environmental movements through the analytic tools provided by social movement theorists. We will explore the reasons why environmental movements emerge, how activists organize themselves, the ways in which industry and the government oppose environmental movements, as well as the successes of environmental justice movements. We will pay special attention to the intersection of environmental injustices in terms of race, gender, class, and nation.
Prerequisite: FYP 1003, FYP 1004.

SOC 3030 - Social Equality (3)
An overview of the theories, structures, and statistics of inequality with a focus toward race, class, and gender. The course also looks at policy creation and implementation as well as contemporary inequality in various institutions.

SOC 3033 - Managing Diversity (3)
The increasing diversity in the American workforce and expanding economic interdependence among nations require that managers deal creatively with the cultural dimensions of management. The course will employ readings and experiential learning to explore and articulate perceptions of difference in order to increase management effectiveness.

SOC 3040 - Soc of Latinos in the USA (3)
This seminar will introduce students to the study of "Latinos". Using various sociological texts, multimedia, and student produced oral histories we will explore the diversity and complexity of Latinos. Are Latinos just more modern Hispanics? Are they all immigrants? Do they all speak Spanish? Are Latinos a new race?

SOC 3050 - Mass Media and Society (3)
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; and alternatives to the current structure of the media.

SOC 3051 - Mass Media & Society (3)
An examination of the social, political and economic contexts in which American mass media (broadcasters and publishers, advertisers and regulators, among others) and their audiences have developed and operate today. Topics may 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; and alternatives to the current structure of the media.

SOC 3055 - Media & Social Change (3)
How capitalism, patriarchy, and racialized institutions create and shape mass media. How mass media and popular culture shapes our consciousness, and our ability to act on the world around us. How media is, and can be, used for social change. Topics include: the power and pervasiveness of mass media; capitalism and ideology; the concentration of media ownership and control; the manufacturing of consent; the management of news; the history and role of advertising; ethnic and gender roles; deconstructing images; media and cultural globalization; the politics of social change; traditional left politics vs. alternative politics; sources of change in the U.S. and Third World; alternative media; counter-culture; anti-globalization movements, and case studies of how media can be used for social change.

SOC 3056 - Music & Society (3)
The focus of this seminar is music in its variety of social, cultural and historical contexts. Sociological topics such as race relations, social protest, capitalist enterprise, globalization, and social theory will be examined through the lens of musical genres, individual artists, and the creative process.
SOC 3068 - Interpersonal and Intercultural Communications (3)

This course is designed to enhance interpersonal and small-group communication skills as well as survey related theoretical foundations. The focus of the course is on verbal and nonverbal forms of human interaction. Issues such as listening, perception, self-concept and self-disclosure, persuasion, leadership, conflict management, cultural difference, relational development and disengagement are explored in theory and practice. Case studies will include a variety of social and multicultural interactions, especially but not exclusively those related to business and management.

SOC 3073 - Women and the Law (3)

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, and abuse and violence.

SOC 3077 - SOCIAL PROBLEMS (3)

An examination of major social issues from a sociological perspective, with a special emphasis on New York City. 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.

SOC 3078 - Contemporary Social Issues (3)

An examination of current social issues in America from different and often conflicting perspectives. Among the issues to be examined are gender and race inequalities in the workplace, the conflict over affirmative action, the debate over health care access, and an appraisal of relevant social policies.

SOC 3081 - EDUCATION AND SOCIETY (3)

This course is an exploration of the rich field of the anthropology of education. We will explore both formal and informal education-from early childhood socialization to the role of schools in a variety of cultural and geographic contexts. A central objective of this course is to provide students the opportunity to read ethnographic studies on society and education and to explore the contribution of ethnographic research to the development of key ideas/theories in the field. Through out our discussion we will engage topics of identity and meaning, racial and gendered disparities, class reproduction and performance, and religious learning. Key questions examined will be the following: What is a cultural analysis of schooling? What diverse theories of culture, power, and society have informed our understanding of educational processes? How can a cultural analysis of schooling inform efforts to create a more socially just educational system? Students will be encouraged to incorporate their own research interests into both class discussions and writing assignments.

SOC 3083 - Animals and Society (3)

This seminar explores the social relationships between humans and animals. We will investigate animals in social institutions such as the family, science, agriculture, entertainment, health, and education, as well as the intersection of animals, culture, and identity in terms of race and gender. We will also examine the efforts of social movements for animal protection and rights.

SOC 3088 - Images of Women in Popular American Culture (3)

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.

Prerequisite: SOC 1001.

SOC 3090 - Social Research Methods (3)

This course is designed to introduce students to the basic concepts and techniques of social research. Topics will include sampling, survey, case study, interview and questionnaire preparation. Skill in comparative methods
and ethical issues in the practice of research will also be explored.

**SOC 3091 - Advanced Research Project (3)**

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.

Prerequisite: SOC 2091.

**SOC 3178 - Social Problems (3)**

A seminar which will examine 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.

**SOC 3186 - Indigenous Peoples (3)**

This course will introduce students to the study of indigenous peoples in a global context. We will address how colonialism, globalization, and development impact the contemporary struggles for indigenous nations and peoples. These struggles include the fight for collective rights, autonomy, and territory. Among the themes explored are: definitions of indigenous identity, indigenous ways of knowing, indigenous sovereignty and self-determination, indigenous rights, and indigenous movements. Prerequisite: For undergraduates, SOC 1001, Introduction to Sociology or ANTH 1050 Cultural Anthropology.

**SOC 4020 - TOPICS IN SOCIAL ACTION (1)**

Topics in Social Action is a one-credit seminar offered in conjunction with the Connie Hogarth Center for Social Action’s lecture series. This series invites activists engaged in various issues to campus to broaden perspectives and deepen understandings of the problems we face and the ways people and communities are working to bring about positive social change. Students are expected to attend the lecture series and write reflections on the information shared during the series. This class is offered only on a pass/fail basis.

**SOC 4030 - Paris: City of Literary and Social Revolutions (3)**

Paris has been a center of literary and social revolutions throughout the centuries. Writers, artists, musicians, and filmmakers have participated in these revolutions through their work, all while trying to make sense of the changing city. Sociological theorists have attempted to do the same thing through their writings on these same issues. How can the literary world, writ large, help us understand Paris as a revolutionary city? Similarly, how can sociological theorists help us better understand the roles these writers played in these revolutions? This course takes a collaborative approach to Paris as a revolutionary city, using social theory and literature, as well as other forms of art, to understand the city through the eyes of social theorists and artists.

**SPN - World Languages & Literatures**

**SPN 1001 - INTRODUCTORY SPANISH I (4)**

Beginning course designed primarily to teach the elements of Spanish grammar and language structure through a communicative approach. Emphasis is on building vocabulary and language patterns to encourage spontaneous language use in and out of the classroom. Open to students with no previous training in Spanish and to others on assignment by placement test.

**SPN 1002 - INTRODUCTORY SPANISH II (4)**

Continuation of SPN 1001.

**SPN 1003 - Spanish for Beginners I (3)**

Beginning course designed primarily to teach the elements of Spanish grammar and language structure through a communicative approach. Emphasis is on building vocabulary and language patterns to encourage spontaneous language use in and out of the classroom.
Open to students with no previous training in Spanish and to others on assignment by placement test.

**SPN 1004 - Spanish for Beginners II (3)**
Continuation of SPN 1003.

**SPN 2001 - Intermediate Spanish I (3)**
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.

**SPN 2002 - Intermediate Spanish II (3)**
Reading and discussions of contemporary Hispanic texts and review of the main grammatical concepts of Spanish. Cultural videos are used in class.

**SPN 2008 - Advanced Spanish Grammar Review (3)**
Advanced course designed to further develop language skills through grammar review and analysis of texts relating to Hispanic culture and literature.

**SPN 2009 - More Effective Reading in Spanish (3)**
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.

**SPN 2012 - Written Contemporary Spanish (3)**
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.

**SPN 2016 - Spanish Creative Writing (3)**
A beginning course in writing for advanced students of Spanish, primarily designed to study the process of storytelling through examining an array of genres, such as fiction for adults and children, biography or journalism, exploring key components like language, structure, voice, point of view, dialogue, in order to find and create their own style and voice when writing in Spanish.

**SPN 2018 - Spanish Translation (3)**
This course is designed for students of advanced levels of Spanish who have a special interest in the craft of translating. The emphasis of this course will be in improving and perfecting their language skills, and will serve as training for future work. The course will explore English to Spanish translation through the study of a variety of texts. Students will learn through practice and through discussions in class about their own written translations, analyzing the difficulties of accuracy versus freedom of writing creatively when working as a translator.

**SPN 2023 - Speaking About Movies: Advanced Conversation in Spanish (3)**
This course is intended as both a stimulus for conversation among advanced students of Spanish and as an introduction to the world of Spanish and Latin-American film. Thus, rather than a conversation course based on a series of topics of the day, the course supports a language skills course based on a single, consistent subject matter throughout film. The goal is that any student who completes this course will gain a new appreciation of Spanish-language cinema and Hispanic culture while improving conversational skills.

**SPN 2032 - Analysis of Spanish American Literary Texts (3)**
Introduction to literary analysis through close readings of texts from the early to modern periods of Latin American literature to the present. It engages students in the practice of textual criticism, provides basic theoretical background to develop critical skills and encourages reflection on literature as a system. Prerequisite: Advanced Spanish Review and Written Contemporary
Spanish or equivalent and approval by the Director of the Latin American Studies Program.

**SPN 3008 - Short Stories From Latin Amer (3)**

This course is an introduction to the Latin American short story genre focusing on the evolution and variety of Latin American short stories in the 20th and the 21st centuries. Short stories of different literary periods (realism, naturalism, criollismo, indigenismo, existentialism, avant-garde, etc.) will be analyzed, discussed and critiqued in class. Theory on the short story genre will be also studied. The course will enable students to gain a better understanding of literary, cultural, and historical trends in the Latin American world. Selections will include works of internationally renowned authors such as G. García Marquez (Colombia), C. Fuentes (Mexico), M. Benedetti (Uruguay), J. L. Borges (Argentina), A. Carpentier (Cuba), J. Cortazar (Argentina), and some other authors. The course is taught in Spanish.

**SPN 3010 - Latin American Novel and Film (3)**

This course traces the movement of the contemporary novel away from realism toward self-referentiality. It also studies how literary works are transformed into film, and analyzes the relationship between literature and film. Topics include film adaptations of novels, the cinematic narrative, and the integration of cinematic techniques in the literary text. We analyze screenings of film adaptations. Works by Carpentier, Garcia Marquez, Borges, Cortazar, Quiroga, F. Hernandez, Rulfo, Bioy Casares, Fuentes, Puig, and Vargas Llosa will be studied.

**SPN 3012 - Spanish Literature and Film (3)**

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 surrealistic masterpiece of 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 - Magic Realism Writers (3)**

The course explores the concept of "Magic Realism" as a narrative tendency in the works of Gabriel Garcia Marquez and other Latin American writers such as Isabel Allende, Miguel Angel Asturias, Alejo Carpentier, Rosario Ferre and Carlos Fuentes.

**SPN 3016 - Latin American Civilization (3)**

Through the use of audio-visual materials, visits to museums and readings, students explore the historical and cultural development of Latin America through artistic production. The course has three sections: The first part is devoted to the major pre-Columbian civilizations and the Indian legacy. The second one deals with the period of conquest and the colonial administration for three centuries. The third part reviews the revolutionary period and the efforts made by the different countries in order to assert the political independence and solve the present economical problems. The course is structured from an interdisciplinary perspective that emphasizes Latin American art, and includes history, geography and culture.

**SPN 3020 - Spanish Civilization Past & Present (3)**

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.

**SPN 3026 - Modern Spanish Novel (3)**

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)**

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.

**SPN 3028 - Latin American Black Literature (3)**

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 Pales Matos, Nicolas Guillén and Alejo Carpentier.

**SPN 3031 - Women's Writings in Latin America (3)**

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. (Fall)

**SPN 3032 - Spanish Theatre (3)**

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 theater performance and screenings of films are included. (Spring)

**SPN 3034 - Latino Literature in the US (3)**

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. (Fall) (Spring)

**SPN 3038 - Spanish Caribbean Literature (3)**

Texts from Puerto Rico, the Dominican Republic and Cuba are studied with special attention to the relevance of these works to their social and political context, and to the region’s history of slavery, colonization and decolonization. The course also includes literary works from some regions of Venezuela, Colombia and Panama that share similar aspects of Caribbean culture and history. (Fall) (Spring)

Prerequisite: SPN 2032.

**SPN 3041 - 20th Century Spanish Poetry (3)**

This course will be devoted to the study of the major trends of Spanish poetry from the romantic period of the 19th century to the recent generation of Spanish poets. Special emphasis will be given to the surrealist movement and the poets of the 1927 Generation. Their major works will be analyzed in relation to the cultural environment in which they were created. The course also provides the theoretical background with which to interpret the poems and their intertextuality in light of the aesthetics of modernity. (Fall)

**SPN 3042 - 20th Century Latin American Poetry (3)**

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 aesthetic intertextuality among different currents. Included are works by Dario, Huidobro, Mistral, Agustini, Vallejo, Paz and Parra, Neruda and Mutis. (Spring)
SPN 3046 - Literature and Film in Cuba (3)

This course considers how literary works are transformed into films, analyzing the complicated relationships between films, literature, and social conditions in XX century Cuban culture. Topics include films adaptations of novels and plays, the cinematic narrative, and the integration of cinematic techniques in the literary texts. Works by Alejo Carpentier, Senel Paz, Edmundo Desnoes and filmmakers as Humberto Solás and Tomás Gutiérrez Alea will be studied. The course will be taught in Spanish.

SPN 3047 - THE ART OF PUBLIC SPEAKING (3)

Using acting techniques of thought analysis, speech, movement relaxation used by actors and public speakers, this course, taught entirely in Spanish, will help students of diverse majors and backgrounds develop the necessary skills and practice to prepare for and speak in Spanish eloquently in front of and audience.

SPN 3049 - Grammar Review and Strategies For Teaching (3)

This course addresses notorious areas of Spanish grammar such as Indicative and Subjunctive, Preterite and Imperfect, or Ser and Estar, among others. It is aimed for teachers of Spanish to expand and review their knowledge of the target language, and acquire different tactics for detailed explanation, in order to enhance their future students’ understanding of the main principles of Spanish grammar. Reinforces three basic skills: grammar concepts understanding, methods of explanation of these concepts and problem solving.

SPN 3055 - Spanish Linguistics for Teachers (3)

This course, taught entirely in Spanish, addresses areas of Spanish linguistics such as Second Language Acquisition theories, the verbal system, the modal system, semantics and lexicon, sociolinguistics and bilingualism, and it’s aimed to expand and reinforce students existing knowledge of the Spanish language and its cultural/linguistic issues. This course provides a background of concepts and practice of the Spanish language grammatical and semantic concerns that are usually problematic for English speaking teachers, teachers of Hispanic descent, or students of any background aiming to become teachers of Spanish. This course provides the students an avenue to expand even further the Spanish Department’s goals and objectives, which are to develop the three main skills in language learning: write, read, speak and intensely understand the acquired language.

SPN 3056 - Short Stories From Spain (3)

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 Puertolas, Antonio Munoz Molina and Paloma Diaz-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.

SPN 3998 - Senior Evaluation (3)

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)

Prerequisite: for majors only with permission of the department. (Fall) (Spring)

SPRT - Sport Studies Interdisc

SPRT 1001 - Introduction to Personal Health And Wellness (3)

This course will explore the theories and concepts of individual health and wellness, including the relationship between the concept of self-responsibility and personal health goals. This concept will be utilized in the areas of psychological and physiological health, which include: nutrition, fitness, stress, substance abuse, and overall lifestyle. The lab, lecture, and group discussion format offers opportunities to share opinions regarding the cohesive concepts of health. Specifically, students will consider their own physical, mental, emotional, social, spiritual, and environmental factors that influence an
individual's health status. Furthermore, students will gain practical experience through conducting various labs on themselves and classmates. Upon the completion of this course, the student will be able to integrate various methods for determining individuals' health status.

**SPRT 1005 - Introduction to Sport Business Mgt (3)**

An introductory class which will explore the broad expanding the business of sports in America and when appropriate, internationally. It will focus on the the dynamics of sports which has seen a meteoric rise in popularity, investment, revenues and attention on many levels. Explores the modern era and establishes the multibillion dollar industry of today. The course covers compelling socio-economic, industrial and technological aspects that have and continue to contribute to the growth of this industry. Examines the industry's evolution via innovation that has shaped today's sports business. Reviews the importance of sponsorship, marketing and media, as well as key revenue sources that continues to drive the industry's growth. Discusses management theories that affect the industry and current business and cultural issues it faces. Emphasizes key business skills needed to successfully participate in the industry and identifies prospective career paths that exist in the sport business world.

**SPRT 1010 - Introduction to Sport Law (3)**

The course takes an overview of certain general and specific legal principles applicable to sport. It examines defined areas that apply to sports as a microcosm of overall society. Sports Law has developed as a compilation of other areas of law that function within the network of sports administration, participation and business. Thus, certain areas are examined as a whole (e.g. contract law, personal injury law, labor law and criminal law to name a few) and then applied as they impact a given sport or sports on the professional and/or amateur levels. In addition, incidental areas are also examined further demonstrating the concept of sport as a microcosm of society (e.g. real and personal property issues, domestic issues and business management issues). This course is organized categorically, i.e. in general subject matter areas. It addresses background and general areas first and then re-identifies these areas in the specific context of sports. The objective is to give the student a basic working knowledge of sports law that can be used not only in further studies or employment in the legal area but other specific sports areas as well.

**SPRT 2010 - ETHICS IN SPORT (3)**

Contemporary sport practices and organizations are fraught with ethical issues that impact participants, fans, organizers, and very often societies at-large. This course will introduce students to various ethical dilemmas currently being hashed within organized sport settings. Students will critically analyze diverse philosophic arguments and possible solutions related to these debates. Additionally, students will construct an essay of their own, aiming to remedy a contemporary ethical dilemma that interests them. Topics include: promoting competition, instances of cheating, intentional rule violations, running up the score on opponents, using performance enhancing technologies, polices toward sex and gender equity, Native American mascots and team names, the professionalization of big-time college sports, the commercialization of sport, youth sport policies, and permitting violence and health risks in sport.

**SPRT 3542 - Applied Kinesiology for P.E. and Sport Performance (3)**

Individuals develop an understanding of kinesiology and related movement experiences. 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.

**SPRT 3545 - Applied Exercise Physiology for P.E. And Sport Performance (3)**

Individuals will develop an understanding of physiological terminology, concepts, principles, and their applications 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; Environmental conditions; Nutritional concerns for activity and training; Body composition and weight control; and Health-related issues.

**SPRT 3546 - Sports Nutrition (3)**

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.

**SPRT 3604 - Fundamentals of Team Sports (3)**

The purpose of this course is to acquire a detailed understanding of the fundamental basic skills in team sports. Students will be expected to achieve an intermediate level of skill in the selected team sports. Practice outside of class time and individual tutoring may be necessary for some students to achieve the expected performance level. An analysis of skills, discussion on assessment techniques and discussion of game play and strategy is included.

**SPRT 3606 - Intro to Sports Medicine (3)**

Offers a fundamental scientific and clinical understanding of Sports Medicine. It includes prevention practices; injury recognition and evaluation, initial care, emergency procedures, and rehabilitation methods. Common taping, wrapping, and splinting techniques are also included as practical skill developers.

**SPRT 3608 - Cross Cultural Perspectives of Sport (3)**

Delivers an international and cross-cultural perspective of sport beginning with an understanding of race and ethnicity in sports in the USA and expands to intercultural similarities and differences in individual, dual and team sports played worldwide. Individuals will also identify and reflect upon several traditional and popular sports that are unique to a specific country's heritage and culture, and recognize how sport can impact a nation’s identity. Advanced techniques for information retrieval are included.

**SPRT 3610 - Theoretical Concepts of Coaching (3)**

This course will explore the various theories of coaching. Specifically, it will focus on the role of coaches during youth sports, high school sports and college athletics. This course addresses multiple theories of coaching and the influence of coaches in modern sport. The topics will cover various essential understandings of coaching philosophies, such as: the role of team sports versus that of individual or dual sports competition. Special emphasis will be placed on the role of communication and team building as applied to player self-esteem and sport performance. Throughout the course, students will use frameworks set forth by the Nation Youth Sports Coaches Association.

**SPRT 4495 - Independent Study (1-4)**

For majors only with permission of the department. Variable credit. Must be done under close supervision of a Sport Studies faculty member.

**SSE - Education**

**SSE 2025 - Child Development & Learning (3)**

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.

**WGS - Women's and Gender Studies**

**WGS 1040 - Women in Society (3)**

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.
WGS 2001 - Gender in Global Perspective (3)

In a global world, gender is a central aspect of our lives and it is often accepted as natural and unchanging. In this course we will adopt a sociological perspective to examine gender as a social construct. We will explore how gender functions at the level of a social system, one that structures life chances and experiences often creating extreme inequality. Our focus will be global and will include an investigation of women’s experiences, power and status across cultures.

WGS 2030 - Introduction to Feminist Theory (3)

This class will introduce students to the feminist theory and the art of thinking about gender relations and inequalities. We will focus on key issues such as the public/private spheres, the sex/gender debate, feminist and political economy, and women’s roles within social and religious discourses. The class will stress the historical, political and collective context within which these discussions take place.

WGS 2031 - Cultures of Southeast Asia (3)

This course is an introductory exploration of this vibrant region with a particular focus on the themes of gender, sexuality, and religion. The course will include an introductory overview, exploring geographic, cultural, linguistic, and historical commonalities and differences across the region. Following a roughly historical path, the course will also touch on aspects of colonialism, race, and nationalism. Subsequent class materials include discussion of transnationalism through religion, migration, sex trade, and popular culture. Ethnographies and articles will focus on anthropological efforts to describe and understand this fascinating world area. As an area-focused course, this class welcomes students from all disciplinary backgrounds.

WGS 2065 - Women’s Writing (3)

This course offers an introduction to women’s writing from ancient times until the present, with a concentration on the 19th-21st centuries. Through 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.

WGS 2079 - Women’s Film (4)

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 ENF 2080: American Film. (Spring)

WGS 2080 - American Film (4)

This course begins with an examination of representative American film genres, such as the western, the gangster film, 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 ENF 2079: Women’s Film. (Spring)

WGS 2092 - POSTMODERNISM AND FEMINISM 20th Century (3)

For many, the term postmodernism refers to a historical period that stretches from the 1960s to the present, marked by developments such as the Cold War, rise in technology and the growth of the suburbs as a cultural force. The purpose of this study is to look at the impact of this movement as it shaped the literary productions of the twentieth century. Literature does not exist in a vacuum; it exists within its socio-economic, historical, political, and religious times frames. It often draws from the changes that society experiences from cartographic realignments of societies, from revolutions and most notably, recent wars. We will examine some of the themes and techniques of post-modernism: inter-textuality, hyper-textuality, pastiche, metafiction, fabulation, magical realism, techno-culture, etc. Writers include Rushdie, Murakami, Orhan Pamuk, Gloria Anzaldua -- and publications such as McSweeney’s, The Believer, and the fiction pages of The New Yorker.
WGS 3003 - Pagans (3)
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 the questions concerning 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)

WGS 3024 - GENDER, HEALTH AND CULTURE (3)
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.

WGS 3027 - Spanish Women Writers (3)
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.

WGS 3030 - Social Equality (3)
An overview of the theories, structures, and statistics of inequality with a focus toward race, class, and gender. The course also looks at policy creation and implementation as well as contemporary inequality in various institutions.

WGS 3042 - The Nude: Female Body in Art (4)
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: Two art history course or permission of the instructor. (Fall ?11)

WGS 3052 - History of Women in U.S. (3)
This course views U.S. History from the days of the colonists to the present from the perspective of women. It examines the political, social and economic constraints imposed on women throughout the period. Topics include not only the impact of settlement, colonization, revolution and independence, industrialization, urbanization, slavery, the Civil War, westward expansion, education and immigration on women, but also "women's topics" such as the origins and development of the feminism and women's right, the campaign suffrage, use of gender stereotypes in media, literature, and the music and evaluate how they impact society, work and family life, the legal status of women. Readings will be drawn from journals, diary excerpts, short stories, novels and letters fand from the scholarly essays and monographs by historians and other social scientists. Class, race and ethnic differences will be examined throughout the course.

WGS 3070 - Media Law and Ethics (3)
This course examines the legal and ethical dimensions of contemporary media. Students are introduced to various ethical theories and models, which provide a basis for the critical and systematic analysis of case studies and arguments. Students study current, relevant media law, emphasizing precedent-setting court cases in the United States. Legal topics include: libel, slander, defamation, sedition, pornography, indecency, blasphemy, obscenity, privacy, copyright, trademark, propaganda, and commercial speech.

WGS 3071 - Minorities and the Media (3)
This seminar considers minorities along three intersecting axes. One is how a group has been represented within the
Course Offerings

WGS 3073 - Women and the Law (3)
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, and abuse and violence.

WGS 3075 - Film Theory (4)
This course will examine the range of theory about film and other media through readings, discussions and viewings of selected films. The writings of earlier film theorists such as Munsterberg, Dulac, Eisenstein, Kracauer, and Bazin provide a base for the examination of more recent theories rooted in genre and authorship studies, semiotics, Marxism, psychoanalysis, feminism, cultural studies, audience and fan reception, and links to other media, including TV and video games. Prerequisite: ENF 1001: Introduction to Film Studies. Research paper. (Spring)

WGS 3080 - Gender & Communication (3)
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.

WGS 3118 - Women, the State & Politics in African History (3)
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's contemporary political and social activism.

WGS 3119 - Monstrous Women (3)
The goal of this class is to introduce students to the specialized study of gender in the English Renaissance, focusing specifically on how imaginative texts contributed to the cultural dialogue about women. For early-moderns, monstrosity could both point to the wondrous variety of God's natural world and simultaneously indicate an unnatural superabundance or dearth. According to Galenic biology and Renaissance Christianity, women were physically and morally inferior to men, meaning that on some level women were always monstrous. Using this category as a lens through which we examine images of chastity, licentiousness, witchcraft, madness, cross-dressing, and fantastical female creatures, we will think about how gender was a site of Renaissance debates about what constituted the human. Students will obtain a firm grounding in the historical circumstances of Renaissance life, thought, and literature in addition to learning how to use feminist theory to identify and analyze the strategies used to construct (or deconstruct) narratives about gender. Lastly, in this course, students will learn how to conduct primary research on texts from the Renaissance. The course will culminate in a 15- to 20-page research paper in which students combine their knowledge of theory and literary analysis with historical research.
WGS 3173 - Queer Film & Media Studies (4)

This seminar explores "queer theory" as applied to one of its key texts, the mass media and particularly film. 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, avant-garde and new media. Coverage of AIDS receives attention, as do lesbian-feminist issues, the now-mainstream representations in TV, broadcast news and social media, plus New Queer Cinema, controversial artists in photography, and other U.S. and international expressions of queer politics, activism and culture. Research paper required. Prerequisite: One previous course in film studies, or CAM 1001 and instructor permission. (Every other year)

Prerequisite: CAM 1001.

WGS 3770 - Spec Stud: Peer Education Theatre Troupe Theatre Group (3)

The goal this course is to deepen our understanding about the culture of rape, sexual assault and sexual harassment, as well as systemic oppression (racism, heterosexism, sexism, classism), by devising an original theatre piece that can be performed at summer Freshmen Orientations. Students will be encouraged to examine their own ethnic/cultural/sexual identities as well as other themes such as objectification, relationship violence, and alcohol abuse. The goal is to create a dynamic and provocative performance piece about sexual abuse and discrimination for the Manhattanville community using theatrical devising methods, Playback Theatre and other performance techniques. Inevitably, the course content will force us to be uncomfortable at times and engage in a sometimes difficult, but also rewarding, dialogue, which will extend beyond the classroom onto the campus. Attendance, punctuality, and commitment to the process are crucial for the success of the project. Grades will also be based on reading, video, podcast, and journal assignments posted on Blackboard.

WGS 4030 - Global National Transnational Film&media (4)

This course examines one or more cinemas in historical, cultural, aesthetic, political and comparative contexts. Key filmmakers and styles receive attention, and concepts of identity, the nation, the transnational and the global diaspora are considered. Possibilities for any one installment of the course include Indian, Scandinavian/Nordic, German, French, International Jewish, Pan-African, British/Irish, Mexican or other Latin American, Soviet/Russian, Italian film. Research paper required. Prerequisite: One previous film studies course. Depending upon the region(s) studied, this course might meet the department’s requirement for one course on non-Western/post-colonial literature or film. (Every other year)

WREL - World Religions

WREL 1012 - Roman Catholicism (3)

A survey of the history, theology, worship and government of the Roman Catholic Church. Topics include Catholic doctrines on God, the church, ecumenism and the moral life; the role of the church in politics and in revolutions; and the cultural influence of Catholics. (Fall)

WREL 1014 - Introduction to World Religions (4)

Introduction to the basic teachings and practices of classical religions (Hinduism, Judaism, and Confucian/Taoist tradition); reform religions (Buddhism, Christianity and Islam); with some reference to indigenous religions of Africa, Japan and the Americas. (Summer) (Fall)

WREL 1015 - INTRODUCTION TO QURANIC ARABIC (3)

Arabic language instruction at the introductory level. There are more Arabic speakers on the Africa continent than anywhere else in the world. More than half of Africans are Muslims and therefore use Arabic in their daily devotions.
WREL 1016 - INTERMEDIATE QURANIC ARABIC (3)
Arabic language instruction at the intermediate level. Prerequisite: AFS 1015: Introductory Quranic Arabic.

WREL 1018 - The Bible (4)
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, especially as students learn to do exegeses of short passages.

WREL 1019 - Hebrew I (3)
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 - Hebrew II (3)
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 1021 - ADVANCED ARABIC (3)
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: Intermediate Quranic Arabic

WREL 1045 - Asian Religions (3)
An introduction to the major religions of India, China and Japan: Hinduism, Buddhism, Confucianism, Taoism and Shinto. Readings from the primary religious literature of each tradition and visual evidence on video are presented. (Spring)

WREL 2010 - Native American Religions (3)
Uses myth and ritual from the Iroquois, Sioux, and Hopi to introduce the varieties of religious experience among the native nations of North America and to explore how religion functions within the ways of life of these nations. Students explore the religions of other nations in their projects.

WREL 2012 - Religions of China (3)
Introduction to the major traditions of China: Confucianism, Taoism and Buddhism, with readings from the religious literature of each tradition in translation. Special attention is given to each of their modes of self-cultivation, as well as their influence on culture and politics.

WREL 2021 - African-American Religions (3)
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 NYC (3)
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 2027 - Issues Classical Chinese Thought (3)**

Course will probe the debates carried on by the major thinkers of China’s “classical age” concerning the role of government, education, culture, and the individual in human society. Students will read the basic writings of these thinkers and analyze their content and argumentative styles. Confucianism, Daoism, Mohism, and Legalism will be the main schools of thought covered.

**WREL 2030 - RELIGIOUS HISTORY OF NEW YORK CITY (3)**

The purpose of this course is to introduce the student to the complex and living religious history, past and present, of New York City and its boroughs. We will be looking at beliefs, experiences and practices of humanity in global perspective. Its objectives are: (1) To enable the student to become acquainted with the major religious traditions found in New York City and to appreciate both the similarities and the differences found therein. From this foundation, the student ought to be able to move into a more intense and specialized study of any religious tradition, historical and cultural study of religion in New York City. (2) To make connections between the study of religion and other areas of learning, and (3) To increase understanding of the cultures and beliefs of our neighbors in a religiously pluralistic world, here in New York and in the United States.

**WREL 2031 - Psychology of Mystical Experience (3)**

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)**

The course provides an overview of Indian religions from earliest times to the Mughal period, and includes early Brahmanism, Hinduism, Buddhism and Islam. Special attention is given to the art and story literature of devotional Hinduism.

**WREL 2037 - Monks and Merchants: the Religions and Cultures of Asia’s Silk Rt (3)**

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)**

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 the questions concerning 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 2039 - Religion, Reason, and Ethics (3)**

The course will provide an introduction to those concerns of religion and philosophy that are problems of ethics and morality. The class will begin by examining ethical theories (subjectivism, relativism, utilitarianism, and deontological, to name a few) within religion and philosophy through various examples of classical and contemporary literature. In studying these historically important and prominent theoretical approaches to ethics that purport to provide systematic procedures for addressing questions about right and wrong, values, purpose and meaning, the class will consider applied ethics some concrete moral issues of the day: abortion, euthanasia, genetic engineering, other sentient beings, the environment, and the work-place. We will seek to improve our thinking about the considerations that may count as reasons for and against the moral judgments we are tempted to make.
WREL 2050 - Religions of Japan (3)
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)
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 the questions concerning 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 3008 - Christianity (3)
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 Confucian Tradition in East Asia (3)
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 3010 - WOMEN IN CHINESE & JAPANESE RELIGIONS (3)
This seminar 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 make of those ideals. Readings include didactic works for women, autobiographies, poetry, and novels.

WREL 3011 - THE END OF THE WORLD (3)
Visions of the apocalypse, the kingdom of God, paradise, the age of Kali, and the coming of Maitreya. The first part of the course concludes with a debate on whether the United States will side with Antichrist; the second part asks students to build their own visions of the goal of history out of materials we survey, including the religious aspects of modern environmental and economic thought.

WREL 3013 - Seminar on Buddhism (3)
The first part of the course deals with the life and teachings of the historical Buddha and the early form of Buddhism in India. The second part traces the spread of Buddhism in Tibet, China and Japan; the last part focuses on the position of women in Buddhism and on life in a Buddhist monastery.

WREL 3014 - NEW TESTAMENT THEMES (3)
This course examines various central themes of the New Testament writing through a study of historical, linguistic, theological and sociological formation and findings.

WREL 3015 - Sexuality and Religion (3)
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 in East Asia (3)
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)
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)
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 3026 - AFRICAN AMERICAN RELIGIONS (3)
This course is also eligible for credit toward the African Studies minor. 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. This course is also eligible for credit toward the African Studies minor.

WREL 3027 - Islam (3)
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 seventh-century Arabian peninsula and the modern world.

WREL 3028 - The United States and Islam (3)
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 & Political Ideology of Malcolm X (3)
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 L. King, Jr. (3)
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)
A description and investigation of the major forms of Jewish tradition in the modern world, with attention to their historical development and cultural dimensions.

WREL 3037 - HOLOCAUST & CULTURE (3)
This course provides a background of narrative and theory regarding the annihilation of Jews in Europe between 1933 and 1945, then examines works of literature, film and visual art connected with the Holocaust. Discussion centers on three questions: first, what elements in Western culture made the Holocaust possible? Second, what can the arts offer those attempting to live in awareness of that event? And third, to what extent are the cultural factors that contributed to the Holocaust still active today?

WREL 3042 - LITERATURE OF THE HOLOCAUST (3)
A study of selected fiction, poetry and drama depicting the human experience of the Holocaust, 1933 - 1945, and its continuing significance. The central question to be
examined in the course is this: How can genocide, the ultimate atrocity, be transformed into art?

**WREL 3044 - RELIGION & ETHICS IN FILM (3)**

While establishing a framework for understanding world religions, ethical theories, and the medium of film, the first part of the course will examine how the stories and myths of the world's religious traditions have been expressed in documentary and feature-length films. The second half investigates how film influences our view of the world and our understanding of ethical behavior in the public and private spheres.

**WREL 3054 - Religion, Advocacy & Peace: the Middle East Crisis (3)**

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 3065 - Power, Authority, Leadership & Ethics (4)**

This course provides an opportunity for students to understand the impact of covert dynamics on the exercise of ethical authority in-group and organizational settings. Through the use of both an ongoing human relations group and discussion seminar format, students focus on how leadership can help or hinder the development of positive stable, communities and organizations. This course includes an analytical reflection on the college's mission to educate ethically and socially responsible leaders.

**WREL 3076 - History of American Missions in China (3)**

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.

**WREL 3090 - Women in Western Religions (3)**

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)**

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 3123 - Race, Religion and Revolution (3)**

The ideological journeys and the speaking skills of three central figures in the Civil Rights/ human rights movements in the 1960s, 70s and 80s are the foci of this course. In particular, this course will focus on the socio-cultural context and the ethical underpinnings of the work of Angela Davis, Malcolm X and Martin Luther King, Jr. In doing so, students will have the opportunity to develop a critical reflective understanding of the College's mission to "educate students to be ethical and socially responsible leaders in a global community." In addition, the course will focus on the development of students' oral competency using Angela Davis, Malcolm X and Martin Luther King, Jr. as possible role models.

**WREL 4001 - ETHICAL LEADERSHIP COLLOQUIUM (1)**

This course is designed to provide students with an opportunity to do an in-depth analysis of contemporary issues encountered in developing affective ethical leadership in the public square. In addition to scheduled class meetings, students will be required to attend three on-campus lectures.

**WREL 4495 - Independent Study (1-3)**

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.

**WST - Women's and Gender Studies**

**WST 1040 - WOMEN IN SOCIETY (3)**

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.

**WST 3040 - WOMEN IN SOCIETY (3)**

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.
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