

SCHOOL OF BUSINESS

Dean

Richard A. Highfield, Ph.D.
University of Chicago

Associate Dean

Giri Kumar Tayi

Assistant Dean

Albina Y. Grignon

Assistant Dean

Linda M. Krzykowski

Assistant Dean

John S. Levato

Assistant to the Dean

Melissa Johnson

Assistant to the Dean

Susan Maloney

Assistant to the Dean

Ellie Moore

Faculty

Distinguished Professor Emeritae/i

William K. Holstein, Ph.D.

Purdue University

Professors Emeritae/i

Donald D. Bourque, Ph.D.

University of Washington

Hugh T. Farley, J.D.

American University

Ronald W. Forbes, Ph.D.

State University of New York at Buffalo

Richard Hughes, Ph.D.

Purdue University

Professors

Michael J. Kavanagh, Ph.D.

Iowa State University

Paul A. Leonard, Ph.D. (Collins Fellows)

University of Oregon

Giri Kumar Tayi, Ph.D.

Carnegie Mellon University

Charles M. Schaninger, Ph.D.

University of Rochester

Hany A. Shawky, Ph.D.

Ohio State University

Thomas D. Taber, Ph.D.

University of Illinois

Gary A. Yukl, Ph.D.

University of California

Associate Professors Emeritae/i

Donald D. Ballou, Ph.D.

University of Michigan

Harold L. Pazer, M.B.A.

University of Washington

John P. Seagle, Ph.D.

Stanford University

Associate Professors

Salvatore Belardo, Ph.D.

Rensselaer Polytechnic Institute

Rita Biswas, Ph.D.

Texas A. & M.

W. Christian Buss, Ph.D.

University of Pennsylvania

Jakov J. Crnkovic, Ph.D.

University of Belgrade, Yugoslavia

William D. Danko, Ph.D.

Rensselaer Polytechnic Institute

Peter Duchessi, Ph.D.

Union College

Saurav K. Dutta, Ph.D.

University of Kansas

Cecilia Falbe, Ph.D.

Columbia University

Jagdish Gangolly, Ph.D.

University of Pittsburgh

Hal G. Gueutal, Ph.D.

Purdue University

Raef A. Lawson, Ph.D.

New York University

David J. Marcinko, Ph.D.

Boston College

Nicholas Mastracchio, Jr., Ph.D.

Union College

Paul Miesing, Ph.D.

University of Colorado

Lakshmi Mohan, Ph.D.

Columbia University

Paul H. Schurr, Ph.D.

Northwestern University

Indushoba Chengalur-Smith, Ph.D.

Virginia Tech

David M. Smith, Ph.D.

Virginia Tech

Scott I. Tannenbaum, Ph.D.

Old Dominion University

Assistant Professors

Deborah Archambeault, Ph.D.

University of Alabama

Wendy S. Becker, Ph.D.

Pennsylvania State University

Christophe Faugere, Ph.D.

University of Rochester

Ingrid Fisher, Ph.D.

University at Albany

Sanjay Goel, Ph.D.

Rensselaer Polytechnic Institute

Janet H. Marler, Ph.D.

Cornell University

Eliot H. Rich, Ph.D.

State University of New York at Albany

Kinsun Tam, Ph.D.

University of Connecticut

Sang-Gyung Jun, Ph.D.

University at Buffalo

Visiting Assistant Professors

Martin L. Fogelman, Ph.D.

University at Albany

Lester Hadsell, Ph.D.

Rensselaer Polytechnic Institute

Lecturers

Thomas Collura, J.D.

Albany Law School of Union University

Valentin A. DeMarco, Jr., M.B.A.

University at Albany

Laurie Jackson, M.B.A.

University at Albany

Peter J. Ross, M.B.A.

University at Albany

Adjuncts (estimated): 15

Teaching Doctoral Assistants (estimated): 5-6

The School of Business offers degree programs at the undergraduate and graduate levels that prepare students to enter managerial and professional careers. All programs are accredited by the American Assembly of Collegiate Schools of Business.

All School of Business courses are preceded by the prefix letter *B*. The following School of Business courses are considered "Liberal Arts and Sciences" courses by the University: B Bus 250, B Law 200, B Law 220, B Mgt 341, B Mgt 343, B Mgt 465, B Mgt 481, B Mkt 351, B Msi 215, B Msi 220.

No more than six credits from these courses may be counted as "Liberal Arts and Sciences" courses by students majoring in business administration or accounting.

At the undergraduate level, the school offers Bachelor of Science (B.S.) degrees in accounting and in business administration. The B.S. degree is granted only to students who have been formally admitted to the School of Business prior to taking their upper division courses in business.

At the graduate level, the school offers a Master of Business Administration (M.B.A.), a Master of Science in Accounting (M.S.), and a Master of Science in Taxation (M.S.). The M.B.A. is a two-year program open primarily to non-business undergraduates. A combined B.S.-M.B.A. program (five years) is available to business students (Preprofessional Program). In addition, the School offers a Ph.D. in Organizational Studies and participates in the Information Sciences Ph.D. Both programs are offered in cooperation with other academic units. Information on these graduate programs in the School of Business is available in the *Graduate Bulletin*.

The School of Business at Albany has developed a national reputation for the quality of its undergraduate programs. The school is unable to accommodate all undergraduate students who wish to enroll as upper-division majors.

University at Albany

Application and Admission

The following guidelines have been developed as a means of selecting the best-qualified students to study accounting or business administration.

Initial Admission of Freshmen to the School of Business: All students admitted to the University for summer 1995 or thereafter whose basis of admission is "FRESHMAN" can be admitted to the School of Business by declaring their major as "School of Business." To do so, they must sign a School of Business major declaration form and submit this to their Advisement Services Center/Undergraduate Studies (ASC/US) or Educational Opportunities Program (EOP) academic adviser.

Most students who declare a major in the School of Business do so during their initial meeting with their academic adviser at orientation. However, students who fill out the form by December 15th of a fall semester or May 1st of a spring semester will also be considered during the next review for admission to junior standing in the School of Business.

To remain a School of Business major during the freshman and sophomore years, each student must meet the retention standards set by the School of Business. These standards require students to maintain a B (3.00) overall average at the University at Albany and at least a B- (2.70) average for the designated admission core course categories taken at Albany.

To remain a School of Business major, students must also have satisfactorily completed any five of the seven admission core course categories after three semesters at the University, and all seven (7) of the admission core course categories after four (4) semesters at the University. *(Note: all core course categories not completed prior to matriculation must be taken at the University and graded on an A-E basis.)* These categories are: (1) B Acc 211, (2) B Msi 215 or A Csi 101N or A Csi 201N, (3) A Mat 108 or B Msi 220 or A Eco 320; (4) A Eco 110M, (5) A Eco 111M, (6) A Psy 101M, and (7) A Soc 115G or 115M or A Ant 108G or 108M. In addition, students must have completed a total of at least 56 degree applicable credits after four semesters at the University to remain a School of Business major.

Students' records will be evaluated after their second semester, and those falling below the retention standards will receive a warning letter indicating they are in jeopardy of losing their status as a School of Business major. Students' records will again be evaluated after their third and fourth semester to determine that all of the above retention standards have been met.

Students in the School of Business who have attained junior standing (i.e., 56 degree applicable credits) and who have met all the retention standards shall be eligible to enroll in the upper division School of Business courses.

Initial Admission of Transfers with Sophomore Standing or Above to the School of Business:

All students admitted to the University for summer 1995 or thereafter whose basis of admission is "TRANSFER" can be admitted to the School of Business by declaring their major as either Accounting or Business Administration at the time of their application to the University as long as they will have met the following criteria:

Students must have completed a total of at least 24 degree applicable credits by the end of the spring semester preceding their summer or fall admission to the University, or by the end of the fall semester preceding their spring admission to the University. They must also have a final cumulative average of B (3.00) or higher and have maintained at least a B- (2.70) average in any designated core course categories completed elsewhere prior to matriculation.

To remain a School of Business major, each student must meet the retention standards set by the School of Business. These standards require students to maintain a B (3.00) overall average at the University at Albany and at least a B- (2.70) average for the designated admission core course categories taken at Albany.

To remain a School of Business major, students must also have satisfactorily completed all seven of the admission core course categories after two semesters at the University. These categories are: (1) B Acc 211, (2) B Msi 215 or A Csi 101N or A Csi 201N, (3) A Mat 108 or B Msi 220 or A Eco 320; (4) A Eco 110M, (5) A Eco 111M, (6) A Psy 101M, and (7) A Soc 115G or 115M or A Ant 108G or 108M. *(Note: all core course categories not completed prior to matriculation must be taken at the University and graded on an A-E basis.)* They must also have achieved 56 degree applicable degree credits after two semesters at the University.

Students in the School of Business who have attained junior standing (i.e., 56 degree applicable credit) and who have met all the retention standards shall be eligible to enroll in the upper division School of Business courses.

Subsequent Admission to the School of Business:

Students who did not declare their major as "School of Business" by the deadlines stated above but whose basis of admission is "FRESHMAN" or who were admitted to the University as a "TRANSFER" with fewer than 24 degree-applicable credits (freshman standing) may directly apply (or reapply) for admission to the School of Business once they have attained junior standing (i.e., 56 degree applicable credits) and have satisfactorily completed all seven of the admission core course categories. These categories are: (1) B Acc 211, (2) B Msi 215 or A Csi 101N or A Csi 201N, (3) A Mat 108 or B Msi 220 or A Eco 320; (4) A Eco 110M, (5) A Eco 111M, (6) A Psy 101M, and (7) A Soc 115G or 115M or A Ant 108G or 108M.

Applicants must have maintained a B (3.0) overall average at the University at Albany and at least a B- (2.7) average for the designated admission core course categories taken at Albany. *(Note: all core course categories not completed prior to matriculation must be taken at the University and graded on an A-E basis.)*

Other "TRANSFER" students who were admitted with 24 or more degree-applicable credits but who were *not* initially admitted to the School of Business may still be considered for admission within the following guidelines:

- a. Students who can demonstrate that their previous transfer record would have qualified them for admission had they applied initially to the School of Business will be admitted under the conditions and criteria described above for other sophomore or junior transfers.
- b. Students who do *not* initially qualify for admission as a transfer student to the School of Business may contact the school for individual consideration. Some students may be granted *conditional* status, with admission to the school contingent upon satisfactory completion of a specific academic contract.

Appeals:

Special Admissions: Students not admissible by any of the established criteria but who believe they have extenuating circumstances may write a letter of appeal to the School of Business. Contact the Assistant Dean in the Office of Student Services, BA-361A for the procedure.

Degree Requirements for the Major in Accounting

Liberal Arts and Sciences Requirements

Writing (A writing intensive course outside the School of Business)	3
Social and Behavioral Sciences	
A Psy 101M Intro to Psychology	3
A Soc 115M or 115G Intro to Sociology or A Ant 108M or 108G Intro to Cultural Anthropology	3
A Eco 110M and 111M Principles of Economics	6
A Eco 300 Intermediate Theory 1: Microeconomics	3
Mathematics: Calculus A Mat 106, 111, 112, 118 or equivalent	3
B Mgt 341 Behavioral Foundations of Management	3
	<u>24</u>

General Education Requirements

Additional credits required of an accounting major to fulfill completely the University's General Education requirements.	
Other Liberal Arts and Sciences electives	36
Total Liberal Arts & Sciences credits	<u>60</u>

Business Requirements

B Acc 211 and 222 Financial and Managerial Accounting	6
B Fin 300 Financial Management	3
B Fin 301 or Eco 350	3
B Law 220 Business Law	3
B Law 321 Law of Business Organization	3
B Msi 215 Computer Applications in Business (or A Csi 101N or A Csi 201N)	3
B Msi 220 Introduction to Business Statistics (or A Mat 108 or A Eco 320)	3
B Acc 422 Statistical Applications in Accounting and Auditing	3
B Msi 330 Operations Research Applications I	3
B Mkt 310 Marketing Principles and Policies	3
B Mgt 481 Strategic Management	3
	<u>36</u>

Additional Accounting Requirements

B Acc 311 and 312 Financial Accounting Theory I and II	6
B Acc 331 Cost Accounting	3
B Acc 381 Financial Information Systems	3
B Acc 411 Financial Accounting Theory III	3
B Acc 441 Income Tax Accounting I	3
B Acc 442 Income Tax Accounting II	3
B Acc 461Z Auditing	3
	<u>24</u>

Total business credits 60

Total credits (minimum) 120*

NOTE: The following courses are not acceptable toward the CPA exam requirements: physical education courses; health courses; Information Science and Policy courses; School of Education courses; and courses not classified by the School of Business as liberal arts and sciences.

**NOTE:* CPA Examination--New York State is planning to adopt the 150-credit requirement for admission to the CPA Examination. Students planning to take this examination will be asked to take the additional credit beyond the 120 currently required. You should consult your adviser for details on this change.

Degree Requirements for the Major in Business Administration

The programs in business administration, combining a major-minor sequence, are designed for students planning careers in management science, marketing, and finance or combinations of these three major areas.

Liberal Arts and Sciences Requirements

Writing (A writing intensive course outside the School of Business)	3
Social and Behavioral Sciences	
A Psy 101M Intro to Psychology	3
A Soc 115M or 115G Intro to Sociology or A Ant 108M or 108G Intro to Cultural Anthropology	3
A Eco 110M and 111M Principles of Economics	6
Economics elective at the 300-level or above where A Eco 110M and 111M are prerequisites, excluding A Eco 320, 458, 496 and 497	3
Mathematics: Calculus A Mat 106, 111, 112, 118 or equivalent	3
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General Education Requirements

Additional credits required of a business administration major to fulfill completely the University's General Education requirements,	
Other Liberal Arts and Sciences electives	39

Total Liberal Arts & Sciences credits **60**

Business Requirements

B Acc 211 and 222 Financial and Managerial Accounting	6
B Fin 300 Financial Management	3
B Law 200 Legal Environment of Business or B Law 220 Business Law	3
B Mkt 310 Marketing Principles and Policies	3
B Msi 215 Computer Applications in Business (or A Csi 101N or A Csi 201N)	3
B Msi 220 Introduction to Business Statistics (or A Mat 108 or A Eco 320)	3
B Msi 330 Operations Research Applications I	3
B Mgt 341 Behavioral Foundations of Management	3
B Mgt 481 Strategic Management	3
	<u>30</u>

Approved Concentration*

Financial Analysis	
Management Information Systems	
Management Science	
Marketing	
Combinations (from two of the above categories)	15-18

Unrestricted Electives

(These may be Liberal Arts and Sciences courses or other Electives.)	<u>12-15</u>
Business + Unrestricted total	<u>60</u>

Total credits (minimum) 120

***For more detailed information on concentrations, courses, departments, placement and other services to students that are available in the University at Albany' School of Business, please visit the school web page:**

www.albany.edu/business/

Preprofessional Program

This program is designed for outstanding Business Administration majors who wish to obtain the M.B.A. degree in five years. A formal application to the coordinated senior year must be submitted during the second semester of the junior year. Students must submit a Graduate Management Admission Test Score as a part of their application. Those interested in this program should contact the Assistant Dean for Student and Alumni Services, Office of Student Services, BA-361A, for more specific information.

Liberal Arts and Sciences Requirements

Students should complete the following liberal arts courses to be considered for admission to the program—A Eco 110M and 111M; A Mat 106 or 111 or 112 or 118 or equivalent; A Psy 101M; A Ant 108M or 108G or A Soc 115M or A Soc 115G, upper level Eco course, a writing intensive course, and additional required General Education courses.

Business Requirements

B Acc 211 Financial Accounting	3
B Acc 222 Managerial Accounting	3
B Fin 300 Financial Management	3
B Law 200 or 220 Business Law	3
B Mgt 341 Behavioral Foundations of Management	3
B Mkt 310 Marketing Principles and Policies	3
B Msi 215 Computer Applications in Business (or A Csi 101N or 201N)	3
B Msi 220 Introduction to Business Statistics (or A Eco 320 or A Mat 108)	3
B Msi 322 Statistics for Business Research	3
B Msi 330 Operations Research Applications	3
	<u>30</u>

Combined Bachelor's/ Master's in Business Administration Program

The early M.B.A. option is designed for students majoring in selected areas of the liberal arts and sciences who wish to obtain the M.B.A. degree in five years. Undergraduates at the University at Albany may apply for early admission to the School of Business M.B.A. program during their junior year. Students interested in this option are encouraged to contact Susan Maloney during their sophomore year.

Admission Requirements

1. By May of the junior year, an applicant must have completed the Graduate Management Admission Test and achieved a minimum score of 575.
2. During the fall of the junior year, students may make an appointment to see Susan Maloney, Assistant to the Dean for Student Services to discuss the application/admission criteria.
3. During the spring of the student's junior year, the student must submit an application for admission to the early admission M.B.A. option. Applications are available in the Graduate Studies Office in the University Administration Building Room 121 (all application criteria in effect for the M.B.A. Program must be followed).
4. At the conclusion of the junior year, an applicant for the early-admission program must have achieved a cumulative GPA at the University at Albany of 3.30.
5. Students may not be admitted to this option if 100 or more undergraduate degree credits have been accumulated.
6. Completed applications must be returned to the Graduate Studies Office in the University Administration Building Room 121. All applications will be reviewed and processed by the Graduate Affairs Committee. Applicants will be interviewed by the GAC as part of an admission process.
7. At the end of the 120 credits used for the BA, the cumulative grade point average at Albany must be at least 3.00.

Liberal Arts and Sciences Requirements

Students should complete the following liberal arts courses to be considered for admission to the program: A Eco 110M and 111M; A Mat 106 or 112 or equivalent; A Psy 101M; A Ant 108G or 108M or A Soc 115M or A Soc 115G; upper level Eco course; a writing intensive course, and additional General Education requirements.

Requirements: Undergraduate Courses

1. General Education Requirements (24 credits) Courses in the Disciplines (18 credits); Two courses (6 credits) each in Humanities and the Arts, Natural Sciences, and Social Sciences. One course in Human Diversity (3 credits). One course in Cultural and Historical Perspectives (3 credits).
2. Major Requirements (30 to 36 credits)

Approved Bachelor's Degree/Master's of Business Administration Programs

College of Arts and Sciences

African/Afro-American Studies (General Program: B.A.)
 Anthropology (General Program: B.A.)
 Art (General and Departmental Programs: B.A.)
 Asian Studies (General Program: B.A.)
 Biology (General Program: B.A. degree only)
 Chinese Studies (General Program: B.A.)
 Computer Science (General Program: B.A.)
 Economics (General Program: B.A. degree only)
 English (General Program: B.A.)
 French (General Program: B.A.)
 Geography (General Program: B.A.)
 Greek and Roman Civilization (General Program: B.A.)
 History (General Program: B.A.)
 Interdisciplinary Studies (General Program: B.A. or B.S.) Italian (General Program: B.A.)
 Latin American Studies (General Program: B.A.)
 Linguistics (General Program: B.A.)
 Mathematics (General Program: B.A.)
 Music (General and Departmental Programs: B.A.)
 Philosophy (General Program: B.A.)
 Psychology (General Program: B.A.)
 Puerto Rican Studies (General Program: B.A.)
 Rhetoric and Communication (General Program: B.A.)
 Russian (General Program: B.A.)
 Russian and East European Studies (General Program: B.A.) Sociology (General Program: B.A.)
 Spanish (General Program: B.A.)
 Theatre (General Program: B.A.)
 Women's Studies (General Program: B.A.)

School of Criminal Justice

Criminal Justice (General Program: B.A.)

Nelson A. Rockefeller College

Political Science (General Program: B.A.)

University at Albany

Courses in Accounting

B Acc 211 Financial Accounting (3)

A thorough introduction to basic financial statements including the balance sheet, income statement, and statement of cash flows, and to the principles underlying their construction. Tools of analysis are introduced to help the student evaluate the ability of financial statements to reveal the underlying economic values of the entities they describe. Generally accepted principles of financial accounting are critically examined in light of their ability to reflect the economic values of assets, liabilities, and equities. Not open to freshmen. Intended accounting and business majors should enroll in B Acc 211 in the first semester of their sophomore year. Offered fall semester only.

B Acc 222 Accounting Systems for Managerial Decisions (3)

Emphasizes the uses of accounting data by management. Budgeting, cost concepts and analysis, cost-volume-profit relationships, and funds flow analysis. Prerequisite(s): B Acc 211. Offered spring semester only.

B Acc 311 Financial Accounting Theory I (3)

General theory and concepts of financial accounting and the generally accepted principles as applied to assets, liabilities, and related income items. Exposure to related official financial accounting pronouncements. Prerequisite(s): B Acc 211 or equivalent.

B Acc 312 Financial Accounting Theory II (3)

Continues the in-depth examination (begun in B Acc 311) of the Generally Accepted Accounting Principles guiding the preparation of corporate financial statements. The topics addressed include advanced issues in accounting for Stockholder's Equity, the calculation and disclosure of earnings per share, investments, revenue recognition issues, accounting for income taxes, pensions, leases, and the accounting for and disclosure of accounting changes. Prerequisite(s): B Acc 311.

B Acc 331 Cost Management Systems (3)

Emphasizes contemporary developments in cost and management accounting. Topics include activity based costing, target costing, life-cycle costing, in addition to the traditional topics of job-order costing, absorption costing, and variable costing. Also focuses on business processes as it relates to supply chain management and quality management. Prerequisite(s): B Acc 222, B Msi 215 or A Csi 101, A Mat 108, or A Msi 220. Offered in spring semester only.

B Acc 381 Financial Information Systems (3)

Analyzing, designing, implementing, and evaluating computer-based and non-computer-based financial information systems. Blending and combining accounting, computers, information, management and organization, and the systems approach to a unified body of knowledge and practice. Prerequisite(s): B Acc 222 and B Msi 215 or equivalent. Offered in fall semester only.

B Acc 411 Financial Accounting Theory III (3)

Examination of generally accepted accounting principles as applied to entities and in respect to financial reporting disclosures. Topics include consolidations, earnings per share, interim, and segmented financial statements. Emphasizes the official financial accounting pronouncements. Prerequisite(s): B Acc 312.

B Acc 422 Statistical Applications in Accounting and Auditing (3)

Introduces decision theory and statistical sampling techniques. Applies these techniques to selected topics in managerial accounting and auditing. Prerequisite(s): B Acc 311 and 331. Offered in Fall semester only.

B Acc 441 Income Tax Accounting I (3)

Concepts of taxation and of taxable income. Interpretation and application of present tax laws as they pertain to taxpayers. Tax savings and planning. Prerequisite(s): B Acc 211 and Senior standing.

B Acc 442 Income Tax Accounting II (3)

Theory and practice of taxation as applied to partnership, corporate entities, and fiduciaries. Prerequisite(s): B Acc 441.

B Acc 461Z Auditing (3)

Fundamental analysis of auditing and its contribution to financial reporting, with primary emphasis upon the independent public accountant's attest function. Application of audit tools; e.g., systems flowcharting, statistical sampling, and EDP, integrated with the coverage of audit working papers. Study of specific industry risks. Analyzes problems of legal liability. Emphasis on business communications with research papers and group presentations. Prerequisite(s): B Acc 311 and 381.

B Acc 495Q Independent Study in Accounting (3)

Individual study plan in a selected area as approved by the instructor and the department chair in conference with the student. Written and oral progress reports required. Prerequisite(s): Open only to qualified senior accounting students in the School of Business. May not be repeated for credit. An application must be filed through the Office of Student Services. S/U graded.

Courses in Finance/Financial Analysis

B Fin 300 Financial Management (3)

Introductory course that covers the basic concepts essential to a comprehensive understanding of financial management. Topics to be covered include valuation models, financial statement analysis, operating and financial leverage, capital budgeting, cost of capital, and working capital management. Prerequisite(s): B Acc 211.

B Fin 301 Corporate Financial Policy and Strategy (3)

Continuation of B Fin 300, focusing on financial statement analysis and various investment and financing decisions of the firm. Topics include financial analysis, risk measurement, and capital budgeting, capital structure, and dividend policy decisions made in an environment of uncertainty. Case course supplemented with a text and extensive computer spreadsheet assignments. Prerequisite(s): B Fin 300.

B Fin 333 Investment Management (3)

Development of the fundamental approach to the valuation of equity securities. Examines the institutional environment in which investment decisions are made. Reviews the concept of portfolio theory, and contrasting theories of the behavior of equity securities prices. Develops various models for the pricing of common stock and equity derivative instruments. Term project requiring written and oral presentation of a securities analysis. Extensive computer spreadsheet assignments. Prerequisite(s): B Fin 300 and 301.

B Fin 375 Money and Capital Markets (3)

Rigorous examination of the U.S. financial system, stressing the importance of financial markets, financial securities, and market participants. Emphasizes the factors that influence the level and structure of interest rates, including monetary policy actions of the Federal Reserve System and financial regulation. Develops models for the pricing and analysis of bonds and various fixed income derivative instruments. Extensive computer spreadsheet assignments. Prerequisite(s): B Fin 300. Offered spring semesters only.

B Fin 380 Investment Valuation and Analysis (3)

Intensive course in valuation of fixed income, equity, and derivative securities, and principles of portfolio management. Topics include bond pricing and yield analytics, various forms of equity valuation, option pricing, hedging, and speculation methods, creation of investment policy statements, construction of performance benchmarks, performance attribution methods, and development of effective regulatory compliance procedures. Skills such as the use of financial modeling software, teamwork, and oral and written communication are emphasized heavily. Prerequisite(s) B Fin 300. Open only to students whose concentration is "Finance," or "Financial Analysis."

B Fin 400 Financial Case Problems (3)

Intensive case analyses of and discussions about organizations facing a variety of financial issues, including value maximization, measurement of cost of capital, analysis of capital projects, evaluation of merger opportunities, capital structure and dividend decisions, and risk management, among others. Skills such as the use of spreadsheet macros and user-defined functions, teamwork, and oral and written communication are emphasized heavily. Prerequisite(s): B Acc 312, B Fin 380. Open only to students whose concentration is "Finance," or "Financial Analysis."

B Fin 436Z International Financial Management (3)

Designed to expose students to the problems faced by financial managers of multinational firms. The basics of currency risk will be discussed with emphasis on exchange rate determination and hedging practices. Elements of working capital management, capital budgeting, and financing aspects will be discussed in an international context. Includes lectures and case studies. Students will be required to prepare a paper dealing with an important aspect of international financial management. Prerequisite(s): B Fin 300 and 301. [WI]

B Fin 470Z Special Topics in Finance (3)

Integrates the tools and concepts developed in preceding finance courses. Topics vary by semester and instructor, and may include equity and fixed income analysis, derivatives, portfolio management, investment banking, financial case studies, or bank management, among others. Heavy emphasis on computer applications of financial concepts. Prerequisite(s): B Fin 333, 375. May be repeated once for credit when topic is different. [WI]

B Fin 475Z Management of Financial Institutions (3)

Comprehensive examination of the major financial institutions that comprise the U.S. financial system. The course focuses on the management concepts and issues central to all financial institutions, including asset-liability management, liquidity and capital management, and investment securities portfolio management. The management policies of commercial banks are emphasized. Management concepts are applied through case studies. Prerequisite(s): B Fin 300 and B Fin 375. May not be offered in 2003-2004. [WI]

B Fin 490Z Financial Analysis Seminar and Thesis (3)

The first half of the course prepares students for thesis development. Seminars present leading-edge financial topics, review basic research methods, and introduce various financial databases. Thesis development is accompanied by work-site tours, and mock interviews with University at Albany alumni. At semester's end, students present their completed theses to faculty and alumni, on the Albany campus. Skills such as spreadsheet use, teamwork, and oral and written communication are emphasized heavily. Prerequisite(s): B Acc 312, B Fin 380. Open only to students whose concentration is "Finance," or "Financial Analysis." [WI]

Courses in Law

B Law 200 Legal Environment of Business (3)

Stresses the basic legal concepts around which our society is structured; their applications in modern business society; legal procedures; terminology, and legal principles in operation.

B Law 220 Business Law (3)

Legal principles underlying business relations, including contracts, commercial paper, significant articles of the Uniform Commercial Code, and government and business. Accounting majors must complete this course and not B Law 200.

B Law 321 Law of Business Organization (3)

Legal concept of agency, partnership, corporations and bankruptcy, the Uniform Partnership Act, and Business Corporation Law.

B Law 421 Law of Property (3)

Law of real and personal property, including mortgages and conveyances, landlord and tenant relationships. Prerequisite(s): B Law 220.

B Law 422 Trust and Estate Law (3)

Covers presentation of material concerning living and testamentary trusts; analysis of the requirements of a will, including its preparation, execution, and probate; administration of estates of individuals dying with and without wills.

Courses in Management

B Mgt 341 Behavioral Foundations of Management (3)

This survey course provides an overview of research and theory about behavior in organizations. Specific topics may include decision making, communication, group processes, power and influence, motivation and job attitudes, conflict and cooperation, organizational politics, leadership, organization structure, organization change and development, and international differences affecting behavior in organizations. Prerequisite(s): A Psy 101M and either A Soc 115M or A Soc 115G or A Ant 108M or A Ant 108G.

B Mgt 430 Management of Human Resources (3)

Introduces the concepts and techniques of human resource management, with an emphasis on knowledge relevant for practicing managers. Topics may include human resource planning, human resource information systems, employee recruitment and selection, employment interviewing, equal opportunity and affirmative action, compensation and benefits, incentive programs, performance appraisal, training and development, quality of work-life programs, employee counseling and career planning, labor relations, safety, ethical and legal issues in HRM, and international differences in HRM. Prerequisite or corequisite: B Mgt 341. Offered spring semester only.

B Mgt 450Z Managerial Leadership and Decision Making (3)

Builds on concepts in B Mgt 341. Review of major concepts and findings in managerial leadership, with a focus on the functions and skills of middle and lower-level managers. Topics may include nature of managerial work, managerial skills and behavior, motivating and influencing people, leading decision groups, participative leadership and delegation, management by objectives, action planning, problem solving and crisis management, time management, managing conflict, team building, and transformational leadership. Prerequisite(s): B Mgt 341. Not offered in 2003-2004. [WI]

B Mgt 470 Motivation, Productivity, and Change Management (3)

This course will focus on theory and practice involved with motivation, productivity, and change management in the work environment. In the management of any organization, motivation and productivity of both management and the employees is of central concern to the effectiveness of the organization. How to improve employee motivation and productivity is the focus of change management. Topics will include major theories on motivation work, practical techniques of change management such as action research and survey-guided feedback, and practical techniques to increase employee involvement and motivation such as Total Quality Management (TQM), garnishing, employee ownership, and self-management teams. B Mgt 470Z is the writing intensive version of B Mgt 470; only one may be taken for credit. Offered in Fall only. Prerequisite(s): B Mgt 341.

B Mgt 470Z Motivation, Productivity, and Change Management (3)

This course will focus on theory and practice involved with motivation, productivity, and change management in the work environment. In the management of any organization, motivation and productivity of both management and employees is of central concern to the effectiveness of the organization. How to improve employee motivation and productivity is the focus of change management. Topics will include major theories on motivation at work, practical techniques of change management such as action research and survey-guided feedback, and practical techniques to increase employee involvement and motivation such as Total Quality Management (TQM), garnishing, employee ownership, and self-management teams. B Mgt 470Z is the writing intensive version of B Mgt 470; only one may be taken for credit. Offered in Fall only. Prerequisite(s): B Mgt 341. [WI]

B Mgt 471 Human Resource Information System (3)

Focuses on the interface of the Human Resource Management function of organizations with computer technology. Examines the use of computers as tools to analyze and assist in decision regarding the effective utilization of human resources of any organization. Explores specific human resource topics in depth using computer analysis as a managerial decision aid in area such as strategy, selection, employment discrimination, training, and compensation. B Mgt 471Z is the writing intensive version of B Mgt 471; only one may be taken for credit. Offered only in the Spring. Prerequisite(s): B Mgt 341 and B Mgt 430.

B Mgt 471Z Human Resource Information System (3)

Focuses on the interface of the Human Resource Management function of organizations with computer technology. Examines the use of computers as tools to analyze and assist in decision regarding the effective utilization of human resources of any organization. Explores specific human resource topics in depth using computer analysis as a managerial decision aid in areas such as strategy, selection, employment discrimination, training, and compensation. B Mgt 471Z is the writing intensive version of B Mgt 471; only one may be taken for credit. Offered only in the Spring. Prerequisite(s): B Mgt 341 and B Mgt 430. [WI]

B Mgt 480 Special Topics in Management (3)

Study of selected topics involving the effective management of organizations, with the emphasis on improvement of organizational effectiveness in large and small businesses. Topics may include management of technology and innovation, executive leadership and decision making, entrepreneurship and intrapreneurship, organization culture, diagnosis of organizational effectiveness, design of organizations, organization change, management of company-wide productivity and quality improvement programs, and international management. B Mgt 480Z is the writing intensive version of B Mgt 480. May be repeated once for credit with change in topic. Prerequisite(s): B Mgt 341 and B Mgt 430.

B Mgt 480Z Special Topics in Management (3)

Study of selected topics involving the effective management of organizations, with the emphasis on improvement of organizational effectiveness in large and small businesses. Topics may include management of technology and innovation, executive leadership and decision making, entrepreneurship and intrapreneurship, organization culture, diagnosis of organizational effectiveness, design of organizations, organization change, management of company-wide productivity and quality improvement programs, and international management. B Mgt 480Z is the writing intensive version of B Mgt 480. May be repeated once for credit with change in topic. Prerequisite(s): B Mgt 341 and B Mgt 430. [WI]

B Mgt 481 Strategic Management (3)

This capstone course develops an overall management viewpoint and integrates various specialized functions such as Marketing, Finance, Accounting, Management Information Systems, and Human Resource Management. Topics include industry analysis, global competitiveness, international management, strategies for adjusting to the social, political and economic environment, approaches for developing and implementing strategic plans in organizations, managerial values and ethics, and social issues in business. Prerequisite(s): senior standing in the School of Business and permission of the Office of Student Services. [OD]

University at Albany

Courses in Management Science

B Msi 215 Computer Applications in Business (3)

The role of information systems in business and the fundamentals of computer hardware and software. Introduction to spreadsheets, databases, and elementary computer programming concepts such as variables, control structures, functions, and I/O. Hands-on experience developing business-oriented applications using common software tools such as Excel, Access, and Visual Basic/VBA. Only one of B Msi 215 and A Csi 101N may be taken for credit. Not open to freshmen. Offered fall and spring.

B Msi 220 Introduction to Business Statistics (3)

This course will cover the fundamentals of statistical analysis oriented towards business problems. Topics covered include: data collection, data presentation in tables and charts, numerical descriptive measures, frequency distributions, simple linear regression and correlation concepts, elementary probability theory, estimation and introductory hypothesis testing. Prerequisite(s): intermediate algebra or A Mat 100. May not be taken for credit by students with credit for A Eco 320. Only one of B Msi 220 and A Mat 108 may be taken for credit. Offered fall (may not be offered every fall).

B Msi 322 Quantitative Analysis for Business Decisions (3)

This course is designed to expose students to decision making in the face of uncertainty. Statistical concepts such as probability and sampling will be taught with the aid of software packages. Business problems including inventory, forecasting, and quality control systems will also be covered. Risk analysis will be taught through Monte Carlo simulation. Prerequisite(s): B Msi 220 or its equivalent and Calculus. Offered fall and spring.

B Msi 330 Business Information Systems & Technologies (3)

This course offers an introduction to the fundamentals of information systems and information technology in business. It focuses on models for modern business processes, integration of business functions, and the tasks and techniques for developing computer-based information systems. Topics such as project planning, time, risk, and resource management in various business applications will be supported by software tools, such as Microsoft Project. Elements of database management, information systems building and prototyping will be introduced using popular end-user software packages such as Access and Excel. Prerequisite(s): A Mat 106 and B Msi 215 or their equivalents; B Msi 220 or A Mat 108 or A Eco 320. Offered fall and spring.

B Msi 331 Business Application Development (3)

Introduction and application of object-oriented and Web programming to business problems. Application-driven approach and tools such as Java and XML will be employed. This course will introduce basic syntax and semantics, classes, objects, arrays and pointers, graphics and GUI through business cases and solutions. The course will introduce cutting-edge topics and applications of emerging technologies in such areas as e- and m-commerce. Prerequisite(s): B Msi 215 or its equivalent, pre or co B Msi 330. Offered spring.

B Msi 390 Operations & Business Process Management (3)

This course brings a strong modeling orientation to bear on the process of obtaining and exploiting resources to produce and deliver useful goods and services so as to meet the goals of the organization. Decision-oriented models such as linear programming, system simulation, inventory control, and material and enterprise resource planning are discussed and then implemented utilizing selected software products. Prerequisite(s): B Msi 322. Offered in spring only.

B Msi 391Z Decision Support Systems (3)

This writing intensive course includes the topics of database modeling, systems analysis, information resource management, and decisions support systems. Experience with computer modeling is gained through group projects with integrate database technology with modeling techniques such as simulation. Prerequisite: Good standing in 3/2 program and MSI 390. Note: This course is taken as a replacement for MSI 331. Completion of this course with a grade of B or higher waives B Msi 520 and B Msi 521. May not be offered in 2003-2004. [WI]

B Msi 415Z Systems Analysis and Design (3)

This course covers the planning, design, and implementation of computer-based information systems. Topics include techniques for analyzing and specifying system requirements, advanced concepts in database management with applications as well as behavioral and economic aspects of system design and implementation. Prerequisite(s): B Msi 331 and B Msi 322. Offered fall. [WI]

B Msi 416 Communications, Networking, and Security (3)

This course provides an introduction to integrative business strategy, practice, and enabling technologies. Topics include telecommunication (concepts, protocols, and hardware), computer networks (client-server, LAN, and OSI), computer security (Security Threats and Vulnerabilities, Network Security, Cryptography, and Privacy), and related emerging technologies. Prerequisite(s): B Msi 331. Offered spring.

B Msi 434 Business Application Implementation (3)

This is a project-based course where students work in teams to develop model-based decision support systems for clients in the local or regional community. Enrollment is limited and by application. Prerequisite(s): B Msi 415 or concurrent enrollment. Offered fall.

Courses in Marketing

B Mkt 310 Marketing Principles (3)

Effective marketing policy is the key determinant of success in business. This course is designed to provide a broad-based foundation to the 4 P's of marketing: product development, pricing, promotion, and places of distribution. In addition, students are exposed to marketing research, marketing strategy, Internet and global marketing, consumer and organizational behavior, retailing, and market segmentation.

B Mkt 312 Marketing Research (3)

The tasks of introducing new products or modifying existing products regularly challenge decision-makers in a firm. To this end, the main purpose of this course is to provide an overview of marketing research issues so that decision-makers can avoid costly mistakes by "getting it right the first time." A project that requires data collection, hypothesis testing and applied statistics with SPSS is a key element of the course. Prerequisite(s): B Mkt 310 and B Msi 220 or equivalent.

B Mkt 351 Buyer Behavior (3)

This is a marketing course, not a consumer psychology course. It focuses on how a company develops its basic strategy—identifying, evaluating, and targeting market segments whose needs are not currently being met by existing products. The main goal of this course is to provide a broad, content based, "gestalt" understanding of macro consumer segments and how to best market and communicate with them. As such, it is intended to provide the platform from which more advanced courses in marketing are developed. Prerequisite(s): B Mkt 310 and either A Psy 101M or A Soc 115M or A Soc 115G.

B Mkt 376 International Marketing (3)

This course extends marketing principles to the global arena. Through active participation and projects, you will learn about the problems of implementing a marketing mix globally and how to evaluate the social, legal, political, and ethical concerns in operating a global enterprise. Prerequisite(s): B Mkt 310.

B Mkt 411Z Marketing Management (3)

To survive, every organization needs customers. Marketers develop, price, promote, and distribute products and services for the purpose of creating equitable exchanges with customers. As such, marketing is a long-term process that focuses on customer needs and the ability of the firm to satisfy those needs. A key assignment in this course is to develop a defensible business plan. Prerequisite(s): B Mkt 351. [WI]

B Mkt 430Z Sales Management (3)

In this course, you will learn how to create relationships with customers, meet practitioners, and learn about the negotiation process. Topics include how styles of interpersonal communication differ; prospecting, presenting, and closing a sale; and integrative negotiation techniques. Prerequisite(s): B Mkt 310. [WI]

B Mkt 432 Integrated Marketing Communications (3)

Through projects and active participation in this course, you will learn how people receive and process messages; why some efforts work while others fail; how to integrate your efforts and target an audience through advertising, public relations, direct marketing, and information systems; how to assess communication options systematically and formulate integrated marketing communication plans; and how an integrated marketing communication plan can win and keep customers. Prerequisite(s): B Mkt 351.

B Mkt 437 Business Marketing (3)

Helps students understand how organizations interact with one another. Marketing analysis, planning, and strategy is studied in business-to-business buying and selling situations. The environment of business marketing and the process of organizational buying are examined. Traditional topics, such as target marketing and the marketing mix, are often combined with advanced topics such as negotiation, relationship development, quality control, logistics, and international marketing. Prerequisite(s): B Mkt 310. May not be offered in 2003-2004.

B Mkt 460Z Internet Marketing Strategy (3)

In this course you will learn how to think and plan as a Web marketing manager. You will create an Internet strategy that builds on the strength of existing marketing programs, build a brand on the Web using techniques for Internet marketing strategy, recognize the situations in which a Web strategy will work, and make improvements to functioning sites that are not achieving expected results. Prerequisite(s): Open only to senior School of Business majors. Permission of School of Business. [WI]

B Mkt 480 Selected Topics in Marketing (3)

Intensive study of topics in marketing. Topics may include project management, new product development, management of innovation, use of microcomputers for marketing decisions, retailing, and industrial marketing. May be repeated for credit when topic differs. Open only to senior business administration majors. Prerequisite(s): permission of School of Business.

B Mkt 480Z Selected Topics in Marketing (3)

Intensive study of topics in marketing. Topics may include project management, new product development, management of innovation, use of microcomputers for marketing decisions, retailing, and industrial marketing. May be repeated for credit when topic differs. Open only to senior business administration majors. Prerequisite(s): permission of School of Business. [WI]

Special Courses

Students interested in independent study in business (B Bus 495Q and B Bus 496Q) should contact the Office of Student Services in the School of Business (BA-361A) for application forms and requirements.

B Bus 200 Selected Topics in Business (3)

This course is devoted to selected topics in business, strategic management, career management, and/or organizational behavior. This course may not be repeated for credit, nor does it yield liberal arts and sciences credit. *Not open to freshmen.* Prerequisite(s): A Psy 101M or G, A Soc 115M or G, or 3 credits of economics. Will not be offered in 2003-2004.

B Bus 250 Business in Society (3)

This course examines economic value systems and structures and their impact on society. Business fundamentals are examined particularly as they relate to the development of American cultural values. The course will also analyze the relationship between literature, philosophy, sociology, psychology and successful business practices. Does not yield credit toward the Accounting or Business Administration majors. Prerequisite(s): A Ant 108M or G or A Psy 101M or G or A Soc 115M or G. Will not be offered in 2003-2004.

B Bus 398 Business Consulting Services (1-3)

Classroom instruction on the practical aspects of computing on the personal, network and mainframe computer environment, including word processing, data communications, networking and various operating systems. Training is followed by continuing consulting work experience in the public user rooms. Work schedules are determined on an individual basis during the first two weeks of class. May be repeated for a total of six (6) credits. Does not yield liberal arts and sciences credit toward graduation. Not open to accounting majors. Prerequisite(s): permission of instructor, junior status, and School of Business major. *S/U graded.* Will not be offered in 2003-2004.

B Bus 495Q Independent Study in Business I (1-3)

Individual study plan in a selected area as approved by the instructor and the dean in conference with the student. Written and oral progress reports required. Prerequisite(s): Open only to qualified students who have senior status in the School of Business. May not be repeated for credit. May not be used in the concentration. An application must be filed through the Office of Student Services, BA-361A. Open only to students with senior status. *S/U graded.*

B Bus 496Q Independent Study in Business II (1-3)

Advanced or expanded individual study plan in a selected area as approved by the instructor and the dean in conference with the student. Written and oral progress reports required. Prerequisite(s): B Bus 495Q. May not be repeated for credit. May not be used in the concentration. An application must be filed with the Office of Student Services, BA-361A. Open only to students with senior status. *S/U graded.*

B Bus 497 Internship in Business I (1-3)

Internships involving off-campus participation in the work of an agency, institution, or corporate body other than the University, with collateral academic study. Prerequisite(s): Contingent on the approval of a University at Albany School of Business full-time instructor willing to supervise the study and evaluate on-site reports of the student's progress. Approval of the Undergraduate Affairs Committee also required. **Minimum cumulative GPA of 3.00. Open only to School of Business majors with a minimum of 75 completed degree credits who have completed the 300-level foundations courses.** *S/U graded.*

B Bus 498 Internship in Business II (1-3)

Internships involving off-campus participation in the work of an agency, institution, or corporate body other than the University, with collateral academic study. Prerequisite(s): Contingent on the approval of a University at Albany School of Business full-time instructor willing to supervise the study and evaluate on-site reports of the student's progress. Approval of the Undergraduate Affairs Committee is also required. **Minimum cumulative GPA requirement is 3.00. Open only to School of Business majors with a minimum of 75 completed degree credits.** Internship experience must be different from that of B Bus 497. *S/U graded.*

SCHOOL OF CRIMINAL JUSTICE

Dean

Julie Horney, Ph.D.
University of California, San Diego

Faculty

Distinguished Professors

David H. Bayley, Ph.D.
Princeton University
Terence P. Thornberry, Ph.D.
University of Pennsylvania
Hans H. Toch, Ph.D.
Princeton University

Distinguished Teaching Professor

Graeme R. Newman, Ph.D.
University of Pennsylvania

Professor Emeritae/i

Fred Cohen, LL.M.
Yale University
Robert H. Hardt, Ph.D.
Syracuse University
Vincent O'Leary, M.A.
University of Washington
Marguerite Q. Warren, Ph.D.
University of California, Berkeley

Professors

James R. Acker, J.D.
Duke University;
Ph.D., University at Albany
David E. Duffee, Ph.D.
University at Albany
Alan J. Lizotte, Ph.D.
University of Illinois
Colin Loftin, Ph.D.
University of North Carolina, Chapel Hill
David McDowall, Ph.D.
Northwestern University

Associate Professors

Frankie Bailey, Ph.D.
University at Albany
Alissa Pollitz Worden, Ph.D.
University of North Carolina at Chapel Hill
Robert E. Worden, Ph.D.
University of North Carolina at Chapel Hill

Assistant Professors

Dana Peterson, Ph.D.
University of Nebraska at Omaha
Greg Pogarsky, Ph.D.
Carnegie Mellon University
J.D. University of Pittsburgh
Piyusha Singh, Ph.D.
Carnegie Mellon University

Adjuncts (estimated): 7

Teaching Assistants (estimated): 9

Even as crime declines from the high levels of the 1970's and 1980's, it remains an urgent social problem and policy issue. As welcome as the decrease in crime has been, it has prompted debate about the forces that produced it—such as demographic and economic changes, or more effective policing and tougher sentencing—and it has raised corollary questions about whether and how the trend can be sustained. Well-founded judgments and prudent policy choices about crime and justice require an understanding of crime, criminal behavior, criminal justice processes, and the law. The study of criminal justice at the University at Albany is concerned with these phenomena. The faculty are drawn from several academic disciplines, including criminal justice, public policy, sociology, psychology, political science, and law, and its members are nationally and internationally recognized for their research on delinquency, violence, sentencing, policing, capital punishment, and other topics. The School of Criminal Justice offers graduate programs that lead to the degrees of Master of Arts and Doctor of Philosophy, and which are widely regarded as among the best in the nation.

The baccalaureate program is a multi-disciplinary, liberal arts curriculum intended to develop students' capacities to think critically, communicate effectively, and engage in reasoned problem-solving. The major includes not only courses in criminal justice but also a concentration in a disciplinary field related to criminal justice, and majors are urged to take additional courses in history, English, and mathematics. Criminal justice majors acquire knowledge of: the nature, incidence, explanations, and individual and social consequences of crime and criminal behavior; the criminal justice process, including the social, psychological, organizational, and political influences on the discretionary decisions of criminal justice actors, and the effectiveness, equity, and responsiveness of criminal justice policy; the law and its application to criminal justice; and social science methodology. The School's graduates go on to graduate or professional education, or directly into positions with criminal justice or related agencies.

Admission Requirements

Criminal justice is a restricted major with limited enrollment. Applications for admission to the criminal justice major are reviewed by the School's Undergraduate Admissions and Awards Committee. Applicants must have completed at least 42 graduation credits prior to application and 56 credits at the time of admission, and they must have earned a *B* or higher in R Crj 200 (or A Soc 381), R Crj 201 or R Crj 202. Transfer applicants must have completed the equivalent of R Crj 200, or 201 or 202 with a grade of *B* or better.

Applications will be evaluated against the following criteria:

- Overall grade point average.
- Breadth and quality of liberal arts background. The committee will view favorably students who have strong records in history, mathematics, English, languages, and/or natural sciences.
- Statement by student of reason for seeking to undertake a criminal justice major.

It should be noted that because this program is not intended for persons interested in police science, criminalistics, etc., transfer students who have taken courses in such areas may expect such credits not to be transferable into the major. Transfer students must also fulfill concentration requirements. Articulation of such courses will be processed on a case-by-case basis.

Application Dates:

For fall admission, applications must be received by February 14.

For spring admission, applications must be received by September 20.

Degree Requirements for the Major in Criminal Justice

General Program B.A.: The major in criminal justice requires a minimum of 36 credits distributed as follows:

12 credits from any 200, 300, or 400 level criminal justice courses and/or A Soc 283M.

9 credits from any 400-level criminal justice courses.

3 credits of statistics, either R Crj 281, A Soc 221; A Psy 210, or A Mat 108; and 3 credits in research methods, either R Crj 282, A Soc 220, or A Psy 211.

9 credits, including at least 6 at or above the 300 level, in an approved concentration area, either American Government, Law, Psychology, Sociology, African/Afro-American Studies, Latin American/Caribbean Studies, Anthropology, History, Philosophy, or Women's Studies. Please see department for list of approved courses.

Students are also advised that only one of R Crj 200 and A Soc 381 may be taken for credit.

Combined B.A./M.A. Program

The combined B.A./M.A. program in criminal justice provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of undergraduate and master's degree programs from the beginning of their junior year.

The combined program requires a minimum of 141 credits, of which at least 30 must be graduate credits. In qualifying for the B.A., students must meet all University and college requirements, including the requirements of the undergraduate major described previously, the minor requirement, the minimum 90-credit liberal arts and sciences requirement, the general education requirements and residency requirements. In qualifying for the M.A., students must meet all University and college requirements as outlined in the Graduate Bulletin, including completion of a minimum of 30 graduate credits and any other conditions such as a research seminar, thesis, comprehensive examination, professional experience and residency requirements. Up to 9 graduate credits may be applied simultaneously to both the B.A. and M.A. programs.

Students are considered as undergraduates until completion of 120 graduation credits and satisfactory completion of all B.A. requirements. Upon meeting B.A. requirements, students are automatically considered as graduate students.

Students may be admitted to the combined degree program at the beginning of their junior year, or after the successful completion of 56 credits, but no later than the accumulation of 100 credits. A cumulative grade point average of 3.20 or higher and three supportive letters of recommendation from faculty are required for consideration (but does not guarantee admission). Students will be admitted upon the recommendation of the Graduate Admissions Committee of the School.

Courses

R Crj 200 Introduction to the Nature of Crime and Its Control (3)

Multidisciplinary analysis of criminal and delinquent behavior. Special attention to the definition, nature and scope of crime and delinquency in the United States and the explanations which evolved to account for these phenomena. Includes historical analysis of criminological thought and strategies of social control, with special emphasis on the law, which underpins current (and past) penal codes and correctional practices. NOTE: Only one of R Crj 200 and A Soc 381 may be taken for credit.

R Crj 201 Introduction to the Criminal Justice Process (3)

Analysis of the decisions made in the process whereby citizens become suspects, suspects become defendants, some defendants are convicted and in turn become probationers, inmates and parolees. Analysis of operational practices at the major criminal justice decision stages. Analysis of innovative programs and the dilemmas of change in policing, diversion, court administration, sentencing and community correctional programs.

R Crj 202 Introduction to Law and Criminal Justice (4)

Students will study judicial decisions involving constitutional and other legal issues relevant to criminal justice, including the government's power to define conduct as criminal, procedural rights, defenses, the rights of juveniles, and punishment. In addition to class meetings, students will enroll in a discussion section where they will engage in legal writing and moot court exercises.

R Crj 210 Policies of Crime in Heterogeneous Societies (3)

This course examines the implementation of policies of crime control in heterogeneous societies, with concentration on the United States. Criminal and distributive justice is explored. The effects of crime control measures across racial and ethnic groups are then examined. [DP]

R Crj 281 Introduction to Statistics in Criminal Justice (3)

Provides an introduction to statistical methods useful for analyzing the types of data most often encountered in criminal justice research, and it is intended primarily for criminal justice undergraduates. The course has a "practitioner" orientation, emphasizing how to understand and use statistics rather than how to create them. A variety of widely used statistical methods will be considered, including descriptive statistics, correlation and regression, hypothesis testing (inferential statistics,) and contingency tables. A working knowledge of high school algebra will be assumed. May not be taken for credit by students with credit for A Soc 221. [MS]

R Crj 282 Introduction to Research Design in Criminal Justice (3)

The practical aspect of doing theoretically informed criminological research. The course should provide students with 1) the methods of research available to criminologists, 2) the connection between theory and data, and 3) how to make criminological sense out of a body of data. It will cover a variety of design issues, methodological issues and analytic techniques. The techniques provide a springboard for the discussion of important methodological issues: the relationship between theory and data, the logic of inference, causality, data collection, model specification, standardized versus unstandardized data and many others. May not be taken for credit by students with credit for A Soc 223 (formerly A Soc 220). Prerequisite(s): R Crj 281.

R Crj 302 Punishment and Corrections (3)

Interdisciplinary review of the history of criminal

punishment, analyzing the main changes that have occurred and their causes. Examines the dominant justifications used for punishing offenders, such as deterrence, retribution and rehabilitation. Special attention is given to the implications of the different justifications of punishment for current penological practice such as prison, jail, probation, parole, other alternative ways of dealing with offenders and sentencing. Reform is then discussed within this historical and interdisciplinary context. Prerequisite(s): R Crj 200 or 201.

R Crj 308 Juvenile Justice Administration (3)

The law of juvenile delinquency and the administration of the juvenile justice system. Examines the historical development of the concept of delinquency, the special status of juveniles before the law and juvenile justice procedural law. Considers the structure and operations of the major components of juvenile justice systems and contemporary reform efforts in juvenile justice. Examines recent developments in law reform concerning delinquency and dependency, along with change and reform in the youth corrections systems. Prerequisite(s): R Crj 201, or junior or senior class standing.

R Crj 351 Policing in a Free Society (3)

Introduction to the study of the local police in the United States, which provides the basis for a continuing study of policing. Also for the individual whose concern is to be an informed citizen dealing effectively with the problems which policing in America does raise. Policing is seen from three perspectives: the police-officer-citizen interaction, the agency-community relationship, and the legal and ethical questions of policing in a democratic society. Considers the background of policing, the problems it must meet in the future, the police task, the major kinds of police work, and the system relationships that tie the police to the community and the criminal justice system. Prerequisite(s): junior or senior class standing.

R Crj 353 (= R Pos 363) American Criminal Courts (3)

Examines the organization and operations of state and local criminal court systems from the perspective of social science research and public policy analysis. Major issues include: the role of courts in American society; bail and pre-trial procedures; the roles and decisions of prosecutors, judges and the defense bar; selection and operation of grand juries and trial juries; sentencing of criminal defendants; and others. The operations of juvenile and adult courts are compared, and efforts directed toward court reform are assessed. Prerequisite(s): junior or senior class standing.

R Crj 399 Seminar in Criminal Justice (3)

Covers a variety of topics in the criminal justice system. Content varies with each offering.

R Crj 401 Crime Deviation and Conformity (3)

Crime and criminal behavior is viewed as one of the many forms of deviation from political, moral and conduct norms of the majority culture. Studies the parallel genesis of crime and other parallel forms of deviance, and the relationship between some forms of deviance (such as mental illness and political extremism) and some forms of criminality. Studies the forces that produce conformity and indirectly promote deviation. Prerequisite(s): R Crj 200.

University at Albany

R Crj 404 Crime and the Mass Media (3)

This course examines the interrelationships between crime, criminal justice, and the mass media. It explores the history of these linkages, the research, and the current issues. The possible impact of media images of crime and criminal justice on individuals, groups, and public policy is examined. Prerequisite(s): R Crj 200 or 201; junior or senior class standing or permission of instructor.

R Crj 405 Drugs, Crime and Criminal Justice (3)

This course examines the extent of illicit drug use and drug dealing in the United States; the impact of illicit drugs on individuals, communities, and the criminal justice system; correlates of and influences on illicit drug use; and the connections between illicit drug use and other forms of criminal behavior. Efforts to reduce the supply of and demand for illicit drugs, including street-level law enforcement, military intervention, education, treatment, and drug testing are reviewed. Legal issues in drug policy, including the drug legalization debate, are considered. Prerequisite(s): R Crj 200 or 201 or permission of instructor or junior or senior class standing.

R Crj 408 Ideology and Crime (3)

The nature of ideology; the relevance of a wide range of political theories to the exploration of crime; the comparative influence of various ideologies upon criminological research; the paradigmatic view of science in relation to research in criminal justice; the problem of objectivity; the problem of progress; the role of the criminologist as researcher and practitioner; an introduction to the ideology of law. Prerequisite(s): R Crj 200.

R Crj 411 The Community and Corrections (3)

Examines the relationship between the community and the correctional system, focusing on the relationships between prisons and the community as well as community-based alternatives to incarceration. The historical development of major correctional programs based in the community is examined, as is the current philosophy of community corrections. Questions about the effectiveness of community-based correctional alternatives are also considered. Prerequisite(s): R Crj 201 or 302.

R Crj 413 Victims of Crime (3)

Examination of the multifaceted problem of crime victimization. Focuses on the incidence of criminal victimization, social characteristics of crime victims, the treatment of the victim in the criminal justice system, and efforts designed to alleviate the consequences of criminal victimization and provide support to victims. Prerequisite(s): R Crj 200.

R Crj 414Z Order and Disorder in Society (4)

An examination of problems of social control in different cultural settings and historical epochs. Students gain insight into the variety of solutions that have been devised for the problems of crime and disorder and thereby begin to understand the potentialities as well as the constraints in social ordering. Key questions addressed are: what kinds of disorder problems did a particular society face?, and what was the preferred solution adopted? Reading will be historical, literary and social scientific. Prerequisite(s): junior or senior class standing. [WI]

R Crj 416Z Current Issues in Delinquency (4)

This course examines a number of current issues in the field of juvenile delinquency research including causes of delinquency, the nature of delinquent careers and the effectiveness of efforts to prevent and treat delinquency. Emphasis is placed on analyzing recent developments in the area and, since it is a writing intensive course, presenting written critiques of the research. Prerequisite(s): R Crj 200 and 201. May not be offered in 2003-2004. [WI]

R Crj 423 Student Legal Services Internship Seminar (4)

Interns work in the Legal Service Office on campus under the supervision of a practicing attorney gaining valuable first-hand experience with the legal process. Interns must take R Crj 424 or 425 during the fall semester. During the spring semester participation in a weekly seminar covering various areas of substantive law is required in addition to office hours. **Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher.** Prerequisite(s): R Crj 424 or 425 and permission of instructor.

R Crj 424 Introduction to Substantive Criminal Law (4)

The general principles of substantive criminal law studied through analysis of judicial opinions, text and, where appropriate, social science research. Principles such as *mens rea*, causation, harm, and *actus reus* are of recurring importance. They are considered both in the context of the definition of substantive criminal offenses, such as murder, assault and conspiracy, and with respect to such defenses as insanity, duress, self defense, mistake of fact or law and others. Prerequisite(s): junior or senior class standing.

R Crj 425 Introduction to the Law of Criminal Procedure (4)

The study of judicial opinions provides the opportunity for students to become familiar with fundamental principles and rules of constitutional criminal procedure, and their application within specific factual settings. Where relevant, textual materials and social science research bearing on the legal issues are considered. Anticipated topics include: the functioning of the adversarial system of proof, including the respective obligations and duties of prosecuting attorneys and criminal defense lawyers; the fifth amendment and compulsory self-incrimination issues; the fourth amendment and the law of search and seizure; issues in capital punishment; and other, related matters. Prerequisite(s): junior or senior class standing.

R Crj 495 Special Topics in Criminal Justice (2-3)

This variable credit (2-3) course examines specialized topics in criminal justice. Topics may vary from semester to semester. May be repeated when subject matter differs. Differential credit is awarded according to requirements defined by instructor. Prerequisite(s): R Crj 200 or 201 and junior or senior class standing; or permission of instructor.

R Crj 496Z Special Topics in Criminal Justice (4)

Intensive examination of specialized topics in criminal justice. Topics may vary from semester to semester. May be repeated when subject matter differs. Prerequisite(s): R Crj 200 or 201 or permission of instructor or junior or senior class standing. [WI]

R Crj 497 Special Topics in Criminal Justice (3)

Intensive examination of specialized topics in criminal justice. Topics may vary from semester to semester. May be repeated when subject matter differs. Prerequisite(s): R Crj 200 or 201 or permission of instructor or junior or senior class standing.

R Crj 498 Independent Study in Criminal Justice (1-3)

Independent study or research on selected topics in criminal justice under the direction of a faculty member. The student is responsible for locating a faculty member who is willing to direct the independent study. May be repeated for credit but no more than 3 credits may be accumulated. Prerequisite(s): permission of instructor and undergraduate program director, and junior or senior class standing. *S/U* graded.

R Crj 499 Senior Seminar in Criminal Justice (3)

Covers a variety of topics in the criminal justice system. Content varies with each offering. May be repeated for up to 9 credits when topic differs. Prerequisite(s): R Crj 200 or 201 or permission of instructor. *S/U* graded.

SCHOOL OF EDUCATION

Interim Dean

Susan D. Phillips, Ph.D.
Columbia University

Associate Dean

Azara Santiago-Rivera, Ph.D.
Wayne State University

Assistant Dean

Michael S. Green, Ph.D.
Syracuse University

The School of Education is organized into four departments: Educational and Counseling Psychology, Educational Administration and Policy Studies, Educational Theory and Practice, and Reading.

The School of Education offers undergraduate minor programs: General Educational Studies; and Urban Education. The Urban Education minor provides students with an understanding of the changing nature of urban life in the U.S. and its impact on schools, an understanding of the cultural and ethnic backgrounds of urban children and an understanding of school and community factors that are related to healthy development of urban youth.

As of the Spring 2002 semester, the Teacher Education minor is no longer accepting applications. Undergraduate students are advised that to obtain teacher certification at the University at Albany, students must complete a BA/BS with an appropriate academic major plus an appropriate MA/MS in Education. These changes are due to revisions in the New York State Education Department regulations for teacher certification, and a decision to provide the best quality teacher education programs. Students currently in the minor are advised they must successfully complete all requirements for their major and the Teacher Education minor by December, 2003 if they wish to obtain provisional teacher certification.

Students interested in teaching as a profession should contact the Academy for Initial Teacher Preparation at 442-5144 to discuss their options.

The following undergraduate courses offered by the School of Education are considered liberal arts and sciences courses for the purpose of requirements for the B.A. and B.S. degrees: E Edu 275, 375; E Est 120, 300, 301, 497; E Psy 420, 460; E Tap 233L, 402, 455.

All courses in this section are preceded by the prefix letter E.

Courses in Education

E Edu 275 (= A Rel 275) Social Morality & Citizenship Education in a Pluralistic Society (3)

This course critically examines issues of public morality (conflicts over individual rights and responsibilities). Students consider pro and con views on these issues. They are also provided cases in which they make collective moral judgments about the actions of the actors and their impact on the rights and welfare of others. [DP]

E Edu 300A Independent Study (1-3)

Independent study with variable credit. Contingent upon the consent and willingness of instructor(s) to function as adviser(s) and the dean, School of Education, or designate(s). The credits may be apportioned in whole or in part as major credit, second field credit, or elective credit as appropriate and as determined by the student's major department. Prerequisite(s): junior or senior class standing. A-E Graded.

E Edu 300B Independent Study (1-3)

Independent study with variable credit. Contingent upon the consent and willingness of instructor(s) to function as adviser(s) and the dean, School of Education, or designate(s). The credits may be apportioned in whole or in part as major credit, second field credit, or elective credit as appropriate and as determined by the student's major department. Prerequisite(s): junior or senior class standing. S/U graded.

E Edu 375 Social Responsibility and Citizenship Education in a Pluralistic Society (3)

This course critically examines the concept of the Public Good in a democratic, pluralistic society. Students consider pro and con views on issues involving the Public Good. They are provided cases in which they make collective moral judgments about the actions of actors and their impact on the community. [DP]

E Edu 390 Community Service Projects (3-6)

Special projects involving community activities and collateral study, to be approved as designated by the dean, School of Education. Prerequisite(s): junior or senior class standing. S/U graded. This course may be repeated for a maximum of 6 credits.

E Edu 400 Fieldwork in Urban Education (3)

This course provides opportunities for students for a variety of professional fields to acquire supervised experiences in schools or agencies serving youth from central city neighborhoods. Students are required to complete a minimum of 105 hours of field experience in at least two of the following areas: instruction, administration, personnel services, and after school programs. Students will meet once a week in a fieldwork seminar with their University supervisor. Prerequisites(s): junior or senior standing and E Edu 427. S/U graded.

E Edu 401 Internship in Urban Education (3)

This course provides opportunities for undergraduate students in a variety of professional fields to acquire supervised internship in schools or agencies serving youth from central city neighborhoods. Students are required to complete 105 hours of organized internship experiences relevant to their academic interest and career goals. The internship is intended to utilize, refine and enhance the skills gained in the fieldwork component offered in E EDU 400. S/U graded.

E Edu 402 Prevention and Care of Athletic Injuries (3)

Accepted procedures in recognizing, preventing, and caring for common injuries—with laboratory experience. May not be taken for credit by students with credit for the former D Pec 402.

E Edu 403 Advanced Athletic Training (3)

A more in-depth continuation of the basic prevention and care of athletic injuries. The course presents a useful and scientifically accurate discussion of anatomy and physiology; the pathologic potential, and step-by-step description of the physical examination and assessment of athletic injuries. May not be taken for credit by students with credit for the former D Pec 403. Prerequisite(s): E Edu 402.

E Edu 427 Issues in Urban Education (3)

This course explores how social, political and economic conditions impact schools serving children and youth from inner city neighborhoods. Special attention is paid to individual, family, community assets and the development of school/community programs that enhance the academic strengths of urban children and youth. Students are involved in group investigations of local schools that serve urban youth from inner city neighborhoods. Prerequisite(s): junior or senior class standing.

E Edu 440 "Teaching in Urban Schools: Strategies for Implementing the New York State Learning Standards" (3)

An examination of effective instructional strategies for meeting the New York State Learning Standards in urban schools. The course will review the Learning Standards, demonstrate pertinent strategies that may be appropriate in urban schools and provide practical experiences in developing lesson plans. Subject area will vary

E Edu 487 Institute in Education (1-3)

Special course, not part of regular course offerings, designed to meet particular, nonrecurring needs.

Courses in Educational and Social Thought

E Est 120 Tolerance (3)

Interdisciplinary study of the theory, practice, and problems of tolerance. Stressing the historical origins of, the theoretical justifications for, and the sociopolitical conditions conducive to tolerance as well as those factors impeding it. May not be offered in 2003-2004.

E Est 300 Social Foundations of Education (3)

Inquiry into educational policies, purposes, and ideas based upon the resources and insights of the humanities and the social sciences. Only one of E Est 300 and E Est 301 may be taken for credit. Prerequisite(s): junior or senior class standing.

E Est 301 Issues in American Education (3)

Study of the structure and function of American education in the light of contemporary problems. Only one of E Est 300 and E Est 301 may be taken for credit. Prerequisite(s): junior or senior class standing.

E Est 497 Independent Study in Educational and Social Thought (3-6)

Independent reading, study, and research in educational and social thought. Prerequisite(s): junior or senior class standing and consent of department.

University at Albany

DEPARTMENT OF EDUCATIONAL THEORY AND PRACTICE

Faculty

Professors

Arthur N. Applebee, Ph.D.
University of London
Audrey B. Champagne, Ph.D.
University of Pittsburgh
Judith A. Langer, Ph.D.
Hofstra University
Istvan Keszkes, Ph.D.
Hungarian Academy of Sciences

Associate Professors

Jane M. Agee, Ph.D.
University of Georgia
Robert Bangert-Drowns, Ph.D.
University of Michigan
Joseph Bowman, Jr., Ed.D.
Columbia University
Vicky L. Kouba, Ph.D.
University of Wisconsin, Madison
Carla J. Meskill, Ed.D.
Brown University
Robert P. Yagelski, Ph.D.
Ohio State University

Assistant Professors

Miriam Raider-Roth, Ed.D.
Harvard University
Carol Rodgers, Ed.D.
Harvard University

Courses in Educational Theory and Practice

E Tap 201 Exploring Teaching as a Profession (3)

Review and exploration of contemporary education with a major focus on the secondary school. Emphasis on concepts of schooling, changing role of teachers, restructuring schools and teaching as a career. Examine theories of teaching and learning for the purpose of challenging assumptions about today's schools and extending expectations concerning tomorrow's schools. May not be offered during 2003-2004.

E Tap 402Q Child Abuse ID and Reporting (0)

This zero-credit, fee-based (a fee will be assessed) seminar satisfies the New York State Education Department requirement (for people seeking initial/provisional teacher certification) of two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment. It is conducted by a certified trainer, and involves instruction, readings, and an exam. The seminar is a "shared resources" seminar and is taught in conjunction with E Tap 502Q. Undergraduate students should register for E Tap 402Q. Graduate students should register for 502Q. May not be offered during 2003-2004.

E Tap 487 Institute in Education (2-9)

A special program, not part of the pattern of regular offerings, designed to meet particular nonrecurring needs. Available for department use and subject to department approval.

E Tap 497 Independent Study in Teacher Education (2-6)

Independent reading, study, and research in teacher education. Prerequisite(s): senior class standing and consent of Department of Educational Theory and Practice.

DEPARTMENT OF EDUCATIONAL AND COUNSELING PSYCHOLOGY

Division of Counseling Psychology

Faculty

Professors

Donald A. Biggs, Ed.D.
University of California, Los Angeles
Monroe A. Bruch, Ph.D.
University of Missouri, Columbia
Myrna L. Friedlander, Ph.D.
Ohio State University
Richard F. Haase, Ph.D.
Colorado State University
Susan D. Phillips, Ph.D.
Columbia University

Associate Professors

Michael V. Ellis, Ph.D.
Ohio State University
Sheldon A. Grand, Ph.D.
University of Buffalo
Azara L. Santiago-Rivera, Ph.D.
Wayne State University

Assistant Professor

Madelyn Nicole Coleman, Ph.D.
University of Missouri, Columbia
LaRae M. Jome, Ph.D.
University of Akron
Matthew P. Martens, Ph.D.
University of Missouri, Columbia
Marcia Josiah Moody, Ph.D.
University of Wisconsin - Madison

Courses in Counseling Psychology

E Cpy 120 (= U Uni 100) The Psychology of Academic and Personal Effectiveness (3)

Examination and application of psychological theory and research in learning, memory, motivation, decision making, behavioral self-control, and young adult development with implications for academic performance and personal effectiveness. Open only to freshmen, and other students by permission of the department.

E Cpy 204 Principles of Career and Life Planning (3)

Review of theories of decision-making career development, occupational choice, and job satisfaction. Additional topics: vocational measurement and assessment, evaluation and use of occupational information, and strategies of life-span planning. Some sections restricted to freshmen and sophomores only.

E Cpy 301 Methods in Peer Helping I (2)

Introduction to the counseling theories and skills used in a variety of helping roles. Opportunities to develop basic relationships and communication skills. Case studies that examine motivational variables in helping activities. Prerequisite(s): A Psy 101M and permission of instructor.

E Cpy 302 Methods in Peer Helping II (2)

Group activities for greater understanding of interpersonal skills. Interpersonal skill development and understanding of relevant theoretical concepts. Optional individual research projects. Prerequisite(s): E Cpy 301 and permission of instructor.

E Cpy 303 Methods in Peer Helping III (2)

Theories and research concerning young adult development. Practice with both individual and group helping skills. Research projects related to young adult development. Prerequisite(s): E Cpy 301, E Cpy 302 and permission of instructor.

E Cpy 311 Helping Skills in Human Services: Sexuality and Young Adults (3)

Introduction to the major theories and research regarding human sexuality and young adults. Opportunities are provided for students to develop helping skills in the area of human sexuality. Prerequisite(s): A Psy 101M and permission of instructor

E Cpy 387 Institute (1-9)

A special course, not part of the regular pattern of offerings, designed to meet non-recurring needs. Available for division use and subject to division approval.

E Cpy 400 Theory and Practice in Peer Counseling and Education I (3)

Introduction to the basic principles of peer counseling and peer education. Includes development of communication skills, workshop preparation and presentation, and knowledge about issues such as alcohol and substance abuse, rape and sexual assault and other topics of concern to college students' adjustment and development. Also includes basic working knowledge of crisis intervention techniques. Prerequisite(s): introduction to psychology or social welfare.

E Cpy 401 Theory and Practice in Peer Counseling and Education II (3)

This is the second course in the Peer Counseling/Education sequence. Emphasis is on skill development through practice and supervision. Prerequisite(s): E Cpy 400.

E Cpy 402 Theory and Practice in Peer Counseling and Peer Education III (3)

In this course, a companion to E Cpy 401a, b, and c, students will have the opportunity to practice peer counseling and peer education supervision skills through practical experiences which will occur on the Middle Earth hotline and in the Middle Earth outreach education service. Students will also participate in weekly supervision groups facilitated by instructional staff. A primary strength of this course is that learning takes place in the context of a campus service agency, allowing students the opportunity to apply skills they have learned. Prerequisite(s): E Cpy 400 and E Cpy 401.

E Cpy 421 Introduction to Counseling Psychology (3)

The history, philosophy, and organization of counseling psychology both as an academic discipline and as a helping profession are explored. Emphasizes understanding of personal, academic, and professional aspects of counseling psychology in the context of modern economic and social influences. For the student considering a career in the helping professions. Prerequisite(s): A Psy 101.

E Cpy 462 Psychology of Disability (3)

Study of the psychological aspects of disability. Emphasizes physical disability, but also includes other disabling conditions. Topics include reactions to disability, adjustment to disability, rehabilitation approaches, community resources and affirmative action policies. Prerequisite(s): A Psy 101 or its equivalent.

E Cpy 497 Independent Study (3-6)

Designed to meet needs of undergraduate students who possess interest in counseling or counseling psychology and plan for graduate education. Prerequisite(s): junior or senior class standing and permission of instructor.

Division of Educational Psychology and Methodology

Faculty

Professors

Donald A. Biggs, Ed.D.
University of California, Los Angeles
Deborah C. May, Ed.D.
Columbia University
Robert F. McMorris, Ph.D.
Syracuse University
Robert M. Pruzek, Ph.D.
University of Wisconsin
Frank A. Vellutino, Ph.D.
Catholic University

Associate Professors

Lynn M. Gelzheiser, Ed.D.
Columbia University
Deborah K. Kundert, Ph.D.
University of Wisconsin, Madison
Dianna L. Newman, Ph.D.
University of Nebraska-Lincoln
Joan Newman, Ph.D.
University at Albany
Kevin P. Quinn, Ph.D.
Northern Illinois University

Assistant Professors

Heidi G. Andrade, Ed.D.
Harvard University
David Dai, Ph.D.
Purdue University
Bruce T. Saddler, Ph.D.
University of Maryland
Zheng Yan, Ed.D.
Harvard University

Adjunct Professors

Michael S. Green, Ph.D.
Syracuse University

Visiting Professors

Frank Salamone, Psy.D.
University at Albany

Courses in Educational Psychology and Statistics

E Psy 200 Introduction to the Psychological Process of Schooling (3)

Critical analysis of the psychological process of schooling. Interpretive survey of the literature and research in learning, motivation, development, and intelligence and their impact on American education and society. Observation and participation in school and community agencies are required. Two class periods. Two laboratory discussion periods. Intended for sophomores and juniors.

E Psy 387 Institute (1-9)

A special course, not part of the regular pattern of offerings, designed to meet non-recurring needs. Available for division use and subject to division approval.

E Psy 400 Instructional Psychology (3)

Intensive investigation of theories and research in learning and motivation as they apply to classroom instruction. Prerequisite(s): junior or senior class standing.

E Psy 420 Child and Adolescent Development (3)

Theory and research in social, emotional, physical, and intellectual development and its application to instruction. Emphasis on the late childhood through middle adolescence. Prerequisite(s): junior or senior class standing.

E Psy 440 Evaluation (3)

Evaluation considered as a process beginning with the planning stage. Provides experiences to develop competencies (e.g., writing objectives, choosing appropriate means of evaluation, constructing test items, analyzing data). Discussion of related issues (e.g., testing for mastery, uses of standardized tests, accountability, grading practices). Prerequisite(s): junior or senior class standing.

E Psy 441 Social Issues in Testing (3)

Social issues related to the use of tests for critical employment, admissions, and competency decisions. Considers legal, ethical, and psychometric aspects of such issues as test bias, open admissions, privacy, and truth-in-testing. Prerequisite(s): junior or senior class standing.

E Psy 480 Educational Psychology: Independent Study (3-6)

Designed to allow the student to learn how to conduct educational psychological research by participating as an assistant to a faculty member in an ongoing faculty project in areas such as children's learning, child development, special education, evaluation, etc. Regular meetings with faculty mentor are required. E Psy 480Z is the writing intensive version of E Psy 480. Prerequisite(s): junior or senior class standing and permission of instructor.

E Psy 480Z Educational Psychology: Independent Study (3-6)

E Psy 480Z is the writing intensive version of E Psy 480. Prerequisite(s): junior or senior class standing and permission of instructor. [WI]

Division of Special Education

Faculty:

Professors

Deborah C. May, Ed.D.
Columbia University

Associate Professors

Lynn M. Gelzheiser, Ed.D.
Columbia University
Kevin P. Quinn, Ph.D.
Northern Illinois University

Assistant Professors

Bruce T. Saddler, Ph.D.
University of Maryland

Coordinator of Training Programs

Jane Domaracki, Ph.D.
University at Albany

Courses in Special Education

E Spe 369 Special Education for Students with Emotional and Behavioral Problems (3)

Presentation of theoretical positions, assessment techniques; planning procedures, and teaching methods relevant to students with emotional and behavioral disorders. Emphasizes current educational practice in the least restrictive environment. Prerequisite(s): junior or senior class standing.

E Spe 387 Institute (1-9)

A special course, not part of the regular pattern of offerings, designed to meet non-recurring needs. Available for division use and subject to division approval.

E Spe 460 Introduction to Human Exceptionality (3)

Characteristics of individuals whose cognitive, physical, or emotional development differs from typical individuals. Special education history and laws are discussed, as is the process leading to the development of individualized education plans and special education services. Selected strategies for students with special needs are also presented.

[DP]

E Spy 387 Institute (1-9)

A special course, not part of the regular pattern of offerings, designed to meet non-recurring needs. Available for division use and subject to division approval.

DEPARTMENT OF READING

Faculty

Professors

Sean A. Walmsley, Ed.D.
Harvard University
James Collins, Ph.D.
University of California, Berkeley
Peter H. Johnston, Ph.D.
University of Illinois, Urbana-Champaign
Rose-Marie Weber, Ph.D.
Cornell University

Associate Professors

Virginia J. Goatley, Ph.D.
Michigan State University
George Kamberelis, Ph.D.
University of Michigan

Assistant Professor

Cheryl Dozier, Ph.D.
University at Albany
Kai Lonnie Dunsmore, Ph.D.
Michigan State University
Mark Jury, Ph.D.
University of California, Berkeley
Margaret Sheehy
Ohio State University
Donna Scanlon, Ph.D.
University at Albany
Visiting Professor
Haley W. Jiron, M.Ed.
University of Vermont

Courses in Reading

E Rdg 402 Reading in Secondary Schools (3)

Introduction to theory and practice of reading instruction in secondary schools. Examination of the contexts in which reading occurs, of the various philosophical approaches to secondary reading instruction, and of the major practices and procedures typically employed in reading instruction. Prerequisite(s): junior or senior class standing. May not be offered during 2003-2004.

E Rdg 487Z Literature Thinking (3)

This class is designed to strengthen the reading, writing and critical thinking skills of participants using a variety of challenging texts and rigorous writing exercises. Beginning with a discussion of folk tales and creation myths, the class will move through a variety of texts (including short fiction, novels, poetry, essays, journalism, and film) to examine how "story" addresses and expresses human experience. Throughout the semester the course examines why humans are drawn to narrative and why certain topics/themes appear repeatedly in stories of all cultures and periods. The course will also spend time thinking about the role of language in thinking and how language serves to limit expression. [WI]

DEPARTMENT OF EDUCATIONAL ADMINISTRATION & POLICY STUDIES

Faculty

Distinguished Professors

Daniel C. Levy, Ph.D.

University of North Carolina, Chapel Hill

Professors

M. I. Berger, Ph.D. (Collins Fellow)

Columbia University

Hal Lawson, Ph.D.

University of Michigan

Sanford H. Levine, J.D.

Syracuse University

Cornelius V. Robbins, Ed.D.

University of Pennsylvania

Alan P. Wagner, Ph.D.

University of Illinois, Urbana-Champaign

Associate Professors

Anthony M. Cresswell, Ed.D.

Columbia University

Ray O'Connell, Ed.D.

University at Albany

Heinz-Dieter Meyer, Ph.D.

Cornell University

Assistant Professors

Kevin Kinser, Ed.D.

Columbia University

Kathryn S. Schiller, Ph.D.

University of Chicago

Gilbert A. Valverde, Ph.D.

University of Chicago

Sandra M. Vergari, Ph.D.

Michigan State University

Courses in Educational Administration and Policy Studies

E Aps 400 United States Educational Governance, Policy and Administration (3)

Historical and current trends in educational governance, policymaking, and administration. Analyses of K-12 and higher education issues at the federal, state, and local levels. Special emphasis on education reform issues specific to New York State. [SS]

E Aps 470 Introduction to Law and Education (3)

Legal rights and responsibilities of professional personnel and students in K-12 American education, with an emphasis on constitutional principles. Topics include: public-private distinction, freedom of speech, free exercise of religion, academic freedom and tenure, and due process and equal protection guarantees.

EDUCATIONAL OPPORTUNITIES PROGRAM

Associate Vice President

Carson Carr, Jr., Ed.D.

Assistant Deans

Maritza Martinez, M.S.W.

Virginia Riftenberick, M.A.

University Developmental Lecturers

Paul Cummings, Ph.D.

Craig Hancock, D.A.

Claudia Ricci, Ph.D.

Silke Van Ness, Ph.D.

Academic Counselor (MRP/TSAP)

Chris Fernando, M.S.

EOP Counselors

Monica Hope, M.S.

Abdul Jarvis, B.A.

Patrick Romain, M.S.

Virginia Riftenberick, M.A.

Julio Serna, M.P.A.

James Thomas, M.P.H.

Computer Coordinator

Dennis Karius, B.S. Eng.

Study Skills Specialist

Mary Kay Skrabalak, M.A..

Introduction

The Educational Opportunities Program seeks to provide admission opportunities for economically and educationally disadvantaged students who wish to enroll in one of the many undergraduate departments at the University at Albany. While students and families are expected to assist themselves financially as much as possible, the university realizes that most students admitted to EOP require almost full support through available grants, scholarships, jobs and loans. All EOP students are guaranteed enough financial aid to pay for university charges, books, and personal costs. The program provides supportive services designed to help students who need assistance in academic, financial, social or personal matters.

One objective of EOP is to see that each student admitted is provided with all the services and assistance necessary for success in whatever degree program he or she is to complete. It is anticipated that through a spirit of cooperation and sincerity among all those interested in their education, students in the EOP Program will experience significant changes in their lives while attending the University at Albany.

Educational Opportunities Program

The University at Albany has an EOP Program serving all of its academic units. The program is jointly sponsored by New York State, the Office of Special Programs, and the University at Albany. It is designed to serve students of all races who are residents of New York State, but who are normally academically non-admissible and economically disadvantaged. The ultimate goal of the program is to make higher education possible for students who lack the normal credentials for college admissions, but who have the potential and motivation for academic success. More than 3,000 bachelor's degrees have been awarded by the University at Albany to students admitted through the EOP. Over 15 percent of these degree recipients graduated with honors.

Pre-College Summer Component

Each summer, incoming EOP Frosh students participate in a 4-week residential experience on the college campus. The program begins in July and ends in early August. The full cost of tuition, fees, room and board, and books is paid for through an EOP Grant. Small classroom instruction is offered to remediate, enrich, and provide a better start for university courses that will be taken in the fall semester. Students are also exposed to numerous academic and nonacademic survival skills, extensive individual and group counseling sessions, and personal and educational advisement. Other priorities during the summer include extensive study skill enrichment and career awareness sessions.

The summer instructional staff includes university lecturers who exclusively teach our EOP students during the academic year. The academic subjects involve pre-college work in writing, reading, and mathematics. EOP counselors who coordinate the extensive counseling sessions are experienced and trained. They develop a unique personal relationship with students, and this relationship continues during the matriculation years. In addition to the instructors and counselors, student assistants are also totally involved in the pre-college summer experience. These peer tutors and lay counselors not only live in the residential halls with the students, but also assist in the instructional process.

EOP Supportive Service Unit

It is the obligation of an educational institution to contribute to the development of the "total" individual. As such, the EOP staff insures that all channels of supportive service are available to the members of the EOP population. The EOP Office is the hub from which all EOP services radiate. Inherent in the agreement to accept students into the EOP Program is the understanding that the EOP staff commits its energies to the positive academic and social adjustment of the individual students who select the program.

Academic Services

The EOP Complex serves as the administrative unit through which academic assistance is provided to all EOP students. EOP seeks to promote scholarship and to insure the graduation of those students. The EOP Program incorporates basic social and educational techniques to meet the different needs.

Developmental Course Programming

Incoming freshmen admitted to EOP are evaluated, their weaknesses and strengths defined, and their special needs established.

As mentioned above, the developmental course curriculum offers developmental courses in mathematics and writing. If needed, students are required to take a maximum of two levels of developmental courses during their pre-college summer program and during their first two semesters. During the academic year, along with the developmental courses, students also choose university courses. Although students receive transcript credit (not graduation credit) for enrollment in the developmental courses, the individual growth acquired can insure success in regular university courses.

The curriculum in writing is designed to develop and increase student awareness of the value of writing, and to encourage participation in the experience through writing in various modes and across the curriculum. The course work consists of a two semester sequence in which students increase their confidence and fluency in writing, learn to cope with writing in the academic world, and learn the essentials of how to structure and write a college-level essay.

Counseling Services

EOP seeks to offer its students a multidimensional approach to individual development. Fundamental to each student's successful adjustment is the availability of comprehensive, competent counseling. Because the University at Albany presents a very demanding, competitive, and in most cases unfamiliar environment, the EOP staff counselors make every endeavor to reduce anxiety and to help students in adapting to

university life. Counseling staff members advise and counsel students in academic, social, emotional, and vocational areas in order to help resolve student problems. Consultation links are sustained between the EOP counseling unit, the Advisement Services Center, the Campus Health Center, and other university service offices.

Peer Tutorial Program

The tutorial program aims to provide a well structured peer tutorial support system to assist student academic progress in University at Albany course work. This tutorial program plays a vital part in contributing to the academic success of the University's EOP population. Recommended by university faculty members, upper-class and graduate students are selected to tutor undergraduates in the University's many departments. To insure more effectiveness, tutoring is usually done on a one-to-one basis. Although tutoring is optional, it is strongly urged that students take advantage of this service before any academic difficulty is incurred. Tutors will usually work as many hours as needed.

Other Student Services

Computer Lab

EOP students have access to the Office's own computer lab usage room. Staffed at all times with a computer specialist, EOP students can receive technical assistance for word processing purposes.

Personal/Career Growth Workshops

A number of personal growth workshops are held yearly to aid EOP students with career choices and personal enrichment. Facilitated by the EOP counselors and University personnel, these career workshops improve a student's understanding of the academic departments and of prospective career goals. Also, personal workshops focus on coping skills, study skills, time management, financial aid, and graduate school entrance.

Liaison Relationships

To assist the EOP staffers with a better understanding of individual academic departments, the EOP Office has a list of key faculty members who act as liaisons with EOP and that particular department. In addition, the faculty members periodically update the EOP staffers on departmental changes.

University-Wide Services

The EOP student is also encouraged to take full advantage of all academic and student services campus-wide.

University Developmental Courses

This instructional component consists of university developmental courses and is open to any matriculated student seeking help in writing skills and mathematics skills. These courses do not carry graduation credit because they foster the development of skills required for regular university courses.

O Eop 12 Written World (0)

Basic course in essay writing and critical reading skill. Offered only to EOP pre-college students during the summer. *S/U* graded.

O Eop 12A Writing Skills I (0)

Students gain competence and confidence through extensive writing practice with informal and formal assignments. Course work is highly individualized through extensive revision and frequent student/teacher conferences. Attention is paid to all aspects of the writing process. *S/U* graded.

O Eop 12B Writing Skills II (0)

Students gain competence and confidence in academic writing through reading based assignments and practice with standard academic discourse conventions. Students explore the connection between personal expression and public discourse. Final course project is a research paper and research based class presentation. *S/U* graded.

O Eop 13A Math I (0)

Primarily a review course in basic arithmetic and elementary algebra. It stresses the fundamental operations and application of whole numbers, decimal numbers, directed numbers, fractions (both numerical and algebraic), percent algebraic expressions, solutions of various types of first-degree equations, and some verbal problems. Other selected topics from algebra are also treated. *S/U* graded. [MS]

O Eop 13B Math II (0)

A terminal course in intermediate algebra with additional topics in trigonometry, logarithms and selected topics from analytic geometry. Mastery in solving linear and quadratic equations, graphing, and performing the fundamental operations with fractions, exponents, and radicals are included. The aim of this course is to prepare students for the math courses and math-related courses offered by the various departments at the University. *S/U* graded. [MS]

O Eop 13C Math III (0)

Another terminal course in trigonometry and pre-calculus topics. Satisfactory completion of the course will prepare the students for the Mathematics 101 sequence. Only offered in the summer to pre-college EOP students. *S/U* graded. [MS]

University at Albany

SCHOOL OF INFORMATION SCIENCE AND POLICY

Faculty

Dean

Philip B. Eppard, Ph.D.
Brown University

Distinguished Professor Emeritus

Vincent J. Aceto, M.L.S. (Collins Fellow)
University at Albany

Professors Emeritae/i

Thomas J. Galvin, Ph.D.
Case Western Reserve University

William A. Katz, Ph.D.
University of Chicago

Irving Klempner, D.L.S.
Columbia University

Millicent Lenz, Ph.D.
Northern Illinois University

Ben-Ami Lipetz, Ph.D.
Cornell University

Joseph H. Morehead, Jr., Ed.D.
University of California, Berkeley

Susan Smith, Ed.D.
Columbia University

Lucille Whalen, D.L.S.
Columbia University

Professors

Stephen E. DeLong, Ph.D. (Collins Fellow)
University of Texas at Austin

Philip B. Eppard, Ph.D.
Brown University

Associate Professor Emeritae/i

Pauline Vaillancourt, D.L.S.

Columbia University
Richard S. Halsey, Ph.D.

Case Western Reserve University,
Norman E. Hoyle, Ph.D.

Duke University

Associate Professors

Hemalata Iyer, Ph.D.

University of Mysore, India

Assistant Professor Emeritae/i

David Mitchell, M.L.S.

University at Albany

Lillian Orsini, M.S.L.S.

University at Albany

Assistant Professors

Deborah Lines Anderson, Ph.D.

University at Albany

Thomas P. Mackey, Ph.D.

University at Albany

Terrence A. Maxwell, Ph.D.

University at Albany

William J. McIver, Ph.D.

University of Colorado, Boulder

Lokman I. Meho, M.S.

North Carolina Central University

Joette Stefl-Mabry, Ph.D.

Long Island University

Rong Tang, Ph.D.

University of North Carolina, Chapel Hill

Adjunct Faculty

Theodor J. Borys, M.S.

University at Albany

Meredith A. Butler, M.A./M.L.S.

Ohio State University/Syracuse University

Guy J. Cortesi, Ph.D.

University at Albany

Jennifer G. Powers, Ph.D.

University at Albany

Pamela C. Smith, M.P.A.

Marist College

Adjuncts (estimated): 6

Teaching Assistants (estimated): 0

Professional courses in information science and policy are usually taken on the graduate level. However, as a means of providing undergraduate students with information and library skills which may be of value in their studies or for the purpose of providing a general introduction to the field, a number of programs are available to undergraduates. These include a Faculty-Initiated Interdisciplinary Major in Information Science and a combined B.A./M.L.S. or B.S./M.L.S. program. Both of these programs are described below in greater detail.

The school offers a broad program of study which prepares students for careers as information management specialists in corporate, governmental and public service agencies, or as librarians, media specialists and information professionals in schools, public libraries, colleges, and other organizations concerned with providing reference, research, recreational resources, and information services. Undergraduate students contemplating a career in this field are encouraged to review professional opportunities and undergraduate preparation for admission to graduate study with the school's administrative staff. Interested students should also consult graduate bulletin or the web page (<http://www.albany.edu/sisp/ba/>) describing the school's programs and faculty.

Faculty-Initiated Interdisciplinary Major with a Concentration in Information Science

The School of Information Science and Policy has developed a Faculty-Initiated Interdisciplinary Major with a Concentration in Information Science with other faculty in Computer Science, Communication, Linguistics and Cognitive Science, Philosophy and Psychology. The major is concerned with five curricular strands: characteristics and properties of information; the flow of information from its origination to utilization; personal, economic, political and social value of information; the cognitive, intellectual and technological structures that govern information transfer; the public and private organizational environments where information exchange has taken place.

Admission: Students must obtain the approval of the program director before they can officially declare this Faculty-initiated interdisciplinary program as their major.

Degree Requirements for the Faculty-Initiated Interdisciplinary Major with a Concentration in Information Science

General Program B.A. A minimum of 43 credits including a 28 credit core: A Csi 201N; R Isp 100, 301, 433, (or substitute from list below), 468, 499Z; A Mat 108 (or substitute statistics course from the list below); A Psy 101M or 102M; A Lin 220M.*

3 credits from: A Lin 301, 325

3 credits from: A Phi 210L, 332

3 credits from: A Psy 270, 380, 381, 382

3 credits from: A Csi 100, 102, 103, 120, 198, 300Z, R Isp 395

3 credits from: A Csi 203, 204, 205, 310; 416, B Msi 330; R Isp 523

R Isp 433 substitutes: R Isp 361, 640, 658

A Mat 108 substitutes: R Crj 281, A Eco 320, B Msi 220, A Psy 210, A Soc 221

The following undergraduate courses offered by the School of Information Science and Policy are considered liberal arts and science courses for purposes of degree requirements for the B.A. or B.S. degrees: R Isp 100, 301, 361, and 499Z. Courses listed in this section are preceded by the school's letter R.

* Appropriate substitutions may be made with the approval of the program director.

Combined B.A./M.L.S. or B.S./M.L.S. Program

The combined B.A./M.L.S. or B.S./M.L.S. program in information science and policy provides a unique opportunity for capable, highly motivated students to pursue any undergraduate liberal arts major while at the same time beginning their professional preparation for a career in the rapidly expanding information management fields. The emphasis of the program is on the planning, provision and administration of information systems and services in libraries and information centers. A distinctive feature of the curriculum is the stress placed upon user and human as well as technological factors. Students will be able to combine academic study with work experience in a locally based major corporation's information handling facility such as IBM, GE, or a college and university, public, hospital, newspaper, school, bank or law library in the tri-city area (Albany, Troy, Schenectady).

Graduates will be prepared for employment in a wide variety of public and private sector settings within business, industry, law, humanities, health and human services, and education where they will function as librarians, information systems specialists, information analysts or information officers and managers.

The school is especially strong in five areas: (1) information and public policy, (2) reference resources and processes, (3) archives/records administration, (4) indexing and abstracting, and (5) data storage technologies.

Students may be admitted to the combined program at the beginning of their junior year or after successful completion of 56 credits, but no later than the accumulation of 100 credits. A carefully designed program can enable the student to earn the B.A. or B.S. and M.L.S. within 10 semesters. A cumulative grade point average of 3.20 or higher and three supportive letters of recommendation are required. The Graduate Record Exam is not required for admission. In qualifying for the baccalaureate, students will meet all University and school requirements, including existing major and minor requirements, general education requirements, minimum liberal arts and sciences requirements, and residency requirements.

Additionally, students will complete a minor in information science and policy including, as a minimum, the following courses: A Csi 201, R Isp 601, R Isp 603, R Isp 605, R Isp 611, and an elective R Isp course.

In qualifying for the master's degree, students will meet all University and school requirements, including completing a minimum of 42 graduate credits, and any conditions such as a research seminar, thesis, comprehensive examination, or other professional experience, and residency requirements. The combined program allows students to complete 12 graduate credits as an undergraduate that are applied to both the undergraduate and graduate degrees.

Students will be considered as undergraduates until completion of 120 graduation credits and satisfactory completion of all B.A. or B.S. requirements. Upon meeting the baccalaureate requirements, students will automatically be considered as graduate students.

Courses

R Isp 100 Internet and Information Access (3)

Introduction to the Internet and World Wide Web. Information literacy in technology and online information resources. Using, finding, evaluating, and producing information on the Internet. [IL]

R Isp 101 Technology Tools for Information Management (3)

Introduction to information organization and management software tools. Class includes introduction to word processing, spreadsheets, databases, and presentation software for use in information organization and management.

R Isp 102 Networking Tools for Information Management (3)

Introduction to networking technology skills for information management. Classes include networked computing, electronic mail, file transfers, web browsers, and web development software for use in information organization and management.

R Isp 301 (The Information Environment) (3)

Introduction to information science. Definitions and properties of information, production, transfer, classification, formatting, evaluation, and use. Role of information organizations including the print and electronic publishing, traditional and digital libraries and archives. [IL]

R Isp 361 Web Development (3)

Design and development of producing information for the world wide web. Lectures include the basic program languages for web development and web-authoring software. Design, planning, security, administration and management of web sites will also be examined. Prerequisite(s): R Isp 100 or permission of instructor.

R Isp 395 Internet Practicum (3-6)

The course provides students the opportunity to work as a teaching aide and lab assistant in information science. Students will hold weekly lab assistant hours, monitor and respond to student questions on the class listserv, and provide feedback to the course instructor. May be repeated for credit up to a total of 6 credits with permission of school. Prerequisite(s): a grade of B or higher in R Isp 100 and permission of instructor. S/U graded.

R Isp 423 Networking Essentials (3)

Covers the fundamentals of computer networking concepts and implementation and the client and server operating systems that run on networked PCs. Special emphasis is placed on network protocols and how they operate at all layers of the networking model. Emphasis also is placed on the interoperability of networks that run on multiple protocols, platforms, and operating systems.

R Isp 424 Hardware and Operating Systems Essentials (3)

Covers the fundamentals of personal computer internal system components, storage systems, and peripheral devices, including problems associated with them and the procedures for servicing them.

R Isp 433 Information Storage and Retrieval (3)

Methods of analyzing, storing, retrieving information and their relationship to perceived costs and benefits in information service

R Isp 452 State and Local Government Sources of Information (3)

Examination of the basic sources that provide a structure for accessing state and local government information. Consideration of state government resources nationwide and an analysis of local government entities nationwide will be followed by a focus on New York State information sources. Students will gain hands-on familiarity with online sources through an assignment involving researching state cases and state statutes on WESTLAW and LEXIS-NEXIS, the two largest legal databases in the United States.

R Isp 457 Introduction to Legal Research (3)

Examination and analysis of the basic and specialized information sources that provide a structure for legal research. Topics include court reports, digests, annotations, constitutions, Shepard's citations, loose-leaf reporters, legal encyclopedias and periodicals. Assignments in WESTLAW and LEXIS-NEXIS online databases will provide hands-on familiarity with computer-assisted legal research (CALR).

R Isp 468 Internship in Information Science (3-6)

Supervised field placement in a public or private organizational environment where information exchange takes place. Requires preparation of biweekly reports and a major project. **Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher.** Concurrent registration in R Isp499 is required. S/U graded.

R Isp 469 Independent Study & Policy (1-3)

Student-initiated research policy under faculty guidance. May be repeated for credit up to a total of 6 credits with permission of school. R Isp 469Z is the writing intensive version of R Isp 469. Prerequisite(s): Permission of instructor. S/U graded.

University at Albany

R Isp 469Z Independent Study & Policy (1-3)

Student-initiated research policy under faculty guidance. May be repeated for credit up to a total of 6 credits with permission of school. R Isp 469Z is the writing intensive version of R Isp 469. Prerequisite(s): Permission of instructor. *S/U* graded. [WI]

R Isp 473Z The History of Children's Literature (3)

Selected literature for children in English from the beginnings to the early 20th century. Texts are selected to represent different historical periods and diversity of authorial perspectives; the key considerations are the quality of the literature and its historical significance. Attention is given to changing attitudes toward children as reflected in the books provided for them. Writing assignments will range from historical/critical analyses to reader-response essays. May not be offered in 2003-2004. [WI]

R Isp 499Z Senior Seminar in Information Science (3)

Development of professional skills in information science. This course includes development of student presentation skills including interviewing, web development, resume, and oral presentation skills. Prerequisite(s): Information Science major. [OD, WI]

Graduate Courses

Please note that the graduate course described below are available only to students who meet certain criteria. Please consult the academic rules and regulations portion of this bulletin for the rules governing when an undergraduate may enroll in a graduate course.

R Isp 501 History of Books and Printing (3)

History of the development of books and libraries from ancient times to the present in relation to the society of which they were a part. May not be offered in 2003-2004.

R Isp 523 Fundamentals of Information Technology (1-6)

This course consists of three five-week modules teaching basic skills in information management. Topics include: introduction to programming, data structures, and overview of data base applications. In addition, students may elect up to three additional modules chosen from topics such as UNIX and networking, UNIX software development tools (for students who already have significant prior programming), introduction to programming in C, and new direction in information science.

R Isp 546 Fundamentals of Record Management (3)

Basic concepts and practices of records management in governmental, institutional, and corporate agencies, including those areas of communication, administration and computer technology that relate to the efficient and effective flow of information from its generation to its final disposition. Includes records inventory, active and inactive records control, manual and automated systems, vital records protection, the records center, micrographics technology and applications, and legal and ethical aspects of records management.

R Isp 554 Contemporary Publishing (3)

Structure and problems of the publishing industry (including print and nonprint materials); production and distribution systems and their implications for libraries and other information agencies; legal and economic aspects and technological developments.

R Isp 560 Information and Public Policy (3)

Analysis and evaluation of public policies affecting the production, dissemination, and access to information generated by or for the federal government. Topics and issues include concepts of intellectual freedom, the public's right to be informed, freedom of information and privacy legislation, policies on dissemination of information in nonprint formats, national security classification, privatizing of government information, issues of equity, and related policy matters.

R Isp 562 Economics of Information Management (3)

Principles and theory of economics of managing libraries, archives and other information services. Provides students with the tools of cost benefit, regression and applied microeconomic analysis necessary for management of information systems and information services. The library user fee debate, the economics of journal subscription prices and costs and benefits of on-line searching are examined. May not be offered in 2003-2004.

R Isp 571 Literature for Children (3)

Introductory survey of literature for children with emphasis on twentieth-century authors and illustrators. Problems and trends in writing and publishing. Class discussion and written critical evaluations based on extensive readings.

R Isp 578 Literature for Young Adults (3)

Introductory survey of literature for young adults (ages thirteen through eighteen) with emphasis on authors from the latter half of the twentieth-century. Includes characteristics, needs, and reading interests of teenagers, critical study of the literature, an overview of basic selection tools, and practice in booktalking.

R Isp 601 The Information Environment (3)

The evolving social, political and institutional environments within which information services are and can be organized.

R Isp 603 Information Processing (3)

The nature of documents, their bibliographic description, indexing and classification. Controlled and natural vocabularies for document access. Major taxonomies. Information retrieval theory.

R Isp 605 Information Sources and Services (3)

Consideration of reference/information services, the types of knowledge, the kinds of formats in which knowledge is recorded, and the ways in which it is pursued and retrieved.

R Isp 611 Information Systems and Technology Applications (3)

Introduction to information systems and dominant supportive technologies. Emphasis on reprography (printing, replication, micrographic processes,) computing and communications. Applications to library/ information systems administration, technical services, reference services, document delivery systems.

R Isp 633 Information Storage and Retrieval (3)

Methods of analyzing, storing, and retrieving information and their relationship to perceived costs and benefits in information service. Prerequisite: R Isp 603. Recommended: R Isp 607.

R Isp 640 Abstracting and Indexing (3)

Characteristics and applications of abstracts and indexes and techniques for their creation. Impact and implications of recent technology. Recommended: R Isp 603. May not be offered in 2003-2004.

R Isp 658 Microcomputer Database Development (3)

Database principles for microcomputers, with emphasis on relational database management systems (DBMS) for applications development in the library and information fields. Database design, creation, and maintenance: the user interface; programming concepts. Creation of the working database system.

INTERNATIONAL EDUCATION: STUDY ABROAD AND EXCHANGES

Officers

Renée Lucier, M.A.
James M. Pasquill, II, M.A.
Margaret J. Reich, M.A.T.
Joan N. Savitt, Ph.D.

Students in all majors may apply for an international program that will complement their studies at Albany. Study abroad allows students to experience other cultures and to develop new academic perspectives. The State University of New York offers opportunities to study in most regions of the world.

The State University of New York offers over 350 international programs. Listed here are the programs administered by the University at Albany on behalf of the State University of New York system. A complete listing of programs and detailed information about them are available in the International Education: Study Abroad and Exchanges office, LI-66.

E-mail intled@uamail.albany.edu or phone 518-442-3525 for more information (Web: albany.edu/intled).

SUMMER PROGRAMS ABROAD

Students on summer programs abroad normally register for 6-10 credits.

Denmark/Copenhagen

Several six week programs (June-July) in humanities and social sciences, including art, European culture, Nordic mythology; international business; and a longer program (June-August) in architecture and design. 6-9 credits, depending upon curriculum.

Dominican Republic

A program with the PUCMM University. Intensive Spanish language study and Caribbean and African-American Studies taught in English. 9 credits

France/Montpellier

Language and cultural studies at all levels at the Institut Méditerranéen de Langues. Prerequisite(s): none for elementary level, appropriate preparation for others. 6 credits

Germany/Braunschweig

The six-week Braunschweig program held in July and August offers intermediate through advanced language courses. Prerequisite(s): One year of college-level German or the equivalent is required. Excursions are an integral part of the program. 6 credits

Germany/Würzburg

The ten-week Würzburg program held from late May through July offers intermediate through advanced language courses and courses taught in English on German and European history, economics, and literature. Excursions are an integral part of the program. Prerequisite(s): One year of college-level German or the equivalent is required. 10 credits

Iceland

A six-week program from mid-June through July in Arctic biology and geology, held in cooperation with the University of Iceland and Denmark's International Studies Program (DIS). Participants take courses in arctic marine and terrestrial biology. Prerequisite(s): The program is open to juniors and seniors with a 3.0 cumulative grade point average and at least one year of college-level biology or one year of geology and one semester of chemistry. 8 credits

Ireland

Three to six week program offered in Irish language and cultural studies at the University of Galway. 6 credits

Israel

Topics of special interest organized by Israeli universities (Ben Gurion, Haifa, Hebrew U. and Tel Aviv).

Japan/Tokyo

Cultural and business studies in English and Japanese language at all levels at the Tokyo University of Foreign Studies, 12 credits

Korea

The seven-week program at Yonsei University offers Korean language courses at three levels and more than twenty-five courses in twelve disciplines taught in English. 6 or 9 credits

Russia

A six-week program held in July and August at Moscow State University, offers Russian language instruction at various levels. 6 credits

South Africa/Durban and Pietermaritzburg

University of Natal's International School offers programs on two campuses. In Durban students may take courses on multi-lingualism, South African history, African music, politics, literature, theatre, and Zulu. In Pietermaritzburg courses are offered in policy issues and community service, KwaZulu-Natal history, and Zulu language, art and culture. 8 credits.

Spain/Valencia

Courses taught in English and Spanish at the AIP Language Institute for students of all levels, including graduate. Courses include Spanish language and culture. Prerequisite(s): Language requirement varies depending on desired level of study. 6 credits

Wales

Five-week internships (late May – late June) in a variety of fields including education, business, health care, the arts, and the environment. 3 credits

SERVICE LEARNING

Tanzania or Thailand

Supervised internships in various fields including health care, teaching English, and sustainable agriculture. In cooperation with Global Service Corps. Length of program varies; 3-9 credits.

ACADEMIC YEAR/SEMESTER PROGRAMS ABROAD

Academic year/semester programs administered by the University at Albany offer opportunities in a wide variety of disciplines. Undergraduates normally register for 15–18 credits during the semester or 30–36 credits during the academic year.

Unless noted, students may participate on these programs for one semester or a full academic year.

Other four-year State University of New York campuses offer additional programs for which Albany students are eligible. Students participating in one of these programs register on the Albany campus, which permits them to maintain eligibility for financial aid. Students participating in two-year community college, contract college, or non-SUNY programs during the academic year request a leave for approved study from the Albany campus for the duration of the program.

Programs in Africa

Albany/Brockport—Ghana

Program with the University of Ghana in Legon for the academic year or fall semester. Qualified students enroll in regular undergraduate courses taught in English in liberal arts, social and non-laboratory natural sciences, and African Studies. Prerequisite(s): junior standing, 3.00 cumulative average.

South Africa/Cape Town

Direct enrollment at the University of Cape Town in regular university courses taught in English in business, humanities, education, engineering, social sciences, and science. American students may also participate in a structured Community Service program. Prerequisite(s): Open to juniors, seniors and exceptional sophomores with a minimum cumulative average of 3.0.

South Africa/Durban and Pietermaritzburg

Students enroll directly into regular university courses at the University of Natal. Courses taught in English are offered in architecture, business, social sciences, education, engineering, humanities, science and Zulu. Prerequisite(s): Open to juniors, seniors, and exceptional sophomores with a minimum cumulative average of 3.0.

Programs in Continental Europe

Denmark/Copenhagen

Students enroll in courses offered by Denmark's International Study Program. Courses are taught in English by Danish faculty in the humanities, environmental sciences, Danish language, international business, and architecture and design. Prerequisite(s): junior or senior class standing with a minimum overall cumulative average of 3.0.

Finland/Oulu

Students may enroll in regular courses at the University of Oulu, in Finland if they are proficient in Finnish, or they may choose courses offered in English in the subject areas of: Japanese Studies, Northern Cultures and Societies, Scandinavian Studies, Environmental Studies, and other areas in Humanities, the Social Sciences and Natural Sciences. Prerequisite(s): Open to students with above average academic standing.

France/Montpellier

Coursework taught in English or French on French culture, business and economics at the University of Montpellier. French language at all levels. Direct enrollment in language and literature at M II or business program at M III possible for students with advanced French. No language prerequisite

Germany/Würzburg

Qualified students may enroll in regular courses offered at the University of Würzburg, including humanities, social and natural sciences, and education. Prerequisite(s): above-average academic record, and two years of college-level German or equivalent. Program includes pre-session language course.

University at Albany

Netherlands/Nijmegen

Courses conducted in English in linguistics, teaching English as a second language, linguistics and teaching methodology at Hogeschool in Nijmegen. Prerequisite(s): Junior standing and above average academic record.

Netherlands/Tilburg

Courses conducted in English in business administration, economics, international studies, and social science at Tilburg University. Prerequisite(s): junior standing, above average academic record.

Norway/Bergen

Courses offered in English at the University of Bergen in Scandinavian Area Studies. There is no language requirement, but students with sufficient language skills may enroll directly into regular university courses. Prerequisite(s): junior standing, minimum cumulative average of 3.0.

Spain/Las Palmas

Direct enrollment at the University of Las Palmas de Gran Canaria in humanities, marine science, physical education, natural and social sciences. Minimum 5 semester of college-level Spanish. 3.0 GPA

Spain/Madrid

Undergraduate courses for American students at the International Institute in Madrid. Courses are offered in Spanish language, literature, art, history, politics, and commercial Spanish. Prerequisite(s): 5 semesters of college-level Spanish or the equivalent, and above-average scholastic record. Well-qualified sophomores may also participate.

Spain/Valencia

Coursework taught in English on the culture, literature, history, business, economy, and art of Spain at the AIP Language Institute. Spanish language at all levels. Open to sophomores and above. No language prerequisite.

Spain/Valencia

Direct enrollment at the Polytechnic Institute of Valencia possible for students with advanced Spanish. Coursework in engineering, architecture, fine and studio arts.

Sweden/Göteborg

Courses taught in English at Göteborg University in fine arts, natural and social sciences, and business. There is no language requirement, but students with sufficient language skills may enroll directly into regular university courses. Prerequisite(s): junior standing, minimum cumulative average of 3.0

Programs in Asia

China

Programs at Fudan University, Peking University, and Beijing Normal University. Courses in Chinese language and culture. Linguistically qualified students may choose from courses in the humanities and social sciences, including art history, archaeology, Chinese language and literature, Chinese history, political science, and philosophy at one of the above universities. Prerequisite(s): sophomore standing, above-average academic record, one year of college-level Mandarin Chinese or equivalent; one year recommended for Beijing Normal University program. Students are strongly urged to enroll for the academic year, but may register for one semester only.

Japan/Osaka

Courses conducted in English at Kansai Gaidai (Kansai University of Foreign Studies) on Japanese language and literature, Asian studies, economics, history, politics, and sociology. Coursework in spoken and written Japanese at all levels. Prerequisite(s): junior standing (or exceptionally qualified sophomores), above average academic record.

Korea

Courses conducted in English in Korean culture, business, economics, history, philosophy, political science, and sociology at Yonsei University. Korean language at all levels. Students who are fluent in Korean may enroll in regular university courses. Prerequisite(s): junior standing (or exceptionally qualified sophomores), above average academic record.

Singapore

Courses conducted in English at the National University of Singapore in Southeast Asian Studies and liberal arts. Intensive Chinese language study is also available. Prerequisite(s): junior standing, superior academic record.

Programs in the Middle East

Israel

Study is offered at Ben Gurion University of the Negev in Beer Sheva, the University of Haifa in Haifa, The Hebrew University of Jerusalem, and Tel Aviv University in Tel Aviv. Several programs are offered and may include courses in Judaic, Israeli, and Middle East Studies, Hebrew language and the liberal arts, natural science, psychology, archaeological digs, internships, community service, and Kibbutz stay. Students who are fluent in Hebrew may take courses in all subject areas. Prerequisite(s): sophomore standing and above-average scholastic aptitude. Program includes pre-semester Ulpan.

United Arab Emirates/Dubai

Direct enrollment in regular university courses at the American Intercontinental University in Dubai in humanities, social sciences, arts and design, and business.

Programs in the Caribbean and Latin America

Brazil

Regular university courses in Portuguese literature and linguistics and liberal arts at the State University of Campinas (UNICAMP). Prerequisite(s): junior standing, above-average academic record, minimum of two and one-half years of college-level Portuguese.

Costa Rica

Students enroll in regular university courses at the University of Costa Rica in San José in Spanish literature and linguistics, Latin American area studies, and liberal arts. Program includes pre-session course. Prerequisite(s): junior standing (or exceptionally qualified sophomores), above-average academic record, minimum of two and one-half years of college-level Spanish or equivalent.

Dominican Republic

Courses conducted in English on Caribbean and African-American studies at the PUCMM University in Santo Domingo. Intensive Spanish language instruction. Community service opportunities. No language prerequisite. Direct enrollment in regular university courses also available for students with fluent Spanish.

Puerto Rico

Students enroll in regular university courses at the Universidad del Sagrado Corazón in humanities, and communications. Prerequisite(s): junior standing (or exceptionally qualified sophomores), above-average academic record, minimum of two and one half years of college-level Spanish or equivalent.

Programs in Russia

Russia

A program with Moscow State University that offers qualified students the opportunity to study the Russian language. Students already proficient in Russian may enroll in course work in all academic areas. Prerequisite(s): one year of college-level Russian or equivalent, and above-average academic record.

Programs in the United Kingdom and Ireland

England/Hull

Direct enrollment at the University of Hull. Qualified students may choose from programs in the humanities, engineering, business, and social and natural sciences. Prerequisite(s): junior standing, above average academic record.

England/London

Direct enrollment in regular university courses at the American Intercontinental University in London in humanities, social sciences, arts and design, and business.

England/Nottingham

Direct enrollment at the University of Nottingham. Qualified students may choose from programs in the humanities, engineering, business, and social and natural sciences. Prerequisite(s): junior standing, above-average academic record

England/Plymouth

Direct enrollment at the University of Plymouth for the academic year only. Qualified students may choose from programs in engineering, business, and social and natural sciences. Prerequisite(s): junior standing, above-average academic record.

Ireland/Galway

Direct enrollment at the University of Galway. Qualified students enroll in courses in the humanities, natural and social sciences, business, economics, education, engineering, health, information technology, and Celtic studies. Prerequisite(s): junior standing, 3.0 cumulative average.

Scotland/Glasgow

Direct enrollment at the University of Glasgow. Qualified students enroll in regular undergraduate courses within programs in the humanities, divinity, engineering, natural sciences, and social sciences. Prerequisite(s): junior standing, above-average academic record.

Wales/Swansea

Direct enrollment at the University of Wales, Swansea in courses in the humanities, natural and social sciences, and engineering. Prerequisite(s): junior class standing, above-average academic record.

NELSON A. ROCKEFELLER COLLEGE OF PUBLIC AFFAIRS AND POLICY

Dean

Frank Thompson, Ph.D.
University of California, Berkeley

The Rockefeller College of Public Affairs and Policy offers two undergraduate majors: political science and public policy. In addition, students may pursue course work in Public Administration.

All undergraduate courses offered by the Rockefeller College except R Pad 110, 111, 210 and 211 are considered liberal arts and sciences courses for purposes of degree requirements.

All courses listed in this section are understood to be preceded by the prefix letter R.

DEPARTMENT OF POLITICAL SCIENCE

Faculty

Distinguished Professors

John G. Gunnell, Ph.D.
University of California, Berkeley
Richard P. Nathan, Ph.D.
Harvard University

Professors Emeritae/I

Carlos A. Astiz, Ph.D.
Pennsylvania State University
Webb S. Fiser, Ph.D.
University of Chicago
Walter Goldstein, Ph.D.
University of Chicago
Bernard K. Johnpoll Ph.D.
State University of New York at Albany
Alvin Magid, Ph.D.
Michigan State University
James A Riedel, Ph.D.
University of Chicago

Stephen L. Wasby, Ph.D.
University of Oregon
Lewis P. Welch, Ph.D.
Syracuse University
Theodore P. Wright Jr., Ph.D.
Yale University

Professors

Thomas W. Church, Ph.D.
Cornell University
Martin Edelman, Ph.D. (Collins Fellow)
University of California, Berkeley
Erik P. Hoffmann, Ph.D.
Indiana University
Michael J. Malbin, Ph.D.
Cornell University

Bruce L. Miroff, Ph.D.
University of California, Berkley
Robert T. Nakamura, Ph.D.
University of California, Berkeley
Charles D. Tarlton, Ph.D.
University of California, Los Angeles
Frank J. Thompson, Ph.D.
University of California, Berkeley
Joseph F. Zimmerman, Ph.D.
Syracuse University

Associate Professors

Scott W. Barclay, Ph.D.
Northwestern University
Thomas A. Birkland, Ph.D.
University of Washington
Peter D. Breiner, Ph.D.
Stanford University
José E. Cruz, Ph.D.
CUNY Graduate Center
Benjamin Fordham, Ph.D.
University of North Carolina, Chapel Hill
Sally Friedman, Ph.D.
University of Michigan
Anne M. Hildreth, Ph.D.
University of Iowa
Gregory P. Nowell, Ph.D.
Massachusetts Institute of Technology
Morton Schoolman, Ph.D.
Brown University
Alissa Worden, Ph.D.
University of North Carolina

Assistant Professors

Cheng Chen, Ph.D.
University of Pennsylvania
Jennifer Jensen, Ph.D.
University of North Carolina, Chapel Hill
Thomas Walker, Ph.D.
Rutgers University

Adjuncts (estimated): 5

Teaching Assistants (estimated): 18

Political science is concerned with the activity and organization of society for the realization of public goals and values. The study of political science is designed to prepare the student for responsible and effective citizenship, political participation, and advanced academic or professional studies. The student of political science may gain an understanding and appreciation of political values, institutions and processes operating in American, foreign, and international systems.

Careers

While a major in the Department of Political Science may be used as preparation for graduate programs in law, public administration, public affairs or other professional study, the major can also lead to entry-level employment in government or industry training programs and the programs provide a basis for effective citizen participation in public affairs, whether or not a student pursues further professional training. The most common careers are in law, government service, teaching, business, and journalism.

Special Programs or Opportunities

Recognizing the fact that a lawyer must be politically knowledgeable, many prelaw students major in political science. Individuals engaged in the practice of law automatically are involved in "political" activities because of their dealings with the executive, legislative, and judicial branches of government.

The location of the Graduate School of Public Affairs in the capital city of the Empire State affords students of political science unusual opportunities to observe and study the executive, judicial and legislative branches of the state government, the second largest public employer in the United States. With a few exceptions, the principal office of each state department, division, and office is located in Albany.

Internship opportunities are available for juniors and seniors to work in legislative and other governmental offices in Albany, and a new internship and educational program has been established for political science honors students in Washington, DC. See R Pos 338, 341, 342, and 495Z.

Library resources to support research in New York State government are excellent. Students have access to the New York State Library, with one of the largest collections in the world. State departments, divisions and offices also have specialized libraries containing information not commonly housed in university or public libraries.

Degree Requirements for the Major in Political Science

General Program B.A.: A minimum of 36 credits in political science including R Pos 101M or 101G and 102M or 102G and 103M or 103G; at least 18 credits from courses at or above the 300 level (including the concentration-see below); and at least 3 credits from courses at the 400 level that require a major research or writing project.

Majors in Political Science must pick an upper-division area of concentration in American Politics, Global Politics, Public Law, or Political Theory and take at least four courses in this area of concentration at the 300 or 400 level. It is recommended, but not required, that students take the 400- level writing intensive course that is part of the major in their area of concentration.

The list of courses for each area of concentration follows:

University at Albany

American Politics

R Pos 320
R Pos 321 (R Pub 321)
R Pos 323
R Pos 324 (A Lcs 375)
R Pos 325 (R Pub 325)
R Pos 329 (R Pad 329)
R Pos 331
R Pos 332
R Pos 334
R Pos 337
R Pos 339
R Pos 341
R Pos 365
R Pos 402Z (R Pub 402Z)
R Pos 406Z (R Pub 406Z)
R Pos 411Z (R Pub 411Z)
R Pos 424
R Pos 430
R Pos 433 (A Wss 433)
R Pos 433Z (A Wss 433Z)
R Pos 435Z
R Pos 438Z
R Pos 439
R Pos 439Z
R Pos 495Z

Global Politics

R Pos 350 (R Pub 350)
R Pos 351
R Pos 352
R Pos 353
R Pos 354
R Pos 355
R Pos 356
R Pos 357 (A Lcs 357)
R Pos 358
R Pos 359 (A Jst 359)
R Pos 370
R Pos 371
R Pos 373
R Pos 374
R Pos 375
R Pos 376
R Pos 380
R Pos 383
R Pos 384
R Pos 395 (R Pub 395)
R Pos 396 (R Pub 396)
R Pos 398 (R Pub 398)
R Pos 444
R Pos 444Z
R Pos 452Z
R Pos 461Z
R Pos 469
R Pos 469Z
R Pos 472Z
R Pos 473Z
R Pos 479
R Pos 479Z

Political Theory

R Pos 301
R Pos 302
R Pos 306
R Pos 307
R Pos 308
R Pos 310
R Pos 313
R Pos 314
R Pos 419Z

Public Law

R Pos 328 (R Pub 328)
R Pos 330
R Pos 333 (A Wss 333)
R Pos 335
R Pos 336
R Pos 346
R Pos 363
R Pos 410Z (R Pub 410Z)
R Pos 426Z
R Pos 427Z
R Pos 428
R Pos 429Z
R Pos 437Z
R Pos 449
R Pos 449Z

Internships cannot be used to satisfy the 400-level course requirement, but honors seminars or independent studies can be counted if they are appropriate and with permission.

Independent study courses are used to deal with topics not covered by regular departmental offerings and after classroom courses dealing with the same subject have been completed. Prior to registering for independent study, students must have their proposed research project approved by a faculty member willing to direct the research. The student's prospectus must outline the topic of the proposed research, indicate its importance to political science, and describe the methodology to be employed and methodological problems that may be encountered. Students may not register for independent study unless a copy of the prospectus, properly signed, has been filed with the department; independent study courses may not be used in lieu of classroom courses.

Public Administration courses other than R Pad 110, 111, 210 and 111, Public Policy courses and Criminal Justice 353 and 414 are acceptable as political science courses in meeting the 36-credit requirement in political science, but R Pad and R Crj 400-level courses cannot be used to satisfy the requirement of a 400-level course which requires a major research or writing project.

The Political internship (R Pos 338) is open only to juniors and seniors with a minimum overall average of 2.5 or higher. A maximum of 3 credits from R Pos 338, the former R Pos 431; and U Uni 390, 391 and 392 will be applied toward a major in Political Science. Approval of the undergraduate coordinator is required prior to enrollment.

The Department recommends that students take the 200-level survey and topical courses.

The Department offers a two-course sequence (R Pos 416Z and 417Z) in empirical methodology for social scientists. R Pos 416Z and R Pos 417Z are both required for all Public Affairs majors. They will satisfy some of the requirements for a minor in computing in the social sciences.

Honors Program

This program is designed to provide serious students of politics with the opportunity for a special educational experience in small seminars where they can develop their writing, discussion and analytical skills.

Majors may apply for admission to the Faculty Honors Committee at the end of the sophomore year, or for junior transfers, upon admission to the University. The requirements for admission include:

Overall cumulative grade point average of 3.25, with special attention paid to grades in political science courses.

Completion of 9 credits in political science (including, normally, R Pos 101M or 101G, R Pos 102M or 102G, and R Pos 103M or 103G) before beginning the program.

Submission of a one-page typed statement of purpose, a transcript of courses taken, and a letter of support from one member of the faculty or a teaching assistant.

Honors Program Requirements

The Honors Program will require 16 credits of honors work.

All students beginning the Honors Program will take Great Ideas in Political Science (R Pos 496Z). This seminar will be taught each fall and will be restricted to honors students only.

Students in the honors program must take two 4-credit honors versions of existing 300-level courses (R Pos 300-level + 1 credit R Pos 300). In addition to attending classes and doing the same assignments as the other students in the course, they will earn the additional fourth credit through a tutorial with the faculty member teaching the course that will include extra reading and writing assignments.

Students in the honors program will have the option of capping their studies with either a 4-credit honors thesis (R Pos 499Z) written under the supervision of a faculty member or a 4-credit version of an existing 400-level course in which the honors student will undertake a major writing project (R Pos 400-level + 1 credit R Pos 400) or R Pos 495Z.

Honors students will need to have an upper-division area of concentration in American Politics, Global Politics, Public Law, or Political Theory. The two 300-level honors

courses and the 400-level honors course or honors thesis can be used to fulfill this requirement.

Maintenance of a minimum grade point average of 3.25 overall and 3.50 in political science to continue in the program in the senior year and to graduate with honors.

Combined B.A./M.A. Programs

Political Science/Political Science

The combined B.A./M.A. program in political science/political science provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of undergraduate and master's degree programs from the beginning of the junior student to earn the B.A. and M.A. degrees within nine semesters.

The combined program requires a minimum of 143 credits, of which at least 32 must be graduate credits. In qualifying for the B.A., students must meet all University and school requirements, including the requirements of the major described previously, the minor requirement, the minimum 90-credit liberal arts and sciences requirement, general education requirements, and residency requirements. In qualifying for the M.A., students must meet all University and school requirements as outlined in the Graduate Bulletin, including completion of a minimum of 38 graduate credits and any other conditions such as field seminars and Master's Essay (R Pos 698), professional experience, and residency requirements. Up to 9 graduate credits may be applied simultaneously to both the B.A. and M.A. programs.

Students are considered as undergraduates until completion of 120 graduation credits and satisfactory completion of all B.A. requirements. Upon meeting B.A. requirements, students are automatically considered as graduate students.

Students may apply to the combined degree program in political science/political science at the beginning of their junior year or after the successful completion of 56 credits, but no later than the accumulation of 100 credits. To be eligible for admission, the student must have completed at least one semester in residency at this University.

The student must also have completed at least 6 credits of course work in political science at this University. A cumulative grade point average of 3.20 or higher, a grade point average of 3.20 or higher in course work completed at Albany, and three supportive letters of recommendation from faculty are required for consideration.

Political Science/Public Administration

The combined B.A./M.P.A. program in political science/public administration provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of undergraduate and master's degree programs from the beginning of the junior year. A carefully designed program can permit a student to earn the B.A. and M.P.A. degrees in one less semester than is normally required.

The combined program requires a minimum of 154 credits, of which at least 46 must be graduate credits. In qualifying for the B.A., students must meet all University and school requirements, including the requirements of the major described previously, the minor requirement, the minimum 90-credit liberal arts and sciences requirement, general education requirements, and residency requirements.

In qualifying for the M.P.A., students must meet all University and school requirements, as outlined in the Graduate Bulletin, including completion of a minimum of 46 graduate credits and any other conditions such as a research seminar, thesis, comprehensive examination, professional experience and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.P.A. programs.

Students are considered as undergraduates until completion of 120 graduation credits and satisfactory completion of all B.A. requirements. Upon meeting B.A. requirements, students are automatically considered as graduate students.

Students may apply to the combined degree program in political science/public administration at the beginning of their junior year or after the successful completion of 56 credits, but no later than the accumulation of 100 credits. To be eligible for admission, the student must have completed at least one semester in residency at this University. The student must also have completed at least 6 credits of course work in political science at this University. A cumulative grade point average of 3.20 or higher, a grade point average of 3.20 or higher in course work completed at Albany, and three supportive letters of recommendation from faculty are required for consideration. The Graduate Record Exam is not required. Of the 36 credits required for the B.A. degree in political science, at least 18 credits must be from courses taken in political science on this campus.

Political Science/Public Affairs and Policy

The combined BA/MA joins the undergraduate major (BA) in Political Science (POS) with the Master of Arts in Public Affairs and Policy (MA) in the Department of Public Administration and Policy. This program will allow a student to earn a BA in POS and the MA in Public Affairs and Policy in approximately one less semester than otherwise would be required.

In order to complete the combined degree program, students would need to meet all the requirements for the BA in Political Science, including all major requirements, the minimum liberal arts and science graduation credit requirement, the residency requirement, the General Education requirement, and a 400-level writing intensive course. Students could take up to 12 graduate credits during the senior year which would be applied toward the credits required for the BA in Political Science, as well as to the 40 credits required for the MA degree. Finally, students would need to meet the requirements for the MA. Applicants to the program would need to have a 3.2 GPA and, as in the case of the other programs, the GRE would be waived.

Introductory Courses

R Pos 100 Introduction to Political Science (3)

This course introduces students to political science and its major fields: American politics, comparative politics, international relations and political theory. The course seeks to expose students to the study of social science, to introduce students to college learning.

R Pos 101M American Politics (3)

Introduction to the study of politics, focusing on American national government. Includes some discussion of theoretical questions (such as authority, representation and consent) and some illustrative examples from the area of comparative and international politics. R Pos 101G is a writing intensive version of R Pos 101M. [SS US]

R Pos 101G American Politics (4)

Introduction to the study of politics, focusing on American national government. Includes some discussion of theoretical questions (such as authority, representation and consent) and some illustrative examples from the area of comparative and international politics. R Pos 101G is a writing intensive version of R Pos 101M. [SS US WI]

R Pos 102M Comparative and International Politics (3)

The characteristics and development of statehood and power; conditions of stability; constitutions and the comparative political processes; the international order and the nation-state system. R Pos 102G is the writing intensive version of R Pos 102M. [GC SS]

R Pos 102G Comparative and International Politics (3)

The characteristics and development of statehood and power; conditions of stability; constitutions and the comparative political processes; the international order and the nation-state system. R Pos 102G is the writing intensive version of R Pos 102M. [GC WI]

University at Albany

R Pos 103M Political Theory (3)

An introductory course in the history of political theory with an emphasis on understanding political ideas and concepts and applying them to perennial issues of political life. R Pos 103G is a writing intensive version of R Pos 103M. [HU SS]

R Pos 103G Political Theory (4)

An introductory course in the history of political theory with an emphasis on understanding political ideas and concepts and applying them to perennial issues of political life. R Pos 103G is a writing intensive version of R Pos 103M. [HU SS WI]

Survey and Topical Courses

R Pos 140 (= R Pub 140) Introduction to Public Policy (3)

Introduction to theories of how democracies make public policy. Describes the roles of government institutions, the media, and interest groups in the policy process. Reviews current theories of how problems are identified and how policies are formulated, enacted, and implemented to address public problems. Prerequisite(s): Only one of R Pub 240 & R Pos 240 may be taken for credit.

R Pos 203 Political Thought (3)

Original works in the history of Western political thought, emphasizing the relevance of this material for understanding political concepts, reflecting on political problems, and critically analyzing contemporary political institutions and ideas.

R Pos 204 Selected Problems in Political Science (3)

Selected problems pertaining to political science and/or public policy. May be repeated if the selected problem is substantially changed. R Pos 204Z is a writing intensive version of R Pos 204.

R Pos 204Z Selected Problems in Political Science (3)

May be repeated if the selected problem is substantially changed. R Pos 204Z is a writing intensive version of R Pos 204. [WI]

R Pos 340 (= R Pub 340) Introduction to Policy Analysis (3)

Policy analysis involves advising policy makers about political, technical, and implementation feasibility of their options. This course will introduce students to different roles played by analysts, techniques of analysis, and to the range of generic policy implements. Only one of R Pos 340 & R Pub 340 may be taken for credit. [SS]

Courses in American Politics

R Pos 320 American Federalism (3)

This course focuses on the theoretical, constitutional, and political dimensions of American federalism, including the tensions between the planes of government, interstate relations, and the problem-solving capabilities of the federal system. Particular emphasis is placed upon the formal powers of each plane of government and the limitations upon these powers. The reasons for and the political significance of the increasing use of preemption powers by the Congress will be examined.

R Pos 321 (= R Pub 321; formerly R Pos 205) State and Local Government (3)

Course focus is on intergovernmental relations; the interdependent roles of governors, legislatures, and courts in policy making and implementation; the organization, functions, and jurisdiction of local governments; interaction of political parties and interest groups with formal institutions and processes; and problems in selected functional areas. Emphasis will be placed upon socio-economic trends leading to change in state and local governments, consequent issues raised, and proposals made in response to such issues. Only one of R Pos 321 and R Pub 321 may be taken for credit.

R Pos 323 Urban Government (3)

Examines governmental patterns in major urban areas of the United States. Considers the nature of a municipal corporation, forms of government, state-local relations, and urban politics.

R Pos 324 (= A Lcs 375) Latino Politics in the United States (3)

Examines Mexican, Puerto Rican, and Cuban political participation, perspectives, and values. Each sub-group is analyzed and compared to African Americans and whites. The approach of the course is theoretical, historical, and interpretive.

R Pos 325 (= R Pub 325) The Government and Politics of New York State (3)

Introduction to the major political governmental institutions in New York. Examines the executive, legislative and judicial branches of government; the nature of parties and election, and of selected policy questions. Only one of R Pos 325 & R Pub 325 may be taken for credit. Prerequisite(s): R Pos 321.

R Pos 329 (= R Pad 329) Bureaucratic Politics (3)

Examination of political behavior within and among administrative agencies, focusing on the sources of power in the bureaucracy and the ways in which agencies use their political resources to shape public policy. Only one of R Pos 329 and R Pad 329 may be taken for credit.

R Pos 331 American Legislatures (3)

Examination of the legislative function in the American political system. Inquiry into the sources of legislative power, the institutions involved in formulating legislation, and the people who participate in the legislative process. This course is recommended for students contemplating a legislative internship.

R Pos 332 The Presidency (3)

The principal institutions, functions and problems of the executive branch of government. Emphasizes the President as political leader, head of state, and administrator, as well as on his relations with Congress.

R Pos 334 American Political Parties and Groups (3)

Examination of the theory, organizational forms and dynamics of political group formation and activity, with special attention given to the political party system, interest groups, political leadership and electoral behavior.

R Pos 337 Campaigns and Elections in U.S. (3)

This course will examine how people run for office in the United States. We will examine elections for the presidency, Congress, etc. Topics will include the decision to run prenomination and general election campaigns; the role of parties; interest groups; media; campaign finance; advertising and other campaign techniques. The assignments also include historical comparisons to consider what makes some elections more significant than others. We need to ask what elections really decide besides who holds office. Ultimately, the basic issue is whether the structure and content of U.S. elections fosters or distorts democratic representation.

R Pos 341 Washington in Perspective (3)

A course using current government and politics to evaluate political science treatments of the subject. Offered as part of the department's spring Washington Semester program. Admission by application. Preference given Pos Honors students; other majors and nonmajors admitted up to enrollment cap. Brochures, applications, informational meeting dates, available from department. Deadlines and interviews in the early fall. Prerequisites: R Pos 101M or 101G, one 300 course in American government, junior class standing. Co-requisites: R Pos 342 and 495Z. Counts toward a political science major or minor.

R Pos 365 Government and the Mass Media (3)

Study of the relation of the mass media to the

American political process, including an examination of the effect of the mass media on legislative actions, the executive, voting behavior and the bureaucracy.

R Pos 406Z (= R Pub 406Z) Implementation and Impact (3)

Examination of the process by which policies are put into effect, alterations during that process; effects, intended and unintended; and feedback into further policy making. Implementation and impact of legislative, administrative and judicial policies, in particular policy areas. Only one of R Pos 406Z & R Pub 406Z may be taken for credit. [WI]

R Pos 410Z (= R Pub 410Z) Minorities and the Politico-Legal System (3)

Selected minority problems that appear in connection with the politico-legal system. Considers legislative, administrative and judicial responses and explores alternative public policy options. Only one of R Pos 410Z & R Pub 410Z may be taken for credit. [WI]

R Pos 424 Community Politics (3)

Examines the bases of power at the local level. Political power, social stratification and technology are discussed within a historical and contemporary context. Recommended: prior course in state and local government.

R Pos 430 Founding the American National Government (3)

Many contemporary disputes in American politics reflect ongoing debates that were first articulated clearly during the drafting and ratification of the Constitution in 1787. (Some examples: war powers, small versus large government, governmental concern with character formation or morality, factions and the common good, direct democracy versus representation, the role of "elites", etc.) This course will examine the founding debates closely, linking specific decisions to some of the broad themes just mentioned. It will also use student papers to carry the disputes through the early years of the government. The course will require interpretive papers based on assigned reading, and one research paper based on primary source documentation. Prerequisite(s): junior or senior class standing.

R Pos 433 (= A Wss 433) Women, Politics, and Power (3)

Examines the role of women within American society; identifies the systematic factors that have contributed to women's sociopolitical exclusion; and investigates selected contemporary ideologies that posit a redefinition of the power relationships within society as the primary political objective. R Pos 433Z & A Wss 433Z are the writing intensive versions of R Pos 433 & A Wss 433; only one of the four courses may be taken for credit.

R Pos 433Z (= A Wss 433Z) Women, Politics, and Power (3)

R Pos 433Z & A Wss 433Z are the writing intensive versions of R Pos 433 & A Wss 433; only one of the four courses may be taken for credit. [WI]

R Pos 435Z Congress and the Presidency (3)

An examination of the dynamic political inter-relationship between the elected branches of government. Specific topics may vary from year to year, but typical ones would include: the President's legislative role; Congress's role in foreign and national security policy; the budget as a vehicle for interbranch conflict; and proposals for institutional reform. Short, theme papers and a longer research paper will be required. Some previous course work on Congress or the Presidency is recommended. [WI]

R Pos 438Z Political Behavior (3)

Politically relevant behaviors are discussed in terms of their psychological and sociological determinants. Emphasizes manifest and latent political training in numerous contexts. [WI]

R Pos 439 Topics in American Politics (3)

Special topics course in American politics. Topics will vary from semester to semester.

R Pos 439Z Topics in American Politics (3)

R Pos 439Z is the writing intensive version of R Pos 439; only one may be taken for credit. Special topics course in American politics. Topics will vary from semester to semester. [WI]

R Pos 495Z Research and Writing in Washington (4)

This is the term paper research and writing component of the department's spring Washington Semester program. Admission by application. Preference given Pos Honors students; other majors and nonmajors admitted up to enrollment cap. Brochures, applications, informational meeting dates, available from department. Deadlines and interviews in the early fall. Prerequisites: R Pos 101M or 101G, one 300 course in American government, junior class standing. Co-requisites: R Pos 341 and 342. Counts as an honors seminar or writing intensive course toward a political science major or minor. [WI]

Courses in Global Politics**R Pos 350 (= R Pub 350) Comparative Public Policy (3)**

Comparison of the processes, content and impact of public policy in both developed and underdeveloped, socialist and nonsocialist countries. Only one of R Pos 350 & R Pub 350 may be taken for credit. Prerequisite(s): R Pos 101M or 101G or R Pos 240 or R Pub 240, or junior or senior class standing.

R Pos 351 European Politics (3)

Politics and political change in contemporary Europe, as reflected in ideology, organization and leadership. Both Western and Eastern Europe are treated in a common, comparative framework.

R Pos 352 Politics of France: Ancien Regime to Present (3)

A broad survey of French politics from the revolution to the present. Historical, economic, literary and political themes will be addressed. Comparative political topics also will include revolution, class conflict, multiparty systems, urban-rural conflict, industrialization, corporatism, religious conflict, and international power struggles among nations.

R Pos 353 Developing Political Systems (3)

A study of political development and modernization in The Third World of Asia, Africa and Latin America; the meanings and measurement of the concepts; groups involved in the process such as the military, bureaucracies, intellectuals, minorities and charismatic leaders.

R Pos 354 Russian Domestic Politics (3)

In-depth study of Russian and Soviet internal politics, 1861 to the present. Emphasizes the activities of the Communist party of the Soviet Union-political, economic and ideological-and changing characteristics of the Soviet political system. Equal attention to the origins of the Communist party and to the Lenin, Stalin, Khrushchev, Brezhnev, Andropov, Gorbachev and Yeltsin eras.

R Pos 355 Government and Politics in Sub-Saharan Africa (3)

The relationship between ideologies, institutions and individuals in African political systems. Examines implications of these factors for African political behaviors (domestic and international). [GC]

R Pos 356 Russian Foreign Policy (3)

Survey of Soviet and Russian activities in international relations, 1917 to the present. Attention is focused on the Soviet Union's relations with Western Europe, Eastern Europe, China, the developing nations, and the United States, and contemporary Russian policy. Previous study of Soviet internal politics is desirable, but not a prerequisite.

R Pos 357 (= A Lcs 357) Latin American Politics (3)

The domestic political institutions, the forces which shape the quest for power, and the processes by

which public policies are determined in Latin America. Only one of R Pos 357 & A Lcs 357 may be taken for credit.

R Pos 359 (= A Jst 359) Israeli Politics (3)

In-depth study of the political system of Israel: its history, social and political cleavages, governing institutions and persistent problems. Only one of R Pos 359 & A Jst 359 may be taken for credit.

R Pos 370 International Relations: Theory (3)

The uses of theory in observing the interaction patterns found in the international system. Examines concepts of equilibrium, conflict and nationalism. Theoretical propositions about power, war and diplomacy are tested and counter-theories formulated. [GC]

R Pos 371 International Relations: Practice (3)

Fundamental procedures of interstate and transnational relations. The historical evolution of the international system, statecraft, the use of force, negotiation and diplomacy, alliance formation, and nationalism and imperialism. Note: R Pos 370 is not a prerequisite for R Pos 371. [GC]

R Pos 373 Government and Politics in the People's Republic of China (3)

Examination of the origins of the Communist movement in China against the backdrop of the decline of dynastic rule and the era of Western imperialism. The implications of ideology, institutions, and individuals of ideology, institutions and individuals for public policy in the People's Republic of China. [BE]

R Pos 375 International Organization (3)

The structure and processes of the United Nations evaluated in terms of its historical antecedents and the challenges that face it. The operational foundations of the specialized agencies and such other governmental organizations as are universal in character. Close attention to the forces and interest groups of international scope to which the United Nations and related organizations respond.

R Pos 376 The Foreign Policy of the People's Republic of China (3)

The post-1949 foreign policy of the People's Republic of China, especially vis-à-vis the United States, the Soviet Union, Western Europe, Japan and an array of developing countries.

R Pos 380 Basics of International Law (3)

Analytical survey of the precedents and limitations of world law. The uses of law for the pacific settling of disputes and wars using varied texts, cases and documents.

R Pos 383 American Foreign Policy (3)

An examination of the patterns of American foreign policy in economic and security issues from the turn of the century through the end of the Cold War. This analysis provides the basis for discussion of the prospects for American foreign policy as we move into the 21st century.

R Pos 384 Formulation of American Foreign Policy (3)

Introduction to the political institutions and values of the American foreign policy process. Issues considered: American national character; the search for national interests; the role of interest groups and public opinion; the Congress; the presidency; the military-industrial complex; the policy system in times of peace and Cold War.

R Pos 395 (= R Pub 395) International Political Economy (3)

Examines world trade conflicts and impact of economic nationalism on global economy. Emphasizes U.S. policy formulation in recent decades and trade protection and economic nationalism as exercised in U.S. domestic and foreign policy. Only one of R Pub 395 & R Pos 395 may be taken for credit.

R Pos 396 (= R Pub 396) Energy Policy, Domestic and International (3)

Analyzes present and future shortfall of energy supplies, availability of fuel sources to replace

imported oil or U.S. energy production, and conflicts between OPEC, OECD consumers, and U.S. government. Projections of future conflict over energy controls within and between nation states. Only one of R Pub 396 & R Pos 396 may be taken for credit. Prerequisite(s): R Pos 101M or 101G or R Pos 240 or R Pub 240, or junior or senior class standing.

R Pos 398 (= R Pub 398) Comparative National Security Policy (3)

The purpose of this course is to introduce students to the major theoretical explanations for the foundation and implementation of national security policy. The course will focus on two central questions. First, what determines the basic security strategy of different states? Second, once this strategy is mapped, how do different states translate strategy into particular defense policies? A variety of historical cases will be used to determine which theories best answer these questions. Only one of R Pos 398 & R Pub 398 may be taken for credit.

R Pos 452Z Communist and Post-Communist Political Systems (3)

The characteristics of East European regimes in the modern world: the role of the political parties; the state and bureaucracy, mostly after World War II and in the aftermath of the collapse of communism; relations of these states in the world political system. [WI]

R Pos 461Z Comparative Ethnicity (3)

The composition and problems of various ethnic and religious minorities: their origins, characteristics, political mobilization, and degree of integration into the social and political systems of the new nations of Asia, Africa and Latin America examined against a background of European, American and Soviet experience. [GC WI]

R Pos 469 Topics in Comparative Politics (3)

Special topics course in Comparative Politics. R Pos 469Z is the writing intensive version of R Pos 469; only one may be taken for credit. Prerequisite(s): two courses in Comparative Politics or permission of instructor.

R Pos 469Z Topics in Comparative Politics (3)

Special topics course in Comparative Politics. R Pos 469Z is the writing intensive version of R Pos 469; only one may be taken for credit. Prerequisite(s): two courses in Comparative Politics or permission of instructor. [WI]

R Pos 472Z International Conflict and Resolution (3)

An inquiry that includes strategic studies, arms control, foreign policy, and super power relations in the global threat system. Prerequisite(s): R Pos 101M or 101G, 102M, 370 or 371, and junior or senior class standing. [WI]

R Pos 473Z Economic Relations in the Global System (3)

An inquiry into international trade relations, energy and foreign economic policies adopted by industrial and developing nations, and the exchange relations that govern the course of transnational politics. Prerequisite(s): R Pos 101M or 101G, 102M, and junior or senior class standing. [GC WI]

R Pos 479 Topics in International Relations (3)

Special topics course in International Relations. R Pos 479Z is the writing intensive version of R Pos 479; only one may be taken for credit. Prerequisite(s): two courses in International Relations or permission of instructor.

R Pos 479Z Topics in International Relations (3)

Special topics course in International Relations. R Pos 479Z is the writing intensive version of R Pos 479; only one may be taken for credit. Prerequisite(s): two courses in International Relations or permission of instructor. [WI]

Courses in Political Theory**R Pos 301 History of Political Theory I (3)**

An examination of classical texts in political theory from ancient Greece to the 15th century. [EU]

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R Pos 302 History of Political Theory II (3)

An examination of classical text in modern political thought from the Renaissance to the 19th century. [EU]

R Pos 306 Contemporary Democratic Theory (3)

An historical and analytical examination of modern conceptions of democracy. The course will focus on the meaning of democracy, the justifications for democratic self-governments and the variety of models that have been offered as the realization of a democratic society and their forms of democratic legitimization. [HU]

R Pos 307 American Political Theory (3)

The development of political thought and action in the American experience.

R Pos 308 Theorists and Theorizing (3)

This course will focus on the work of a single political theorist. Students will become acquainted with the major writings of one theorist who has been chosen both for the historical and contemporary significance of his/her thought and for the purpose of learning the value of in-depth study of works that have such a significance. Along with studying the work of a major theorist, students may examine the different interpretations of that work and the conflicts and problems that arise in the practice of interpretation. May be repeated for credit if topic varies.

R Pos 310 Contemporary Political Philosophy (3)

Analysis of selected perspectives in the political and social thought of the 19th and 20th centuries.

R Pos 313 Feminist Social and Political Thought (3)

The major documents of American, English and Continental feminist thought. Emphasizes chronological development and continuity and change in feminist theory. Particular attention to the directions feminism has taken since the 1960's.

R Pos 314 Problems of Political Inquiry (3)

Introduction to the discipline of political science and contemporary approaches to the study of politics.

R Pos 419Z Seminar in Political Theory (3)

Special topics in political theory and philosophy. Prerequisite(s): two courses in political theory or permission of instructor. [WI]

Courses in Public Law

R Pos 328 (= R Pub 328) Law and Policy (3)

Examination of the role of the courts in the public policy process and in substantive policy fields; integrates the literature of law and policy and applies it to such areas as mental health care, corrections, human resources, education, and housing policy.

R Pos 330 Law, Courts and Politics (3)

The structure and function of the courts in the American political system with special attention to staffing, the decision-making process, judicial policy making, and checks upon judicial power.

R Pos 333 (= A Wss 333) Women and the Law (3)

Examination of the various specific ways in which the law affects women by discriminating on the basis of sex and of the relationship between law and social norms regarding sex roles. Only one of R Pos 333 & A Wss 333 may be taken for credit.

R Pos 335 The American Supreme Court (3)

The role of the Supreme Court in American political life. Topics include: access to the court; the nature of Supreme Court decision making; the selection of Supreme Court justices; the relationship between the Supreme Court and the executive and legislative branches of government; and the major substantive issues with which the Supreme Court has been concerned.

R Pos 336 Civil Liberties (3)

The ways in which the courts have interpreted the Constitution with respect to individual freedoms. Examines a range of source materials to assess the role of the judiciary in arbitrating between the individual and the state, and its implications in American political life.

R Pos 346 (= A Wss 346) Law, Civil Rights, and Sexual Orientation (3)

The course will examine relevant court cases as well as local, state, and federal laws that define the boundaries for legal recognition of sexual orientation and personal sexuality in the 20th Century.

R Pos 363 (= R Crj 353) American Criminal Courts (3)

Examines the organization and operations of state and local criminal court systems from the perspective of social science research and public policy analysis. Major issues include: the role of courts in American society; bail and pre-trial procedures; the roles and decisions of prosecutors, judges and the defense bar; selection and operation of grand juries and trial juries; sentencing of criminal defendants; and others. The operations of juvenile and adult courts are compared, and efforts directed toward court reform are assessed. Prerequisite(s): junior or senior class standing.

R Pos 426Z American Constitutional Law (3)

Examination of basic cases in their historical settings and analysis in terms of legal or constitutional issues and judicial doctrines, including judicial review, separation of powers, division of power, interstate relations, the power to tax and spend, war powers and treaty powers. [US* WI]

R Pos 427Z American Constitutional Law (3)

Examination of basic cases in their historical settings and analysis in terms of legal or constitutional issues and judicial doctrines, civil and political rights, the privileges and immunities of citizenship, due process and equal protection. [WI]

R Pos 428 Comparative Legal Systems (3)

Examination of basic cases in their historical settings and analysis in terms of legal or constitutional issues and judicial doctrines in the area of criminal justice, including search and seizure, self-incrimination, the right to counsel, and the right of a fair trial

R Pos 437Z Law and Society (3)

Examination of central aspects of the legal process, focusing primarily on Anglo-American common law. Attention to the meaning of law and law's functions; legal education and practice; basic procedural matters, and exposure to the law of manufacturer's liability, contracts and labor management relations (injunctions and administrative law. [WI]

R Pos 449 Topics in Public Law (3)

Special topics course in Public Law. R Pos 449Z is the writing intensive version of R Pos 449; only one may be taken for credit. Prerequisite(s): two courses in Public Law or permission of instructor.

R Pos 449Z Topics in Public Law (3)

Special topics course in Public Law. R Pos 449Z is the writing intensive version of R Pos 449; only one may be taken for credit. Prerequisite(s): two courses in Public Law or permission of instructor. [WI]

Courses in Empirical Methodology

R Pos 416Z Research Methods in Political Science I (3)

Introduction to research design, statistics, and computer usage in political science and public affairs with an emphasis on the interpretation of results. Students examine experimental and quasi-experimental and nonexperimental research designs, summarize and present univariate distributions, perform bivariate and multivariate analyses including simple cross-tabulations and multiple regression analysis, and learn to use a computer to perform statistical and data management operations. Required for public affairs majors. [MS WI]

R Pos 417Z Research Methods in Political Science II (3)

Continuation of R Pos 416Z. It is expected that students will have taken R Pos 416Z during the first semester of the current academic year in which they enroll for this course. Prerequisite(s): R Pos 416Z. [WI]

Independent Study, Tutorials, Seminars, and Internships

R Pos 300 Honors Tutorial in Political Science (1)

A one-credit honors tutorial accompanying a 300-level political science course. Open only to students in the Political Science Honors Program. Prerequisite(s): permission of instructor. May be repeated for credit.

R Pos 338 Political Internship (3)

Active participation in the political process through working in a staff position of recognized political organizations or institutions. Interested students should contact the coordinator of undergraduate studies in Political Science. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. May be taken only once for credit. S/U graded.

R Pos 342 Washington Internship (8)

This is the internship component of the department's spring Washington Semester program. Admission by application. Preference given Pos Honors students; other majors and nonmajors admitted up to enrollment cap. Brochures, applications, informational meeting dates, available from department. Deadlines and interviews in the early fall. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. Prerequisite(s): R Pos 101M or 101G, one 300-level course in American government. Co-requisites: R Pos 341 and 495Z. Does not count toward a political science major or minor. S/U grading.

R Pos 399 (= R Pub 399) Selected Topics (3)

Investigation of selected topics in political science and/or public policy. Specific topics selected and announced by the instructor when offered. May be repeated once if the selected topic is substantively changed. Prerequisite(s): R Pos 101M or 101G and 102M, and permission of instructor.

R Pos 400 Honors Tutorial in Political Science (1)

A one-credit honors tutorial accompanying a 400-level political science course. Open only to students in the Political Science Honors Program. Prerequisite(s): permission of instructor. May be repeated for credit.

R Pos 496Z Great Ideas in Political Science (4)

This course is designed to provide students beginning the Honors Program with a high level seminar on the major theories, approaches and issues in the field of Political Science. It will concentrate on the most prominent and challenging ideas in Political Theory, Global Politics, American Politics, Public Law, and Public Policy. There will be extensive reading and the writing assignments will meet University requirements for a writing intensive course. [WI]

R Pos 498 Independent Study (1-6)

Reading, research and intensive writing course work in a one-on-one relationship with a faculty member. To be overseen by the Chair of the Department. R Pos 498Z is the writing intensive version of R Pos 498. Prerequisite(s): R Pos 101M or 101G and R Pos 102M, or junior or senior class standing, and permission of instructor and department chair. *S/U* or *A-E* graded.

R Pos 498Z Independent Study (1-6)

Reading, research and intensive writing course work in a one-on-one relationship with a faculty member. To be overseen by the Chair of the Department. R Pos 498Z is the writing intensive version of R Pos 498. Prerequisite(s): R Pos 101M or 101G and R Pos 102M, or junior or senior class standing, and permission of instructor and department chair. *S/U* or *A-E* graded. [WI]

R Pos 499Z Honors Thesis (4)

Reading, research and intensive writing course work for an Honors Thesis, under the direction of an individual faculty member, as part of the Honors Student Program. Prerequisite(s): R Pos 101M or 101G, R Pos 102M or 102G, R Pos 103M or 103G, Honors Student Status and permission of instructor or Department Chair. [WI]

DEPARTMENT OF PUBLIC ADMINISTRATION AND POLICY

Distinguished Service Professor

David F. Andersen, Ph.D.
Massachusetts Institute of Technology

Public Service Professors

Patrick J. Bulgaro, M.A.
Siena College
Paul Castellani, Ph.D.
Syracuse University
Thomas Constantine, M.A.

University at Albany
Dall Forsythe, Ph.D.
Columbia University
Frank Mauro, M.P.A.
Syracuse University
Robert McEvoy, M.P.A.

Syracuse University
Steven G. Poskanzer, J.D.
Harvard University
Peter D. Salins, Ph.D.
Syracuse University

Distinguished Teaching Professors

David P. McCaffrey, Ph.D.
State University of New York at Stony Brook

Professor Emeritae/I

Walter L. Balk, Ph.D.
Cornell University
James J. Heaphey, Ph.D.
University of California, Berkeley
Lester G. Hawkins, Ph.D.
Massachusetts Institute of Technology
Joseph M. Heikoff, Ph.D.
University of Chicago
Byron Hipple, M.A.
Syracuse University
Richard I. Nunez, Ph.D.
Syracuse University
Lewis Welch, Ph.D.
Syracuse University

Professors

Abdo I. Baaklini, Ph.D.
University at Albany
Sue R. Faerman, Ph.D. (Collins Fellow)
University at Albany
Irene Lurie, Ph.D.
University of California, Berkeley
Jeryl L. Mumpower, Ph.D.
University of Colorado
George P. Richardson, Ph.D.
Massachusetts Institute of Technology
John W. Rohrbaugh, Ph.D.
University of Colorado
Frank Thompson, Ph.D.
University of California, Berkeley

Associate Professors

Mitchel Abolafia, Ph.D.
State University of New York at Stony Brook
Thomas A. Birkland, Ph.D.
University of Washington

Sharon Dawes, Ph.D.
University at Albany
Helen Desfosses, Ph.D. (Collins Fellow)
Boston University
James W. Fossett, Ph.D.
University of Michigan
Judith Sidel, Ph.D.
University at Albany, SUNY
Holly Sims, Ph.D.
University of California, Berkeley
James H. Wyckoff, Ph.D.
University of North Carolina, Chapel Hill
Julian E. Zelizer, Ph.D.
John Hopkins University

Assistant Professors

Gerald R. Marschke, Ph.D.
University of Chicago
R. Karl Rethemeyer, Ph.D.
Harvard University

Research Professors

Terrence A. Maxwell, Ph.D.
University at Albany
Theresa Pardo, Ph.D.
University at Albany
Thomas Stewart, Ph.D.
University of Illinois

Lecturers

Sydney S. Gatto-Cresswell, M.A.
University at Albany

Adjuncts (estimated): 7

Public administration and public policy are concerned with the formulation and implementation of governmental policies and programs. The approach of the department is interdisciplinary, drawing on various social and behavioral sciences. The courses focus on such topics as the role of bureaucracy in society, management of finances in the public sector, organizational theory and development, the political and legal environment of administration, and public policy research and analysis.

The B.A. in Public Policy

The B.A. in Public Policy is offered by the Department of Public Administration and Policy. The Public Policy program is a joint major/minor program designed to help intellectually mature and motivated students understand and respond to changes in government and society. The program helps students understand how public problems are defined, and how policies are made and implemented to address those problems.

Public policy making affects everyone and involves questions of politics, economics, administration and management. A B.A. in public policy will help the student develop a broad interdisciplinary understanding of the forces that affect what government does and why.

Combining a student-designed concentration with field experience, the combined major and minor in Public Policy assists students through an interdisciplinary approach to develop

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analytic ability, research skills, and substantive competence in a specific public policy area. Student-selected technical and theoretical courses help develop skills and background desirable to future employers.

Concentrations

Typical policy concentrations include business-government relations, civil rights policy, criminal justice policy, environmental policy, foreign policy and international relations, health policy, labor relations and personnel policy, law and policy, policy and politics, public administration and management, social welfare policy, urban policy, and women and public policy. Students may work with their adviser to develop a concentration in other issue areas.

Careers

The Public Policy curriculum combines a strong academic program with opportunities to develop expertise in a particular policy area and hone communications and analytical skills. The program is excellent preparation for graduate study, law school, or employment in the public, private or nonprofit sectors. Graduates of the Public Policy program are employed in the state legislature, the executive branch, and have gone on to graduate study and careers in business, law, and management.

Internships

The internship is an integral part of the Public Policy degree. The University's location in the state capital affords students with unique opportunities for internships directly related to their fields of interest. These internships can be in the legislature, state agencies, private firms, and nonprofit organizations. The internship can give students practical experience, useful recommendations, and substantial advantages in graduate admissions and job placement.

Degree Requirements for the Major in Public Policy

General Program B.A.:

The major in public policy is a combined major and minor program requiring a minimum of 54 credits as follows: Required courses (30 credits):

R Pub 140, A Eco 110M, A Eco 111M, R Pad 204, R Pad 303, R Pub 316, R Pad 329, R Pub 340, R Pub 397 (or R Pos 342), R Pub 499 (or R Pos 495Z).

Plus two elective courses (6 credits) must be selected from the following courses:

R Pad 302, R Pub 303 /R Pad 304, R Pad 307, R Pub 321, R Pad 324, R Pub 325 or R Pos 325, R Pub 328 or R Pos 328, R Pub 330, R Pub 399, R Pad 414/R Pub 414, R Pad 424.

Approved concentration (18 credits): In

addition to the 36 credits of core courses, each public policy major shall take 18 credits (of which at least 9 credits must be at or above the 300-level) in one of the following nine concentrations. No course may count toward both the concentration and as an elective course. The student-defined concentration must be approved by the Director of the Public Policy Program.

Concentrations

a) Public Administration

18 credits chosen from: B Law 220, A Com 204, R Pad 304 or R Pub 303 or R Pos 303, R Pad 307, R Pad 324, R Pub 325 or R Pos 325, R Pad 302 or B Mgt 341 or A Soc 342, A Soc 345, A Eco 355, A Soc 357, R Pad 414, R Pad 424.

b) Study of Society

18 credits chosen from: R Pos 101 or A Soc 115, A Soc 180, A Aas 219, A Soc 200, R Pos 320, R Pos 321, R Pos 325 or R Pub 325, R Pos 328 or R Pub 328, R Pub 330, R Pos 339, R Pos 365, R Pad 302 or B Mgt 341 or A Soc 342, A Soc 344, A Soc 350, A Wss 360, R Pub 410, A Aas 435, R Pos 438Z.

c) Urban Issues

18 credits chosen from: R Pos 101 or A Soc 115, A Soc 180, A Gog 102M, A Gog 125M, A Gog 220M, A Pln 220M, A Gog 225Z, A His 317, R Pos 321, A Gog 321, R Pos 323, A Aas 333, A Eco 341, A Eco 355, A Eco 356, A Soc 373, A Soc 375, R Pos 424.

d) Economics

18 credits chosen from: A Eco 300, A Eco 301, A Eco 330, A Eco 350, A Eco 370, A Eco 341, A Eco 355, A Eco 356, A Eco 357, A Eco 360.

e) Women, Gender & Policy

18 credits chosen from: A Soc 115, A Wss 220, A Wss 240, A Wss 260, A Wss 262, A Wss 360, R Pos/A Wss 333, A Soc 344, R Pos 346, A Wss/R Pos 433, A Aas 440.

f) International

18 credits chosen from: R Pos 102, A Lcs 100 or A Lcs 102 or A Lcs 150, A Aas 150, R Pos 351, A Lcs 357, R Pos 359, A Lcs 360, A Eco 360, A Eco 361, R Pos 370, R Pos 371, R Pos 373, R Pos 375, R Pos 383, R Pos 395, A Wss 330, R Pub 398, A Wss 451, R Pos 473.

g) Environment and Society

18 credits chosen from: A Ant 119, A Atm 100 or A Atm 101 or A Atm 102N, A Atm 107, A Bio 230P, A Geo 100N, A Geo 250, A Geo 260, A Gog 101N, A Phy 202, A Atm 300Z, A Atm 304, A Atm 307Z, A Bio 311, A Bio 319, A Bio 320, A Atm 408B, A Atm 414.

h) Education Policy

18 credits chosen from: A Soc 180M, A Aas 220, A Aas 240, E Edu 275, E Est 300, E Est

301, A Eco 341, A Eco 380, R Crj 308, E Psy 441, E Aps 400, E Aps 470.

i) Student-Defined Concentration

With the agreement of the Director of the Undergraduate Public Policy Program, a student may create a concentration that combines a set of existing policy-related subjects to establish a coherent program of study in a defined area of public policy to form a concentration composed of 18 credits.

Administration

The Director of the Undergraduate Public Policy Program administers the honors program, advises students, and helps students in selecting thesis advisers. The thesis is discussed in a forum involving the adviser, the honors director, and other faculty members selected by the student and the adviser upon its completion in the senior year.

Major Honors Program in Public Policy

The honors program in public policy combines recognition of general academic excellence with demonstrated achievement in a specific area of public policy.

Selection and Evaluation

The student must have declared public policy as a major/minor and have completed at least 12 credits of course work in the major/minor in public policy. The student must have an overall grade point average not lower than 3.25 and a grade point average of 3.50 in the core subjects in public policy is required for admission to the honors program. The student may apply to the Honors Program during the sophomore or during the first semester of their junior year.

Upon satisfactory completion of the honors curriculum and of courses required of all majors, students will be recommended by the Director of Public Policy to graduate with honors in public policy. The student must maintain at least the same grade point average overall and the same average in the major as were required for admission to the honors program to graduate with honors.

Thesis Requirements

Each student must complete a 25 to 30 page honors thesis. This paper should involve original research on a topic related to public policy. It should have a clearly defined thesis statement, a review of the existing literature on the chosen topic, original evidence offered to support the thesis, consideration of alternative rival hypothesis, and a conclusion of the consequence for public policy research of these findings. The paper is to be created in conjunction with a faculty mentor approved by the Director of Public Policy (and the paper may be co-authored with the chosen faculty mentor). The paper is to be submitted to the Director of the Undergraduate Public Policy Program.

Course Requirements

Students are required to take 63 credits. These 63 credits include:

Three 4-credit honors versions of existing 300-level courses (R Pad 300-level + 1-credit R Pub 300 or R Pad 300-level + 1-credit R Pub 300). In addition to attending classes and doing the same assignments as the other students in the course, they will earn the additional fourth credit through a tutorial with the faculty member teaching the course that will include extra reading and writing assignments.

Pub 494 Honors Research – (at least 3 credit and taken in the Fall of the Senior year or the Spring of the Junior year) to engage in research with a faculty member designated by student and approved by the Director of Undergraduate Public Policy Program in order to generate the research necessary to complete their honors thesis.

R Pub 495 Honors Seminar – a 3 credit class that highlights the dominant intellectual arguments occurring currently in the area of public policy research.

R Pub 496 Honors Thesis – a 3-credit class designed to facilitate students in constructing their honors thesis into the appropriate format.

Honors Program B.A.: The Honors in Public Policy is a combined major and minor program requiring a minimum of 63 credits as follows: Required courses (39 credits):

R Pub 140, A Eco 110M, A Eco 111M, R Pad 204, R Pub 300 Honors Credit (on 3 separate occasions), R Pad 303, R Pub 316, R Pad 329, R Pub 340, R Pub 397, R Pub 494, R Pub 495, R Pub 496.

Plus two elective courses (6 credits) must be selected from the following courses: R Pad 302, R Pub 303/R Pad 304, R Pad 307, R Pub 321, R Pad 324, R Pub 325, R Pub 328, R Pub 330, R Pub 399, R Pad 414/R Pub 414, R Pad 424.

Approved Concentration (18 credits): In addition to the 36 credits of core courses, each public policy major shall take 18 credits (of which at least 9 credits must be at or above the 300-level) in one of the following nine concentrations. No course may count toward both the concentration and as an elective course. The student-defined concentration must be approved by the Director of the Public Policy Program.

CONCENTRATIONS

a) Public Administration

18 credits chosen from:

B Law 220, A Com 204, R Pad 304 or R Pub 303 or R Pos 303, R Pad 307, R Pad 324, R Pub 325 or R Pos 325, R Pad 302 or B Mgt 341 or A Soc 342, A Soc 345, A Eco 355, A Soc 357, R Pad 414, R Pad 424.

b) Study of Society

18 credits chosen from:

R Pos 101 or A Soc 115, A Soc 180, A Aas 219, A Soc 200, R Pos 320, R Pos 321, R Pos 325 or R Pub 325, R Pos 328 or R Pub 328, R Pub 330,

R Pos 339, R Pos 365, R Pad 302 or B Mgt 341 or A Soc 342, A Soc 344, A Soc 350, A Wss 360, R Pub 410, A Aas 435, R Pos 438Z.

c) Urban Issues

18 credits chosen from:

R Pos 101 or A Soc 115, A Soc 180, A Gog 102M, A Gog 125M, A Gog 220M,

A Pln 220M, A Gog 225Z, A His 317, R Pos 321, A Gog 321, R Pos 323, A Aas 333, A Eco 341, A Eco 355, A Eco 356, A Soc 373, A Soc 375, R Pos 424.

d) Economics

18 credits chosen from:

A Eco 300, A Eco 301, A Eco 330, A Eco 350, A Eco 370, A Eco 341, A Eco 355, A Eco 356, A Eco 357, A Eco 360.

e) Women, Gender & Policy

18 credits chosen from:

A Soc 115, A Wss 220, A Wss 240, A Wss 260, A Wss 262, A Wss 360, R Pos/A Wss 333, A Soc 344, R Pos 346, A Wss/R Pos 433, A Aas 440.

f) International

18 credits chosen from:

R Pos 102, A Lcs 100 or A Lcs 102 or A Lcs 150, A Aas 150, R Pos 351, A Lcs 357, R Pos 359, A Lcs 360, A Eco 360, A Eco 361, R Pos 370, R Pos 371, R Pos 373, R Pos 375, R Pos 383, R Pos 395, A Wss 330, R Pub 398, A Wss 451, R Pos 473.

g) Environment and Society

18 credits chosen from:

A Ant 119, A Atm 100 or A Atm 101 or A Atm 102N, A Atm 107, A Bio 230P, A Geo 100N, A Geo 250, A Geo 260, A Gog 101N, A Phy 202, A Atm 300Z, A Atm 304, A Atm 307Z, A Bio 311, A Bio 319, A Bio 320, A Atm 408B, A Atm 414.

h) Education Policy

18 credits chosen from:

A Soc 180M, A Aas 220, A Aas 240, E Edu 275, E Est 300, E Est 301, A Eco 341, A Eco 380, R Crj 308, E Psy 441, E Aps 400, E Aps 470.

i) Student-Defined Concentration

With the agreement of the Director of the Undergraduate Public Policy Program, a student may create a concentration that combines a set of existing policy-related subjects to establish a coherent program of study in a defined area of public policy to form a concentration composed of 18 credits.

Administration

The Director of the Undergraduate Public Policy Program administers the honors program, advises students, and helps students in selecting thesis advisers. The thesis is discussed in a forum involving the adviser, the honors director, and other faculty members selected by the student and the adviser upon its completion in the senior year.

Combined B.A./M.A. Program

The combined B.A./M.A. program provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of undergraduate and master's degree programs from the beginning of the junior year. A carefully designed program can permit a student to earn the B.A. and M.A. degrees within 10 semesters.

The combined program requires a minimum of 148 credits, of which at least 40 must be graduate credits. In qualifying for the B.A., students must meet all University and school requirements, including the requirements of the major described previously, the minimum 90-credit liberal arts and sciences requirement, general education requirements, and residency requirements. In qualifying for the M.A., students must meet all University and school requirements as outlined in the Graduate Bulletin, including completion of a minimum of 40 graduate credits and any other conditions such as a research seminar, thesis, professional experience, and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.A. programs.

Students are considered as undergraduates until completion of 120 graduation credits and satisfactory completion of all B.A. requirements. Upon meeting B.A. requirements, students are automatically considered as graduate students.

Students may apply to the combined degree program at the beginning of their junior year or after the successful completion of 56 credits, but no later than the accumulation of 100 credits. A cumulative grade point average of 3.20 or higher and three letters of recommendation from faculty are required for consideration.

PUBLIC POLICY PROGRAM

Distinguished Professors

Richard Alba, Ph.D.
Columbia University
David F. Anderson, Ph.D.
Massachusetts Institute of Technology
John G. Gunnell, Ph.D.
University of California, Berkeley
John Logan, Ph.D.
University of California, Berkeley

Distinguished Public Service Professors

Paul Castellani, Ph.D.
Syracuse University
Frank Mauro, M.P.A.
Syracuse University

Professor Emeritae/i

Walter Goldstein, Ph.D.
University of Chicago

Professors

Ray Bromley, Ph.D.
Cambridge University
David O. Carpenter, M.D.
Harvard Medical College
Thomas W. Church, Ph.D.
Cornell University
Thomas L. Daniels, Ph.D.
Oregon State University
Jan L. Hagen, Ph.D.
University of Minnesota
Edward J. Hannan, Ph.D.
University of Massachusetts
John Kekes, Ph.D.
Australian National University
Irene Lurie, Ph.D.
University of California, Berkeley
David P. McCaffrey, Ph.D.
State University of New York at Stony Brook

David L. Markell, J.D.
University of Virginia School of Law

Jeryl L. Mumpower, Ph.D.

University of Colorado

Robert T. Nakamura, Ph.D.

University of California, Berkeley

Richard P. Nathan, Ph.D.

Harvard University

George P. Richardson, Ph.D.

Massachusetts Institute of Technology

John W. Rohrbaugh, Ph.D.

University of Colorado

Bonnie Steinbock, Ph.D.

University of California, Berkeley

Frank Thompson, Ph.D.

University of California, Berkeley

Alan Wagner, Ph.D.

University of Illinois

Associate Professors

Scott W. Barclay, Ph.D.

Northwestern University

Thomas A. Birkland, Ph.D.

University of Washington

Sharon Dawes, Ph.D.

University at Albany

Helen Desfosses, Ph.D. (Collins Fellow)

Boston University

James Fossett, Ph.D.

University of Michigan

Sally Friedman, Ph.D.

University of Michigan

Richard F. Hamm, Ph.D.

University of Virginia

Hamilton Lankford, Ph.D.

University of North Carolina, Chapel Hill

Paul Miesing, Ph.D.

University of Colorado

William D. Roth, Ph.D.

University of California, Berkeley

Holly Sims, Ph.D.

University of California, Berkeley

Robert Worden, Ph.D.

University of North Carolina

James Wyckoff, Ph.D.

University of North Carolina, Chapel Hill

Julian E. Zelizer, Ph.D.

Johns Hopkins University

Assistant Professors

Jennifer Jensen, Ph.D.

University of North Carolina, Chapel Hill

Gerald R. Marschke, Ph.D.

University of Chicago

Kathryn Schiller, Ph.D.

University of Chicago

Research Professors

Judith Saidel, Ph.D.

University at Albany

Adjuncts (estimated): 2

The Rockefeller College of Public Affairs and Policy offers two undergraduate majors: political science and public policy. In addition, students may pursue course work in Public Administration.

All undergraduate courses offered by the Rockefeller College except R Pad 110, 111, 210 and 211 are considered liberal arts and sciences courses for purposes of degree requirements.

All courses listed in this section are understood to be preceded by the prefix letter R.

Public Policy Courses

R Pub 140 (= R Pos 140) Introduction to Public Policy (3)

Introduction to theories of how democracies make public policy. Describes the roles of government institutions, the media, and interest groups in the policy process. Reviews current theories of how problems are identified and how policies are formulated, enacted, and implemented to address public problems. Prerequisite(s): Only one of R Pub 240 & R Pos 240 may be taken for credit.

R Pub 300 Public Administration and Policy (1)

For Honors students, R Pub credit used to designate an existing 300-level Pub or Pad course as taken for honors credit and entailing an additional research and writing component to be determined by course instructor. Must be taken 3 separate occasions in at least 3 separate 300 level or above Pub or Pad classes to meet Honors requirements. Prerequisite(s): Must accompany enrollment in Pub or Pad 300-level course.

R Pub 301 The Philosophy of Public Policy (3)

Examination of the various theoretical approaches to the study of public policy and of the ethical, epistemological, ideological, and logical problems encountered in an examination of the claims of

contemporary policy science. Prerequisite(s): R Pos 101M or 101G and R Pos 240 or R Pub 240.

R Pub 303 (= R Pad 304 & R Pos 303) Public Policy in Theory and Practice (3)

Examines the theoretical foundations of public policy research, of alternative models of public policy formation, their methodologies, and the relationship between the theory and practice of the policy sciences. Inquiries into the practice of public policy; focuses on actual policies in a substantive area. Only one of R Pad 304, R Pub 303 & R Pos 303 may be taken for credit. Prerequisite(s): R Pos 101M or 101G or R Pos 240 or R Pub 240, or junior or senior class standing.

R Pub 316 Methodological Tools for Public Policy (3)

Introduction to research design, statistics, and computer usage in public policy with an emphasis on the interpretation of results. Students examine experimental, quasi-experimental and nonexperimental research designs, summarize and present univariate distributions, perform bivariate and multivariate analyses including simple cross-tabulations and multiple regression analysis, and learn to use a computer to perform statistical and data management operations. Required for public affairs majors. Prerequisite(s): R Pad 204.

R Pub 321 (= R Pos 321; formerly R Pub 205) State and Local Government (3)

Course focus is on intergovernmental relations; the interdependent roles of governors, legislatures, and courts in policy making and implementation; the organization, functions, and jurisdiction of local governments; interaction of political parties and interest groups with formal institutions and processes; and problems in selected functional areas. Emphasis will be placed upon socio-economic trends leading to change in state and local governments, consequent issues raised, and proposals made in response to such issues. Prerequisite(s): R Pos 101M or 101G. Only one of R Pos 321 and R Pub 321 may be taken for credit.

R Pub 325 (= R Pos 325) The Government and Politics of New York State (3)

Introduction to the major political governmental institutions in New York. Examines the executive, legislative and judicial branches of government; the nature of parties and election, and of selected policy questions. Only one of R Pos 325 & R Pub 325 may be taken for credit. Prerequisite(s): R Pos 205.

R Pub 328 (= R Pos 328) Law and Public Policy (3)

Examination of the role of the courts in the public policy process and in substantive policy fields; integrates the literature of law and policy and applies it to such areas as mental health care, corrections, human resources, education, and housing policy. Prerequisite(s): R Pos 240 or junior or senior class standing.

R Pub 330 Topics in American Public Policy History (3)

The course will introduce students to the field of public policy history. The specific issues covered will vary by semester, but they will include the history of key domestic programs since the New Deal as well as the evolution of central policymaking institutions such as the U.S. Congress. S/U grading.

R Pub 340 (= R Pos 340) Introduction to Policy Analysis (3)

Policy analysis involves advising policy makers about political, technical, and implementation feasibility of their options. This course will introduce students to different roles played by analysts, techniques of analysis, and to the range of generic policy implements. Only one of R Pos 340 & R Pub 340 may be taken for credit. Prerequisite(s): R Pos 101M or 101G.

R Pub 350 (= R Pos 350) Comparative Public Policy (3)

Comparison of the processes, content, and impact of public policy in both developed and underdeveloped, socialist and nonsocialist countries. Only one of R Pub 350 & R Pos 350 may be taken for credit. Prerequisite(s): R Pos 101M or 101G or R Pos 240 or R Pub 240, or junior or senior class standing.

R Pub 395 (= R Pos 395) International Political Economy (3)

Examines world trade conflicts and impact of economic nationalism on global economy. Emphasizes U.S. policy formulation in recent decades, trade protection and economic nationalism as exercised in U.S. domestic and foreign policy. Only one of R Pub 395 & R Pos 395 may be taken for credit. Prerequisite(s): R Pos 101M or 101G or R Pos 101M or R Pub 240, or junior or senior class standing.

R Pub 396 (= R Pos 396) Energy Policy, Domestic and International (3)

Analyzes present and future shortfall of energy supplies, availability of fuel sources to replace imported oil or U.S. energy production, and conflicts between OPEC, OECD consumers, and U.S. government. Projects future conflict over energy controls within and between nation states. Only one of R Pub 396 & R Pos 396 may be taken for credit. Prerequisite(s): R Pos 101M or 101G or R Pos 240 or R Pub 240, or junior or senior class standing.

R Pub 398 (= R Pos 398) Comparative National Security Policy (3)

The purpose of this course is to introduce students to the major theoretical explanations for the foundation and implementation of national security policy. The course will focus of two central questions. First, what determines the basic security strategy of different states? Second, once this strategy is mapped, how do different states translate strategy into particular defense policies? A variety of historical cases will be used to determine which theories best answer these questions. Prerequisite(s): none. Only one of R Pos 398 & R Pub 398 may be taken for credit.

R Pub 399 (= R Pos 399) Selected Topics (3)

Investigation of selected topics in political science and/or public policy. Specific topics selected and announced by the instructor when offered. May be repeated once if the selected topic is substantively changed. Prerequisite(s): R Pos 101M and 102M, and permission of instructor.

R Pub 406Z (= R Pos 406Z) Implementation and Impact (3)

Examination of the process by which policies are put into effect and alterations during that process; effects, intended and unintended; and feedback into further policy making. Implementation and impact of legislative, administrative and judicial policies, in particular policy areas. Only one of R Pub 406Z & R Pos 406Z may be taken for credit. Prerequisite(s): R Pos 101M or 101G and R Pos 240 or R Pub 240. [WI]

R Pub 410Z (= R Pos 410Z) Minorities and the Politico-Legal System (3)

Selected minority problems that appear in connection with the politico-legal system. Considers legislative, administrative, and judicial responses and explores alternative public policy options. Only one of R Pub 410Z & R Pos 410Z may be taken for credit. Prerequisite(s): R Pos 101M or 101G, or junior or senior class standing. [WI]

R Pub 414 (= R Pad 414) Analysis in Public Administration (3)

Overview of operations and techniques used in systems analysis. Examples are used to demonstrate how these analytical methods can be employed to make more informed policy decisions. Only one of R Pub 414 & R Pad 414 may be taken for credit. Prerequisite(s): junior or senior class standing.

R Pub 494 Honors Research (3-6)

To be taken in the Fall of the Senior year or the Spring of the Junior year. Student will engage in guided research mentored by a faculty member designated by student and approved by the Director of Undergraduate Public Policy Program in order to generate the research necessary to complete their honors thesis. Prerequisite(s): Pub Honors standing.

R Pub 495 Honors Seminar (3)

To be taken in the fall of the senior year or the spring of the junior year. A seminar designed to explain the nature of research, including developing a thesis, applying a research design, and collecting data to support hypotheses. The seminar develops these skills while highlighting the dominant intellectual arguments occurring currently in the area of public policy research. Prerequisite(s): PUB Honors standing.

R Pub 496 Honors Thesis (3-6)

To be taken in the fall or spring of the senior year. Each student must complete a 25 to 30 page honors thesis. This paper should involve original research on a topic related to public policy. It should have a clearly defined thesis statement, a review of the existing literature on the chosen topic, original evidence offered to support the thesis, consideration of alternative rival hypothesis, and a conclusion of the consequence for public policy research of these findings. The paper is to be created in conjunction with a faculty mentor approved by the Director of Public Policy (and the paper may be co-authored with the chosen faculty mentor). Prerequisite(s): Pub Honors standing.

R Pub 497 Independent Study (1-6)

Reading or research under the direction of appropriate faculty. Prerequisite(s): R Pub 240 or R Pos 240, or junior or senior class standing; and permission of instructor and department chair.

R Pub 498 Internship in Public Affairs (3)

Complements the selected core concentration of the public affairs major. By participating with specific learning objectives in an agency or organization, the student is afforded an opportunity to test—in a nonacademic setting—the concepts and theoretical orientations examined in the classroom. Students are expected to take advantage of the internship opportunity to relate their experience to the generalized literature in the field. Limited to students in the public affairs major and is normally taken in the last year of the program. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. Prerequisite(s): permission of instructor. *S/U* graded.

R Pub 499 (= R Pad 499) Senior Seminar in Public Affairs (3)

Intensive examination of selected problems in public affairs. Students are expected to write a substantial research paper demonstrating analytic sophistication and knowledge of the relevant scholarly literature. Specific topics are designated by arrangement with the instructor. Limited to public affairs majors. Only one of R Pub 499 & R Pad 499 may be taken for credit. Prerequisite(s): permission of instructor.

Public Administration Courses**R Pad 110 Fundamentals of Military Science 1 (1)**

Techniques to improve leadership, time management and organizational skills are discussed. Additionally customs and traditions, rank and structure, and unit organization of the military are discussed. An action-oriented course, the laboratory introduces students to marksmanship, white water rafting, rappelling, and map and compass techniques. Not open to juniors and seniors without instructor approval. *S/U* graded/

R Pad 111 Fundamentals of Military Science II (1)

This course introduces students to survival techniques in various climates and environments. The course is designed to instill confidence in a student's ability to survive in any climate. An action-oriented course, the laboratory introduces the students to map reading, land navigation, communication techniques, and first aid in survival situations. Not open to juniors and seniors without instructor approval. Prerequisite(s): R Pad 110 or permission of instructor. *S/U* graded/

R Pad 204 Computer Modeling For Decision Support (3)

Making tough decisions – can computers help? Students will learn to use Internet technologies as well as techniques in computer modeling for critical thinking, policy analysis, and decision support. Topics include a review of quantitative methods for strategic analysis, tools for helping make tough decisions, and a survey of formal modeling techniques.

R Pad 210 History of Military Applications of Technology (1)

Introduction to the impact of technology on the military. Course will focus on land forces and trace the history of military technology through the armies that employed it. The role of current and future technologies and their military application are discussed. The student is introduced to white water rafting, rappelling, and map and compass techniques. Not open to juniors and seniors without instructor approval. Prerequisite(s): R Pad 111 or permission of instructor. *S/U* graded/

R Pad 211 Applied Leadership (1)

An introduction to leadership concepts and applications suited to both military and civilian sectors. Discussion of human needs, values and attitudes with examples and case studies. Students participate in group discussions on leadership styles and techniques. In the laboratory, the students will develop and use leadership skills, participate in practical exercises using military equipment, such as radios, weapons and camouflage devices. Not open to juniors and seniors without instructor approval. Prerequisite(s): R Pad 210 or permission of instructor. *S/U* graded/

R Pad 302 (formerly R Pad 201) Understanding Public Organizations (3)

The major objective of this course is to provide students with an opportunity to explore basic ideas about how people work in large (work) organizations, and the processes and structures that operate day to day in such organizations. The course examines how people act and interact within organizations and attempt to change those organizations, and how organizations react to the individuals who comprise the organization. The course uses multiple perspectives or frames as a way of understanding of individual and organizational behavior in work organizations. Prerequisite(s): Only one of R Pad 302 & R Pub 302 may be taken for credit.

R Pad 303 Public Administration and Management (3)

Introduction to the field of public administration as its theory and practice have developed in the United States, emphasizing current trends and problems of organization and management in such areas as personnel policy, budget making, policy research, and planning. Prerequisite(s): junior or senior class standing.

R Pad 304 (= R Pos 303 & R Pub 303) Public Policy in Theory and Practice (3)

Examines the theoretical foundations of public policy research, of alternative models of public policy formation, their methodologies, and the relationship between the theory and practice of the policy series. Inquiries into the practice of public policy; focuses on actual policies in a substantive area. Only one of R Pad 304, R Pos 303, & R Pub 303 may be taken for credit.

R Pad 307 Professional Applications for Public Administration and Policy (3)

Course emphasizes the early development of professional skills, the ability to work in teams, career planning, and an awareness of trade-offs in modern administration. Prerequisite(s): R Pad 204.

University at Albany

R Pad 324 Policy Analysis in Complex Systems (3)

System Dynamics applies computer simulation to the study of feedback-rich systems in the social, behavioral, environmental, and management sciences. This course teaches the basic principles of system dynamics with a hands-on approach involving frequent problem sets and case studies. Students will learn the basic principles governing systems modeling as well as how to create computer-based simulation models. Prerequisite(s): R Pad 204

R Pad 329 (= R Pos 329) Bureaucratic Politics (3)

Examination of political behavior within and among administrative agencies, focusing on the sources of power in the bureaucracy, and the ways in which agencies use their political resources to shape public policy. Only one of R Pad 329 & R Pos 329 may be taken for credit. Prerequisite(s): R Pos 101M or 101G and 102M, or junior or senior class standing.

R Pad 411 Special Topics in Public

Administration: Program Evaluation Training (1)

This class will introduce participants to the concepts that are essential to evaluation. Topics discussed will include: program measures (methods, management characteristics, etc.), participant measures, intervening measures (changes in economy, management, demographics, etc.), impact measures, different viewpoints of evaluation (program participants, program staff, policy makers, etc.), and measurement levels (individual vs. agency vs. society). This course is the shared resources equivalent of the graduate course R Pad 511. *S/U* graded.

R Pad 414 (= R Pub 414) Policy Analysis in Public Administration (3)

Overview of operations and techniques used in systems analysis. Examples are used to demonstrate how these analytical methods can be employed to make more informed policy decisions. Only one of R Pad 414 & R Pub 414 may be taken for credit. Prerequisite(s): junior or senior class standing.

R Pad 424 Systems Thinking and Strategy Development (4)

The course represents a set of concepts and tools for thinking through complex system-wide problems that challenge government managers' ability to design and manage cross-agency and intergovernmental policies and programs. Students will learn to diagnose and solve complex system-level problems by applying systems thinking and strategic planning tools to case examples. Prerequisite(s): permission of instructor.

R Pad 499 (= R Pub 499) Program Seminar-Energy: Crisis and Policy (3)

Exploration of the nature and future of the energy problem. Public policies (e.g., production, regulation, development of alternative sources, conservation, foreign trade, and public safety) are emphasized. Only one of R Pad 499 & R Pub 499 may be taken for credit. Prerequisite(s): junior or senior class standing.

SCHOOL OF PUBLIC HEALTH

Dean

Peter J. Levin

Associate Dean

Nancy Alfred Persily

Health Policy, Management & Behavior Faculty

Professor & Department Chair

Edward Hannan, Ph.D.

University of Massachusetts

Associate Professor

Diane Dewar, Ph.D.

University of Albany, SUNY

Assistant Professors

J Mary Applegate, M.D.

John Hopkins University

Mary Gallant, Ph.D., M.P.H.

University of Michigan

Timothy Hoff, Ph.D.

University at Albany/SUNY

Kristen Krahnstoever Davison, Ph.D.

Pennsylvania State University

Shadi Saleh, Ph.D.

University of Iowa

Benjamin Shaw, Ph.D.

University of Michigan

Wendy Weller, Ph.D.

John Hopkins University

Public Health is the science and art of preventing disease, prolonging life, and promoting physical health through organized community efforts. It is focused on protecting populations from disease and injuries.

The University at Albany and the New York State Department of Health have entered into a formal arrangement to administer cooperatively the School of Public Health and to offer graduate and professional programs in Health Policy, Management & Behavior, Biomedical Sciences, Biometry, Environmental Health & Toxicology, and Epidemiology. Undergraduate students interested in graduate study should contact our Office of Student Affairs at (518) 402-0283.

The Department of Health Policy, Management & Behavior at the School of Public Health has developed exciting joint study opportunities for undergraduate economics, sociology, and psychology majors. Students majoring in these areas can earn an undergraduate degree along with a masters degree in 5 years of full-time study, including the summer prior to the fifth year. Interested undergraduates are encouraged to contact Health Policy, Management & Behavior at (see above for list of key faculty) (518) 402-0333 for more information.

The undergraduate courses H Sph 101 and H Epi 460 offered by the School of Public Health are considered "liberal arts and sciences" courses for the purposes of meeting B.A. and B.S. degree requirements.

Courses in the School of Public Health are preceded by the school's letter *H*.

Courses

H Sph 201 Introduction to Public Health (3)

A general introduction to what public health is, its importance for everybody's health, and how it functions as a combination of science and politics. The role of the public health system will be illustrated by describing issues confronting New York State and what is being done about them.

H Sta 271 Medical Informatics (3)

Medical Informatics covers the use of computers to manage healthcare data, decision support for diagnosis and treatment, and the use of artificial intelligence for patient care and clinical investigations. Course taught on-line. Contact Donald Parsons at (518) 474-7047.

H Epi 460 Participatory Action Research (3)

Theory, methods, and practice of Participatory Action Research (PAR), for identifying collective social problems, negotiating, implementing and evaluating possible solutions. Issues of power; principles of equity/democracy; politics of the conduct/products of sciences; university-community partnerships, with applications in public health, education, social welfare, ecology, community planning, labor and business development are discussed. Permission of instructor required. Contact Professor Donna Armstrong at (518) 402-0372.

SCHOOL OF SOCIAL WELFARE

Dean

Katharine Briar-Lawson, Ph.D.
University of California, Berkeley

Associate Deans

Anne E. Fortune, Ph.D.
University of Chicago
Janet D. Perloff, Ph.D.
University of Chicago

Director, Undergraduate Program

Julie S. Abramson, Ph.D.
Bryn Mawr College

Faculty

Distinguished Professor

William J. Reid, D.S.W.
Columbia University

Distinguished Service Professor

Shirley J. Jones, D.S.W. (Collins Fellow)
Columbia University
Susan R. Sherman, Ph.D. (Collins Fellow)
University of California, Berkeley

Distinguished Teaching Professor

Jan L. Hagen, Ph.D.
University of Minnesota

Professors Emeritae/i

Neil J. Cervera, Ph.D.
New York University
Donald L. Cohen, M.S.W.
Columbia University
Maureen Didier, Ph.D.
Smith College
Steven Pflanczer, Ph.D.
Loyola University
Aaron Rosenblatt, D.S.W.
Columbia University
Edmund Sherman, Ph.D.
Bryn Mawr College
Max Siporin, D.S.W.
University of Pittsburgh
Sheldon S. Tobin, Ph.D.
University of Chicago

Professors

Katharine Briar-Lawson, Ph.D.
University of California, Berkeley
Bonnie E. Carlson, Ph.D.
University of Michigan
Anne E. Fortune, Ph.D.
University of Chicago
Burton Gummer, Ph.D.
Bryn Mawr College
Hal Lawson, Ph.D.
University of Michigan
Janet D. Perloff, Ph.D.
University of Chicago
Theodore J. Stein, D.S.W.
University of California, Berkeley
Ronald W. Toseland, Ph.D.
University of Wisconsin
Lynn Videka-Sherman, Ph.D.,
(Collins Fellow)
University of Chicago

Associate Professors

Julie S. Abramson, Ph.D.
Bryn Mawr College
Barry M. Loneck, Ph.D.
Case Western Reserve University
Phillip McCallion, Ph.D.
University at Albany
William D. Roth, Ph.D.
University of California, Berkeley
Carolyn Smith, Ph.D.
University at Albany

Assistant Professors

Sandra Austin, Ed.D.
University of Massachusetts, Amherst
Nancy Claiborne, Ph.D.
University of Houston
Zvi Gellis, Ph.D.
University of Toronto
Eric Hardiman, Ph.D.
University of California, Berkeley
Lani Jones, Ph.D.
Boston College
Robert Miller, Ph.D.
Columbia University
Blanca Ramos, Ph.D.
University at Albany
Brenda Smith, Ph.D.
University of Chicago
Starr Wood, Ph.D.
Smith College

Lecturers

Mary L. McCarthy, M.S.W.
University at Albany

Public Service Professors

Laura Bronstein, Ph.D.
Barry University
Matthew Janickj, Ph.D.
University at Buffalo, SUNY
Ed Kramer, M.A.
New York University
William Reynolds, D.D.S.
University of Michigan
Daniel Tobin, M.D.
Albany Medical College
Evelyn Williams, M.S.W.
State University of New York at Stony Brook

Affiliated Faculty

Oscar Best, M.S.W.
Columbia University
Regina Bures, Ph.D.
Brown University
Deborah Doolittle, M.A.
John Hopkins University
Linda Mertz, M.S.W.
Boston College
David Pettie, M.S.W.
University at Albany
Barbara Rio, M.S.W.
Hunter College
Victoria Rizzo, M.S.W.
University at Albany
Crystal Rogers, M.S.W.
University at Albany
Bonita W. Sanchez, M.S.W.
University at Albany
Tamara Smith, B.A.
University at Albany

Adjuncts (estimated): 2

Teaching Assistants (estimated): 1

The objective of the undergraduate social work major (B.S.) is to prepare students for beginning social work. The program serves the liberal education needs for students interested in the social sciences and human services professions. Part-time study is possible. The B.S. in social work qualifies graduates for advanced standing in some M.S.W. programs.

The Master in Social Welfare (M.S.W.) prepares students for advanced social work practice. These positions generally require advanced theoretical, practice, research, management and/or policy analysis skills.

The School of Social Welfare offers programs leading to a Bachelor of Science (B.S.) degree in social welfare, a Master of Social Welfare (M.S.W.) degree, and a Doctor of Philosophy (Ph.D.) degree. The School of Social Welfare also sponsors the Institute of Gerontology, Social Work Education Consortium, The Center for Human Services Research, The Community and Public Service Program, and the Technology Education Consultation for Human Services (TECH Center).

Both the B.S. and M.S.W. degree programs are accredited by the Council on Social Work Education, the national accrediting body for all schools of social work.

Degree Requirements for the Major in Social Welfare

General Program B.S.: A combined major and minor sequence consisting of a minimum of 65 credits as follows:

Of the 65 credits: (a) 15–16 credits represent the elementary base; (b) 18 credits represent the advanced base; (c) the remaining 32 credits constitute the core requirements for a major in social welfare.

In addition, it is recommended that prospective social welfare majors elect R Ssw 290 (Community Service) in their sophomore year.

Elementary Base: 15–16 credits, required courses; as many as possible to be taken prior to admission to the program.

A Bio 110F or N (or A Bio 102N, A Bio 209N, A Ant 102, A Ant 119N, A Ant 313, A Ant 319, A Ant 411, A Ant 412, A Ant 450).

A Psy 101M or Psy 102M

A Soc 115M or G

R Pos 101M or G

R Ssw 210

University at Albany

Advanced Base: 18 credits, required courses that build upon the elementary base.

A Mat 108 (or A Psy 210, A Soc 221, B Msi 220, R Crj 281).

A Psy 270 or A Soc 260

A Psy 338

A Soc 180M

A Soc 282M or G (or A Aas 213, A Aas 220, A Aas 240, A Ant 100, A Ant 172, A Ant 351, A Cas 131, A Cas 141, A Cas 150, A Jst 225, A Jst 275, A Gog 240, A His 158, A Phi 328, A Soc 375, R Ssw 220, A Wss 101).

Elective as Advised: students select a course of personal interest that specifically addresses issues facing a gender, ethnic, racial or religious group that is different from the student's own background. (A Aas 219, 331, 333, 370, 400, 432, 435; A Ant 240M; A Eas 180; A Eco 130; A Eng 240; A Fre 208, 281; A Gog 125, 240; A His 300Z; A Jst 150, 155, 221, 254, 260, 270, 344Z, 351Z; A Lcs 201, 269; A Phi 214; A Rel 100L; A Soc 262M 375; U Uni 230; A Wss 101, 202, 210, 262M, 308). Students are also encouraged to review the Undergraduate Bulletin and discuss with their adviser other courses of personal interest that may satisfy this required elective.

Core Requirements: (32 credits); R Ssw 301, 305, 306, 322, 400, 405Z, 406, 408, 409, 410. A grade of C (S) or higher in all core courses is required.

Admission Requirements

Students interested in the social welfare major must complete an application process. Admission to the program is competitive. Applications are accepted in the Spring semester of the student's sophomore year for entrance into the Fall semester of the junior year. Transfer students who will have completed 56 credits should apply during the Spring of the year for which they are seeking Fall admission.

It is strongly recommended that those wishing to enter the major complete as much of the required elementary base as possible prior to entrance into the program in the junior year. Admissions decisions are based on the following criteria:

Adequacy of the liberal arts base

Application essay

Progress toward completion of elementary base requirements or their equivalents

Grade point average

Personal/professional references

Social welfare/human service experience

The relative merit of any one criterion is considered in light of all others when admissions decisions are made. The overall quality of the application will provide the basis for admissions.

Field Instruction

This course is an integral part of the total educational process. It offers a student the opportunity to develop, apply and integrate the necessary knowledge, skills and attitudes for work in social welfare settings. During the senior year each student is provided field instruction by a qualified instructor in an agency designated by the school. Placements are selected by the school for the students on the basis of their educational needs and, wherever possible, their area of interest. The field placements represent a variety of settings under public and private auspices and are located throughout the Capital District. Students are responsible for the expenses involved in placement.

TYPICAL PROGRAM OF CORE COURSES FOR JUNIOR AND SENIOR SOCIAL WELFARE MAJORS

JUNIOR YEAR	
<u>FALL</u>	<u>SPRING</u>
R Ssw 301	R Ssw 306
R Ssw 305	R Ssw 322
(6 credits)	(6 credits)
SENIOR YEAR	
<u>FALL</u>	<u>SPRING</u>
R Ssw 400	R Ssw 406
R Ssw 405Z	R Ssw 409
R Ssw 408	R Ssw 410
(10 credits)	(10 credits)

The following undergraduate courses offered by the school are considered liberal arts and sciences courses for the purpose of requirements for the B.A. and B.S. degrees:

R Ssw 200, 210, 220, 299M, 301, 320, 322, 350, 408, 409, 450, 499.

All courses listed in this section are understood to be preceded by the school's letter R.

Courses

R Ssw 200 The Functioning of American Social Systems (3)

Students are provided with an overview of the functions and relationships of various systems within contemporary American society. The configuration of values underlying system activities is examined, including methods of changing human systems. A social systems perspective is used as the theoretical framework for the course.

R Ssw 210 Social Welfare in the United States (3)

Within the context of societal responsiveness to human needs, this course examines U.S. social welfare policies and programs as influenced by economic, political and social changes. Addresses current public and private social welfare efforts and underlying value issues. Examines the role of professional social work within social welfare. Open to sophomores, juniors and seniors only.

R Ssw 220 Value Issues in Social Welfare (3)

The course considers implicit and explicit values of societal responses to human needs. From an examination of selected topics in social welfare, the course considers social, economic, ethical, religious, and/or personal values as they affect and are affected by social welfare. May not be offered in 2003-2004. [DP]

R Ssw 290 Community and Public Service Program (3)

This course requires a minimum of 100 hours per semester (about 7 1/2 hours per week) of volunteer work in public or private agencies which provide service to the community. A supervised evaluation and seminars are required. Prerequisite(s): sophomore standing and permission of instructor. S/U graded.

R Ssw 291 Human Service in the Community (2)

This course requires a minimum of 60 hours a quarter volunteer work in public or private agencies that provide service to the community. A supervised evaluation and seminars are required. May not be taken for credit by students with credit for R Ssw 390. Prerequisite(s): sophomore standing and permission of instructor. S/U graded.

R Ssw 299M Families in Middle Age and Late Life (3)

This course covers issues of the family in our aging society. Some of the topics to be covered include mutual assistance between generations, diversity in older families, family caregiving for the elderly, grandparenthood and great-grandparenthood, sibling relationships in later life, divorce and stepfamilies, widowhood. May not be offered in 2003-2004.

R Ssw 301 Human Behavior and The Social Environment (3)

Knowledge of human behavior and the social environment as a basis for generalist practice with individuals, families, groups and communities. Includes theoretical and empirical knowledge about the range of normal bio-psycho-social development and the nature and impact of oppression and discrimination on individuals and families throughout the life course. Prerequisite(s): permission of instructor. For majors only.

R Ssw 305 Social Work Practice I (3)

Introduction to social work practice. Overview of generalist social work practice; history, values and ethics of social work; role of social work; the helping process in a systems framework; self-awareness and professional use of self; introduction to basic communication skills and social work practice skills with diverse clients; effects of oppression and social injustice. For majors only.

R Ssw 306 Social Work Practice II (3)

Continuation of Social Work Practice I: Extends topics for R Ssw 305 with greater emphasis on intervention theories and practice skills for work with an individual, family, group, and community; the contexts and settings of social work practice. Prerequisite(s): R Ssw 301 and 305. For majors only.

R Ssw 320 Child Welfare (3)

Covered in this course are the child welfare services employed in dealing with the problems of dependent, neglected, delinquent children. Scope, method, problems and trends are reviewed with regard to each of the services; child welfare in other countries; and sociology of the child welfare worker. Prerequisite(s): R Ssw 200. May not be offered in 2003-2004.

R Ssw 322 Introductory Research Methods in Social Welfare (3)

Introduction to quantitative and qualitative research methods in social work, including content on: defining social work research problems, developing and testing hypotheses, the logic of causal inference, sampling, measurement (including reliability and validity), basic skills in data analysis and research utilization, the ethics of research, and research issues concerning human diversity and power. Emphasizes methods and content relevant to social work practice and the problems of social welfare. Prerequisite(s): permission of instructor. For majors only.

R Ssw 350 Community Law and Client Advocacy (3)

This course explains the role of attorneys, social workers and other advocates in our legal system. Examination is made of the legal rights of clients as parents, juveniles, employees, tenants, consumers, welfare clients, the aged and mental patients. Functioning of the courts and administrative agencies in resolving client problems is discussed, as is legal advocacy as a tool. Prerequisite(s): permission of instructor. May not be offered in 2003-2004.

R Ssw 390 Community and Public Service Program (3)

This course involves volunteer work in public or private agencies involving service to the community. A minimum of 100 hours per semester (about 7 1/2 hours per week) must be spent in the agency, together with seminars examining some aspects of voluntarism and roles of participating agencies. Prerequisite(s): R Ssw 290 and permission of instructor. *S/U* graded.

R Ssw 400 Field Instruction in Social Welfare I (4)

Internship in an approved social welfare agency. Hours per week are set to meet acceptable professional standards. Must be taken concurrently with R Ssw 405. *S/U* graded. Prerequisite(s): permission of instructor; for majors only; grade of C or higher in R Ssw 301, 305, 306, 322; concurrent with R Ssw 405; attendance of weekly seminar is required.

R Ssw 405Z Social Work Practice III (3)

Continuation of Social Work Practice II. Intervention theories and skills for generalist social work practice with an individual, family, group, and community. Assessment and intervention skills at all levels and with diverse clients. Includes professional use of self and written communication in social work practice. Emphasis on application of skills in concurrent field placement. Prerequisite(s): R Ssw 306. Corequisite: R Ssw 400. For majors only. [WI]

R Ssw 406 Social Work Practice IV (3)

Continuation of Social Work Practice III. Intervention theories and skills for generalist social work practice with an individual, family, group, and community. Intervention, evaluation and termination skills at all levels and with diverse clients. Emphasis on application of skills in concurrent field placement. Prerequisite(s): Grade of C or higher in R Ssw 405Z. Corequisite: R Ssw 410. For majors only.

R Ssw 408 Organizational and Community Theory (3)

An introduction to social work practice at the organizational and community levels, with emphasis on oppressed populations. Includes the history of communities, organizations and macro-practice in social work; major approaches to organizational behavior and community dynamics; the nature of non-clinical social work; the organizational and community contexts for the provision of social services; and skills for working in organizations and communities. Prerequisite(s): Permission of instructor, R Ssw 210 and 301. For majors only.

R Ssw 409 Introduction to Social Policy Analysis (3)

Within an historical context, current social welfare policies and programs will be examined in terms of their rationale, implementation, and effectiveness. The strengths, limitations and alternatives to governmental intervention in social welfare. Emphasis on concepts and frameworks for analyzing social welfare policies and programs, with special attention to their differential impact on at-risk and oppressed populations. Prerequisite(s): permission of instructor, R Ssw 408. For majors only.

R Ssw 410 Field Instruction in Social Welfare II (4)

Continuation of R Ssw 400. Must be taken concurrently with R Ssw 406. *S/U* graded. Prerequisite(s): Permission of instructor, R Ssw 400, concurrent with R Ssw 406; grade of C or higher in A Ssw 405Z and A Ssw 408.

R Ssw 450 Independent Study in Social Welfare (3)

Independent reading or research on a selected experimental, theoretical or applied problem is planned under the direction of a faculty member. Prerequisite(s): written permission of instructor and chair of undergraduate program. May be repeated with different content.

R Ssw 499 Special Areas of Social Welfare (3)

Consideration of a topic or issue in the field of social work knowledge or practice is selected on the basis of faculty and student interest. May be repeated when topic differs. Prerequisite(s): permission of instructor.

UNIVERSITY-WIDE OFFERINGS

The Interdisciplinary Studies Committee of the Undergraduate Academic Council has the primary responsibility for establishing and maintaining liaisons with all University schools and colleges and other appropriate campus offices for the purposes of encouraging, promoting, and coordinating interdisciplinary studies on a campus-wide basis. This committee reviews and acts upon all requests for Faculty-Initiated Majors and Minors, and all student requests for individually designed interdisciplinary majors and minors. In addition, the committee recommends and monitors University course offerings to facilitate serious independent study, research, and internships not provided through other course offerings as well as specific courses taught by faculty from more than one school or college.

All "U Uni" undergraduate courses except U Uni 100 are defined as liberal arts and sciences courses for purposes of degree requirements for the B.A. and B.S. degrees. Of "U Uni" courses, only U Uni 205 is a liberal arts and sciences course.

The University offers several undergraduate courses designed to facilitate serious independent study and research as well as internship opportunities that cannot be undertaken through regular course work or through existing offerings of the colleges and schools. Students interested in the courses described in this section may obtain further information and application forms from the Advisement Services Center/ Undergraduate Studies (ASC/US), LI 36 or from the Office of the Dean of Undergraduate Studies, LC 30.

Credits earned through these courses are generally applied to the degree as liberal arts and sciences elective credits. However, when appropriate, such credits may be applied as major credits or minor credits as determined by the student's respective major or minor departments. Students are advised to check with the department for particular policies or prerequisites regarding the approval of major or minor credit.

Internships

U Uni 390 Internship (1–15; as approved)

Internships involving off-campus participation in the work of an agency, institution, or corporate body other than the University, with collateral academic study. Contingent on the approval of a University at Albany full-time faculty member willing to supervise the study and evaluate on-site reports of the student's progress. *U Uni 390 internships are usually taken for 1–9 credits.* Under extraordinary circumstances, a student may petition the committee for a maximum of 15 credits. **Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher.** May be repeated, but each registration must be for an approved project. Application forms may be obtained from the Office of Undergraduate Studies, LC-30. Prerequisite(s): approval of the Interdisciplinary Studies Committee. *Application deadlines: May 1st for summer and fall; December 1st for spring.* S/U graded.

U Uni 391 Senate Session Assistants Program (15)

A full-time internship program in the New York State Senate. Session assistants work as staff members in senators' offices for a minimum of 30 hours per week and complete a required academic component including seminars, readings, short papers, book reports, and term paper. Offered spring semester only. **Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher** through a competitive selection process. Application deadline in early fall through the campus liaison officer (LC-30). Prerequisite(s): selection process, permission of campus liaison officer. S/U graded.

U Uni 392 Assembly Session Intern Program (15)

A full-time internship program in the New York State Assembly. Interns are assigned to work with members of the Assembly or its committees and research staff for a minimum of 30 hours per week and complete a required academic component including seminars, readings, short papers, mini courses, and term paper. Offered spring semester only. **Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher** through a competitive selection process. Application deadline in early fall through the campus liaison officer. Prerequisite(s): selection process, permission of campus liaison officer (LC-30). S/U graded.

U Uni 393 Washington Center Internship (15)

A full-time internship program arranged through the Washington Center. Students are placed in internships in which they work four-and-one-half days a week and participate in a once-a-week seminar. Placements are in a wide variety of Washington, D.C. agencies. Specific information is available in LC-30. **Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher.** Additional prerequisite(s): formal application and acceptance by the Washington Center. Application deadlines: April 15 for fall semesters; October 15 for spring semesters. Additional fee required. S/U graded. Application forms may be obtained from the Office of Undergraduate Studies, LC-30.

Independent Study and Research Courses

U Uni 170, 171 Summer and Winter Directed Reading (2, 2)

A course of reading under the direct supervision of a member of the faculty to explore a significant problem, issue or interest. The student registers for the course in the fall or spring semester, typically completing the readings in the subsequent winter or summer break respectively. Open only to undergraduates who have been designated "Presidential Scholars." Prerequisite(s): consent of a member of the teaching faculty and permission of the Dean of Undergraduate Studies. May be repeated if content varies. Graded A–E or S/U at the discretion of the faculty supervisor.

U Uni 180 Undergraduate Supervised Research (3)

Individual supervised research working with faculty in on-going research projects registered with the Dean of Undergraduate Studies. Prerequisite(s): consent of a member of the teaching faculty and permission of the Dean of Undergraduate Studies. Graded A–E or S/U at the discretion of the instructor. Open to sophomores and juniors. Contact the Office of the Dean of Undergraduate Studies for further information.

U Uni 397 Independent Study and Research (1–6; as approved)

Independent study course with variable credit designed for the independent study of a subject beyond the introductory or survey level, particularly study which builds upon a student's prior academic achievement and experience. Contingent on the consent of an instructor willing to supervise the study. May be repeated, but each registration must be for an approved project. The normal credit load for this course is 3 credits and students desiring more than 3 credits should present special justification. Prerequisite(s): approval of the Interdisciplinary Studies Committee. Further information and application forms may be obtained from Mr. Richard Collier in the Office of the Dean of Undergraduate Studies, AD 214. *Application deadlines: May 1st for summer and fall; December 1st for spring.*

University Tutors

U Uni 499 University Tutors (3)

The University Tutors are an organized group of volunteers to assist the facilitators in the Study Groups set up by Academic Support Services. They are trained to assist students on an individual and group basis. The course for which study groups are available to undergraduates are: A Bio 110F, 111N; A Chm 120N, 121N; A Eco 110M, 111M; A Mat 101, 106, 108, 112 or 113; A Phy 105N, 108N; 140N, 150N; A Psy 101M; and A Soc 115M. Candidates are expected to have an overall academic average of 3.25, be enrolled for 12 credits, earned a grade of *A* or *B* in the Study Group course, pass the personal interview, and secured two letters of faculty recommendation. *S/U* graded.

The Freshman Year Experience

U Uni 100 (= E Cpy 120) The Freshman Year Experience (3)

The purpose of this course is to help you become a more effective student. During the course of the semester, you will learn about the college experience—experiences unique to first year students, transitional stages that you may undergo, and coping strategies that can help you pass through this phase of college life. You will learn how to use and locate important campus resources. You will learn about who you are and how that information helps you choose a major and a career. Finally, you will learn how to increase your chances of succeeding at the University at Albany as your transition through this most critical first year. Only one of U Uni 100 and E Cpy 120 and U Uni 300 may be taken for credit. [IL]

U Uni 300 The Transfer Experience (1)w

This course is designed to help transfer students as they make their transition to the University at Albany. It is a web-based course that is only offered to students as they enter. The course has two primary foci. First, the course focuses on helping students learn more about themselves and their learning styles so they can improve their study habits. Second, the course focuses on helping students learn about the learning resources available to students at the University. Students also complete several writing assignments and receive feedback on their writing skills. Students must successfully complete all five modules to pass the class. Students are expected to complete the course within five weeks after their orientation on campus. Only one of U Uni 100 and E Cpy 120 and U Uni 300 may be taken for credit. *S/U* graded.

The Foundations of Great Ideas Program

U Uni 101Z Foundations of Great Ideas I (4)

This interdisciplinary course deals with key ideas and primary texts—from both Western and other cultures—in the arts and sciences. Based on a selected set of issues in intellectual history, the general organizational scheme focuses upon the universal distinction between order and chaos in these areas: cosmic and divine order, physical order, the order of life and nature, and the order of mind and society. Prerequisite(s): Presidential or College Scholar status. [HU WI]

U Uni 301Z Foundations of Great Ideas II (4)

This interdisciplinary course, drawing on ideas and texts from both Western and other cultures, examines globalization as a phenomenon with broad-ranging consequences across political, economic, cultural, and disciplinary boundaries. Globalization is discussed as a theoretical concept, a popular catchphrase, a cultural category as well as an economic category. Prerequisite(s): Presidential or College Scholar status. [OD WI]

Faculty-Initiated Interdisciplinary Courses

The Interdisciplinary Studies Committee has approved the following Faculty-Initiated Interdisciplinary Courses. Some are not offered on a regular basis and, therefore, the schedule of classes should be consulted to determine if a course is being offered. The instructor should be contacted for further information about the course.

U Uni 150 Selected Interdisciplinary Topics (1–4; as approved)

Experimental class, the subject varying with instructors and the term offered. Course is designed to present a large body of information without expecting a mastery of detail (e.g., as in a survey course) or to present general theoretical or methodological approaches (e.g., as in a foundations course). See special announcements of courses to be offered under this heading. May be repeated when content differs. Prerequisite(s): Topic must be approved by the Dean of Undergraduate Studies; permission of instructor to register for the class.

U Uni 160N Mathematics, Art, and the Creative Process (3)

Systematic examination of the creative process as the development of an idea from intuitive roots to abstract formalism. Offers many opportunities for the comparative study of art and mathematics, through readings and more direct experience. The course is concerned with seeing and intuition, how they occur in art and mathematics, and how these fields interact.

U Uni 230 An Introduction to Disability Studies (3)

An interdisciplinary introduction to the study of disability with particular attention to social, political, legal, artistic, ethical, and cultural aspects of people with disabilities considered as constituting one of a multitude of diverse groups. [DP]

U Uni 310N (= A Bio 311N and A Gog 310N) World Food Crisis (3)

Interdisciplinary approach to understanding world food problems through analyses of social, political, economic, nutritional, agricultural, and environmental aspects of world hunger. Faculty from several departments in the sciences, humanities, and social and behavioral sciences present approaches from various disciplines. Prerequisite(s): junior or senior class standing or permission of instructor.

U Uni 350 Selected Interdisciplinary Topics (1–4; as approved)

Experimental class, the subject varying with instructors and the term offered. Course content should be beyond the introductory or survey level and the course should require prior academic achievement and/or experience related to the topic. See special announcements of courses to be offered under this heading. May be repeated when content differs. Prerequisite(s): Topic must be approved by the Dean of Undergraduate Studies; permission of instructor to register for the class.

University Library Courses

U Unl 205 Information Literacy (1)

One-quarter course to acquaint students with the processes of finding, organizing, using, producing, and distributing information in print, electronic, and other formats. Students will learn about the flow of information in a variety of disciplines, how to be effective at the research process, how to access information in a variety of formats, and how to formulate effective searches on electronic databases and the Internet. Students will be taught to evaluate the quality of Web-based and print information, and will become familiar with practical, social, and ethical issues relating to information. *Only one course from U Unl 205 and U Unl 206 may be applied toward graduation.* [IL]

U Unl 206 Information Literacy and the Sciences (1)

Using examples from scientific, technical, and medical literatures, this quarter course will introduce students to the basic principles and processes of finding, organizing, using, producing, and evaluating information resources in all media and formats. Students will learn about information flow in the sciences, at all levels of presentation, and how to access, search, and retrieve information in a variety of formats. They will learn to formulate effective searching on electronic databases and the Internet, and how to evaluate the quality of the information that they retrieve. They will become familiar with the practical, social and ethical issues relating to the use of information, with special emphasis on the role of scientific information in an increasingly technological society. *Only one course from U Unl 205 and U Unl 206 may be applied toward graduation.* [IL]

U Unl 489 Topics in Advanced Library Research (1)

Special topics course designed to provide students with a more sophisticated level of library skills than the basic U Unl 205 course, either through increased familiarity with reference sources of their particular discipline (e.g., humanities, social sciences, sciences) or through experience in using particular types of sources (e.g., government publications). May be repeated for credit when content differs. Prerequisite(s): U Unl 205 or permission of the instructor. May not be offered in 2003-2004.

University Seminars

U Fsp 100 University Seminar (1)

A class that meets once per week over the fall semester with a member of the teaching faculty. Course enrollment is limited to 20 students per section. Course topics vary. Open only to first-semester freshmen. *S/U* or *A–E* graded. Consult schedule of classes for individual seminar topics. May not be offered in 2003-2004.

PROJECT RENAISSANCE

Stephen E. DeLong, Director
Professor of Geology (Collins Fellow)

Project Renaissance is a year-long living/learning program for first-year students at the University. Participating students live together in shared residence halls and take team-taught or linked, interdisciplinary courses that satisfy 12 credits of General Education requirements (6 credits per semester) and that also fulfill the following requirements: lower-level writing intensive, information literacy, and, in some cases, oral discourse.

Students must register for 6 credits each semester, with the first semester prerequisite for the second; 6 credits may be awarded to students who complete the first semester but opt not to continue in the second semester. Each of the integrated, full-year programs examines, through an interdisciplinary approach, the relationship between human identity and technology as expressed in or resulting from fields such as literature, philosophy, history, sociology, political science, religion, art, and science.

Students choosing the **General Program** study with a team of ProjRen faculty from several academic disciplines. This program is open to students interested in any major, as well as those who are undecided.

Students choosing a **Track** take a Departmental “linked” course directly related to that track and a 3-credit ProjRen course complementary to the track (so that the two courses together offer an interdisciplinary experience similar to the General Program). The linked course is typically a larger class that ProjRen students attend with other students. Each track is appropriate for students considering a number of different majors. In 2003-2004, there are five tracks (linked Departments in parentheses):

- Arts & Humanities (Art History, History)
- Pre-Business (Economics)
- Pre-Health (Biology)
- Psychology/Sociology (Psychology, Sociology)
- Pre-Law (Philosophy, Business Law)

Other features of both programs include the use of contemporary computer technology for communication and research and, in some cases, a community service experience.

Course configuration and thematic focus may vary year by year. For example:

how human identity or the “self” is understood in relation to groups, cultures, and institutions;

human identity in relation to issues of racial and ethnic diversity and gender difference and also cultural definitions of the individual in relation to nature;

the formation of traditional concepts and challenges to them from early history through the early modern period; and

in the context of the last two centuries, the impact contemporary academic disciplines, especially the natural and social sciences, have had on the way we regard our humanity, our function in society, and our place in the world.

Courses

U Uni 151 Human Identity and Technology I (3)

Brings writing, language, literature, and the arts to bear on issues of human identity as the “self” is understood in relation to groups, culture, and institutions. [HU]

U Uni 152 Human Identity and Technology I (3)

Explores the questions of how individual identity is understood in relation to groups, cultures, and institutions and how that understanding is produced through various technologies. [SS]

U Uni 153 Human Identity and Technology II (3)

Explores human identity as it relates to issues of racial and ethnic diversity and gender-related concerns in the United States; explores as well how human identity is related to sociopolitical concerns and their aesthetic representations. [DP OD]

U Uni 154 Human Identity and Technology II (3)

Examines cultural definitions of the individual in relation to nature; questions of the origin of life and the fate of Homo sapiens will be explored, along with study of the environment. [NS]

U Uni 155 Human Identity and Technology I (3)

Examines how writing, literature, the arts and religion have represented the changing manifestations of our understanding of human identity.

U Uni 156 Human Identity and Technology I (3)

Explores the historical development of the concept of human identity from prehistory through the eighteenth century. [HU]

U Uni 157 Human Identity and Technology II (3)

Examines contemporary approaches to issues of human identity, particularly as it relates to society. [OD SS]

U Uni 158 Human Identity and Technology II (3)

Explores contemporary understandings of human identity from Darwinian evolution through contemporary genetics. [NS]

STATE UNIVERSITY OF NEW YORK CHANCELLOR'S AWARDS

Excellence in Teaching

1972-73

Herbert Brown, Mathematics
Edoho Edoho, Africana Studies
Hugh Maclean, English
Warren Roberts, History

1973-74

William Bray, Business
Josiah Gould, Philosophy
Edward Thomas, Jr., Mathematics
Robert Wesser, History

1975-76

Stephen Brown, Biology
Josiah Gould, Philosophy

1976-77

John Aronson, Chemistry
Keith Ratcliff, Physics

1977-78

Frederick Beharriell, German
Walter Farmer, Teacher Education
Lanny Fields, History
Richard Kelly, Biology
Robert Meyers, Philosophy

1978-79

Matthew Elbow, History
Margaret Farrell, Teacher Education
Bruce Marsh, Physics
John Therrien, Mathematics and Statistics

1979-80

Helen Horowitz, Economics
Robert Lanni, Physics
Jogindar Uppal, Economics

1980-81

Donald P. Cushman, Rhetoric & Communication
Martin Edelman, Political Science
Helen Regueiro Elam, English
Thomas J. Larkin, Rhetoric and Communication
Colbert Nepaulsingh, Hispanic and Italian

1982-83

Sung Bok Kim, History
Hans Pohlsander, Classics

1985-86

Harold Story, Physics

1986-87

Jeffrey Berman, English
Nathaniel Friedman, Mathematics and Statistics

1988-89

Edna Acosta-Belén, Latin American and
Caribbean Studies
Shelton Bank, Chemistry
Raymond Benenson, Physics
Peter Bloniarz, Computer Science
Philip Cooper, Political Science
Marvin Krohn, Sociology

1989-90

Judith Fetterley, English
Roger Stump, Geography and Planning

1990-91

Bonnie Carlson, Social Welfare
Richard G. Wilkinson, Anthropology

1991-92

Graham Barker-Benfield, History
Roberta Bernstein, Art
Bonnie Spanier, Women's Studies

1992-93

Judith Baskin, Judaic Studies
Sandra Fischer, English
Gail H. Landsman, Anthropology

1993-94

Deborah C. May, Educational Psychology &
Statistics
John S. Pipkin, Geography & Planning

1994-95

Jacquelyn Fetrow, Biological Sciences
Gary H. Gossen, Anthropology
Richard W. Lachmann, Sociology
Susan D. Phillips, Counseling Psychology
Morton Schoolman, Political Science
Lillian S. Williams, Women's Studies

1998-99

Jan L. Hagan, School of Social Welfare
Andi Lyons, Theatre
David P. McCaffrey, Public Admin & Policy
Karin B. Reinhold, Mathematics and Statistics
Paul J. Toscano, Chemistry

Excellence in Professional Service

1976-77

Robert H. Gibson, University College
JoAnn Krause, Computing Center
John D. Welty, Residence

1977-78

Martin J. Coffey, Counseling Center
Arthur W. Haberl, Physics
Howard D. Woodruff, Residence

1978-79

Roger J. Cheng, ASRC
John S. Levato, Registrar's Office

1979-80

Raymond E. Falconer, ASRC
Nancy H. Liddle, University Art Gallery
Hedi McKinley, Community Service Program
Earl Nagle, Science and Mathematics
Kathryn A. Nusbaum, Student Activities
Nancy D. Perlman, Center for Women in
Government

1981-82

David Long, Educational Communications Center
Mario Prividera, Physics

1985-86

Margaret Aldrich, Office of Campus Life

1986-87

Jonathan Bartow, School of Education
Andrew Landon, Sr., Atmospheric Science

1987-88

Jacqueline S. DiStefano, Sponsored Funds
John M. Murphy, Residential Life
Yolanda S. Nix, Minority Student Services

1988-89

Georgiana M. Cietek, Computing Services
John A. Martone, Office of Residential Life
Gregory I. Stevens, College of Humanities & Arts

1989-90

Thomas Kinney, Rockefeller College
Barbara Schoonmaker, Student Affairs
Wayne Skala, Physics

1990-91

Victor DeSantis, Career Development Center
Marijo Dougherty, University Art Gallery
Gerald Parker, Nelson A. Rockefeller College
of Public Affairs and Policy

1991-92

Carson Carr, Academic Support Services
Robert D. McFarland, Science & Mathematics
Richard Sauer, Physical Education

1992-93

Gwen Fuller, Career Development Center
Roger D. Gifford, University Libraries
Zheng Hu, University Art Gallery

1993-94

Nelson A. Ammlin, Capital Area School
Development Association, School of Education
Kathleen A. Turek, Computing & Network
Services
Roberto J. Vives, Physical Education

1994-95

Patrick Romain, Educational Opportunities
Program
Betty Patterson Shadrack, Graduate Studies
Steven A. Thomson, International Student
Services

1998-99

Laurie M. Garafola, Residential Life
Sheila A. Mahan, Academic Affairs
Kanzellar (Kim) Sprague, Student Accounts

Excellence in Librarianship

1976-77

Sara D. Knapp
Anne Roberts

1977-78

Mark R. Yerburch

1978-79

Tae Moon Lee

1979-80

Dorothy Christiansen

1985-86

Sharon Bonk

1988-89

Judith Hudson
Marjorie Benedict

1989-90

Steven Atkinson
Richard Irving

1990-91

Eleanor Gossen
Henry N. Mendelsohn

1991-92

Michael Knee
Barbara Via

1992-93

Heather Miller

1994-95

Trudi E. Jacobson
David A. Tyckoson

University at Albany

UNIVERSITY AT ALBANY PRESIDENT'S AWARDS

Excellence in Teaching

1981-82

Donald Arnold, Business
Donald Birn, History
Hans Pohlsander, Classics
Joan Schulz, English

1982-83

Judith Barlow, English
Richard Goldman, English
Sung Bok Kim, History
Jack Smith, Physics
Edward Turner, Mathematics and Statistics

Excellence in Support Service

1978-79

Stephen Busch, Maintenance and Physical Plant
Michael Vayo, Public Affairs

1979-80

Joan A. Breen, CASDA
Jacquelyn M. Jones, Social Welfare
Maxine H. Peacock, Residence

1980-81

Pasquale Auricchio, Communications Services
Donald A. Dapo, Physical Plant
Susan C. Pero, Physics

1981-82

Catherine Felter, Office of Financial
Management
Leslie Siegel, Physical Education & Athletics
Linda Rider, Student Services Center

1982-83

Thomas McLaughlin, Purchasing
Richard Pierce, Public Safety
Ruth Sammo, Accounting

Excellence in Academic Advisement

1980-81

Richard Hauser, Biology

1981-82

John Levato, School of Business
Ivan Steen, History

1982-83

William Reedy, History

Excellence in Research

1981-82

Tsoo King, Chemistry
John Monfasani, History
Boris Korenblum, Mathematics and Statistics
Michael Hindelang, Criminal Justice

1982-83

Walter Gibson, Physics
Henry Kuivila, Chemistry
Joseph Woelfel, Rhetoric and Communication

Excellence in Graduate Teaching

1981-82

Eugene Garber, English
Akira Inomata, Physics

1982-83

Lance Bosart, Atmospheric Science
Graeme Newman, Criminal Justice

Excellence in Professional Service

1982-83

Kathryn Gibson, Continuing Studies
Harvey Huth, Student Accounts
Louise Tornatore, Psychology

UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK UNIVERSITY AWARDS

Excellence in Teaching and Advising

1983-84

Robert Cartmell, Art
Sarah B. Cohen, English
Joe W. Jenkins, Mathematics and Statistics
Frank Kolmin, Business

1984-85

Nathan Gottschalk, Music
Albert C. Higgins, Sociology
Harold S. Story, Physics
Caroline K. Waterman, Psychology

1986-87

Jeffrey Berman, English
Nathaniel Friedman, Mathematics and Statistics
Bruce Miroff, Political Science
Robert Rosellini, Psychology

1987-88

Edna Acosta-Belén, Latin American &
Caribbean Studies
Shelton Bank, Chemistry
Raymond E. Benenson, Physics

1988-89

Peter Bloniarz, Computer Science
Philip Cooper, Political Science
Marvin Krohn, Sociology

1989-90

Judith Fetterley, English
John Kimball, Physics
Roger Stump, Geography and Planning

1990-91

Bonnie Carlson, Social Welfare
V. Mark Durand, Psychology
Karyn Loscocco, Sociology
Leonard Slade, Africana Studies
Richard G. Wilkinson, Anthropology

1991-92

Graham Barker-Benfield, History
Roberta Bernstein, Art
Steven Messner, Sociology
Bonnie Spanier, Women's Studies

1992-93

Judith Baskin, Judaic Studies
Sandra K. Fischer, English
Gail H. Landsman, Anthropology
Richard H. Kendall, History
James W. Wessman, Latin American
Caribbean Studies and Anthropology

1993-94

Deborah C. May, Educational Psychology &
Statistics
John S. Pipkin, Geography & Planning

1994-95

Jacquelyn Fetrow, Biological Sciences
Gary H. Gossen, Anthropology
Richard W. Lachmann, Sociology
Susan D. Phillips, Counseling Psychology
Morton Schoolman, Political Science
Lillian S. Williams, Women's Studies

1995-96

John W. Delano, Geological Sciences
Helmut V. B. Hirsch, Biological Sciences
Linda Pershing, Women's Studies
Louisa Slowiaczek, Psychology

1996-97

Sekharipuram S. Ravi, Computer Science
Ernest Scatton, Slavic Languages & Literatures
Edelgard Wulfert, Psychology

1997-98

Lee S. Bickmore, Anthropology
Helen Ghiradella, Biological Sciences
Richard F. Hamm, History
Katherine Trent, Sociology

1998-99

Jan L. Hagan, School of Social Welfare
Andi Lyons, Theatre
Karin B. Reinhold, Mathematics and Statistics
Paul J. Toscano, Chemistry

1999-2000

Jeanette Altarriba, Psychology
Sue Faerman, Public Administration & Policy
Marjorie Pryse, English

2000-01

David McCaffrey, Public Admin & Policy
Charles Rougle, Languages, Literatures, and Cultures

2001-02

Jagdish S. Gangolly, School of Business
Richard H. Hall, Sociology
Paul A. Leonard, School of Business
Marilyn A. Masson, Anthropology

2002-03

James Acker, School of Criminal Justice
George Richardson, Public Administration
Howard Stratton, School of Public Health

Excellence in Professional Service

1983-84

Charles Heller, Chemistry
J. Paul Ward, Student Services Center
Nancy Belowich, Student Services Center

1984-85

Richard L. Collier, Center for Undergraduate
Education
Michele Deasy, Division of Continuing Studies
Sanford J. Neer, Educational Comm Center

1985-86

Margaret Aldrich, Office of Campus Life
Nan Carroll, Center for Women in Government
Frank DiSanto, Office for Research

1986-87

Jonathan Bartow, School of Education
Lauran Kazakiewicz, Humanities and Fine Arts
Andrew R. Landor, Atmospheric Science

1987-88

Jacqueline S. DeStefano, Sponsored Funds
John M. Murphy, Residential Life
Yolanda S. Nix, Minority Student Services

1988-89

Georgiana M. Cietek, Computing Services
John A. Martone, Office of Residential Life
Gregory I. Stevens, College of Humanities and Fine Arts

1989-90

Thomas Kinney, Rockefeller College
Barbara Schoonmaker, Student Affairs
Wayne Skala, Physics

1990-91

Victor DeSantis, Career Development Center
Marijo Dougherty, University Art Gallery
Gerald Parker, Nelson A. Rockefeller College of Public Affairs and Policy

1991-92

Carson Carr, Academic Support Services
Robert D. McFarland, Science and Mathematics
Richard Sauer, Physical Education Athletics & Recreation

1992-93

Zheng Hu, University Art Museum
Roger D. Gifford, University Library
Gwen W. Fuller, Career Development Center

1993-94

Nelson A. Armlin, Capital Area School Development Association, School of Education
Kathleen A. Turek, Computing and Network Services
Roberto J. Vives, Physical Education

1994-95

Patrick Romain, Educational Opportunities Program
Betty Patterson Shadrack, Graduate Studies
Steven A. Thomson, International Student Services

1995-96

M. Dolores Cimini, University Counseling Center
Michael S. Green, School of Education
Carl G. Martin, Student Services

1996-97

William B. Hedberg, Academic Affairs
Henry G. Kirchner, Student Affairs
Kathryn K. Lowery, Financial Management

1997-98

Richard J. Farrell, University Registrar
Alice Jacklet, Biological Sciences
Hank Shuford, Undergraduate Admissions

1998-99

Laurie M. Garafola, Residential Life
Sheila A. Mahan, Academic Affairs
Kanzellar (Kim) Sprague, Office of Student Accounts

1999-2000

Lisa-Anne Donohue, Environmental Health & Safety
Wendell Lorang, Institutional Research
Carol Stenger, Counseling Center

2000-01

J. Philippe Abraham, Advisement Services
Anne E. Boehm, Biology

Maritza Martinez, Educational Oppor. Prog.

2001-02

Shai L. Brown, Residential Life
Joanne T. Casabella, Sponsored Programs
Albina Y. Grignon, School of Business
Harriet V. Temps, History

2002-03

Shirley Downey, Career Development Center
Dawn Kakumba, Advisement Services
Cheryl Savini, Office for Sponsored Programs

Excellence in Support Services**1983-84**

Joan A. Charnews, Career Development
Ronald S. Dyson, Affirmative Action
Muriel A. Hausler, Physics

1984-85

Gwendolyn Deiber, University Library
Hazel H. Farrell, English
Raymond H. Keys, Plant Department
Robert J. Lounello, Computing Center
Regina A. Peterson, Teacher Education

1985-86

Ellen Diange, Physical Education
Virginia Dollar, Chemistry
Linda Sajan, Humanities and Fine Arts
Peter Vonnegut, University Libraries

1986-87

Normajean Bennett, Finance and Business
Francis Hoban, Maintenance
Delores Iacobelli, Equipment Management
Carol Ann Koz, School of Education

1987-88

Anthony DiDomenico, Printing & Stores Management
Joanne V. Lue, University Art Gallery
Eileen Pellegrino, Sociology

1988-89

Catherine Cackowski, Rockefeller College
Michelle A. Christie, Records and Registration
Diane Potts, Purchasing

1989-90

Christine D'Amico, Residential Life and Housing
Carrie Gamble, University Library
Arthur Gledhill, Custodial Services
Theresa Wallace, Custodial Services

1990-91

Emily Bliss, Financial Aid
Ellen Faust, Chemistry
Barbara Fritz, Registrar's Office

1991-92

Patricia J. Buccigrossi, Telephone Systems
Ava Eccleston, Department of Hispanic and Italian Studies
Mary Tarsa, Center for Undergraduate Education

1992-93

Jane N. Brough, Registrar's Office
Norah S. Davis, Two Year College Development Center
Thomas J. Kilcullen, Public Safety

1993-94

Carmelinda M. Colfer, School of Education
Librada Pimentel-Brown, Latin American & Caribbean Studies
Richard J. Sweet, Physical Plant

1994-95

William Krone, Chemistry
Sheila Meissner, Educational Psychology and

Statistics

Ellen M. Nolan, Registrar's Office

1995-96

Diane Cardone, Affirmative Action
Michele Fox, Arts & Sciences
Alan Wilson, Custodial Services

1996-97

Deborah A. Bourassa, Department of Communication
Linda Healey, Graduate Studies
Fannie L. Washington, UAS Food Service

1997-98

Marlene F. Boland, Center for Legislative Development
Eileen D'Alessandro, School of Education
Kathleen Hornberger, Undergraduate Admissions

1998-99

Doriane S. Brown, Public Administration & Policy
Karl G. Kilts, Department of Public Safety
Debra E. Neuls, History

1999-2000

Ida Canty, Academic Affairs
Robert Morawski, Residence Hall & Maintenance Equipment
Addie Napolitano, Public Administration & Policy

2000-01

Ellen B. Kelly, Department of Physics
Josephine Smith, Dean's Office, Rockefeller College
Mary Unser, Department of Reading

2001-02

Judy Coleman, Parking Management
Nancy Dame, Grounds
Eleanor J. Leggieri, Political Science

2002-03

Pamela Laverty, School of Social Welfare
Kathy Plunkett, Center for Excellence in Teaching and Learning
Walter Wunsch, Physical Plant

Excellence in Research**1983-84**

Tara P. Das, Physics
Corrado Baglioni, Biology
Nathaniel Friedman, Mathematics and Statistics

1984-85

Manuel Alvar, Hispanic and Italian Studies
Eric Block, Chemistry
William J. Haboush, Mathematics and Statistics
Lawrence S. Wittner, History

1985-86

Edward Blanchard, Psychology
William Reid, Social Welfare
Chih Ree Sun, Physics

1986-87

Donn E. Byrne, Psychology
William A. Lanford, Physics
Rodney K. Murphey, Biological Sciences

1987-88

David Barlow, Psychology
Kenneth Karlin, Chemistry
Joseph Strelka, German

1988-89

Alicia de Colombi-Monguiro, Hispanic & Italian
John Kekes, Philosophy
Nan Lin, Sociology
Charles Scholes, Physics

University at Albany

1989-90

John Gunnell, Political Science
Philip Foster, Educational Admin and Policy
Kajal Lahiri, Economics
Jon Zubieta, Chemistry

1990-91

Berel Lang, Philosophy
John Logan, Sociology
Frank Maley, Biomedical Sciences
Gladys Maley, Biomedical Sciences
Daniel Rosenkrantz, Computer Science

1991-92

Judith E. Johnston, English
Sheldon Tobin, Social Welfare
Frank R. Vellutino, Education
Gary Yukl, School of Business

1992-93

James J. Jaccard, Psychology
Terence P. Thornberry, Criminal Justice
Joel Meyers, Educational Psychology & Statistics
Mohammad Sajjad Alam, Physics

1993-94

Richard D. Alba, Sociology
Dean Falk, Anthropology
Joseph Sedransk, Biometry & Statistics
Wei Chyung Wang, Atmospheric Sciences
Research Center

1994-95

Richard L. Allington, Reading
David H. Bayley, Criminal Justice
David L. Martin, Environmental Health and
Toxicology
Glenna Spitze, Sociology and Women's Studies

1995-96

Arthur Applebee, Educational Theory and Practice
Edward L. Hannan, Health Policy & Management
Frank Hauser, Chemistry
Daniel C. Levy, Educational Administration &
Policy Studies

1996-97

Kenneth Able, Biological Sciences
Robert Carmack, Anthropology
Judith Langer, Educational Theory & Practice
Winthrop Means, Earth and Atmospheric Sciences

1997-98

Deepak Kapur, Computer Science
Stewart Tolnay, Sociology
Ronald Toseland, School of Social Welfare
Cathy Spatz Widom, School of Criminal Justice

1998-99

June E. Hahner, History
Allen E. Liska, Sociology
John E. Molinari, Earth & Atmospheric Sciences
Richard S. Zitomer, Biological Sciences

1999-2000

Marlene Belfort, Biomedical Sciences
Jerram Brown, Biological Sciences
Myrna Friedlander, Counseling Psychology

2000-01

Lance F. Bosart, Earth & Atmospheric Sci.
Joachim Frank, Biomedical Science
Norma Riccucci, Public Administration

2001-02

Henryk Baran, Languages, Lits and Cultures
Lindsay N. Childs, Mathematics and Statistics
Betty C. Daniel, Economics
John S. Justeson, Anthropology

2002-03

Dale Morse, Epidemiology

Steven Seidman, Sociology
Mary Beth Winn, Lang, Lits, and Cultures

Excellence in Academic Service

1983-84

Hassaram Bakhru, Nuclear Accelerator Lab
John Gerber, English
Seth Spellman, Africana Studies
Edward Cowley, Art

1984-85

Edna Acosta-Belén, Puerto Rican, Latin
American and Caribbean Studies
Kendall A. Birr, History
Harold L. Cannon, Business
M. E. Grenander, English

1985-86

Shirley Brown, Psychology
Findlay Cockrell, Music
Francine Frank, Hispanic and Italian Studies

1986-87

John S. Pipkin, Geography and Planning
William L. Reese, Philosophy

1987-88

Richard Hall, Sociology
Colbert Nepaulsingh, Latin American &
Caribbean Studies
Donald Newman, Criminal Justice

1988-89

Vincent J. Aceto, Information Science and Policy
Helen Desfosses, Public Administration & Policy
Paul D. Marr, Geography and Planning

1989-90

Ronald Bosco, English
Christine Bose, Sociology

1990-91

Judith Barlow, English
Donald Reeb, Economics
Ernest A. Scatton, Slavic Languages & Literatures

1991-92

Martha T. Rozett, English
Glenna D. Spitze, Sociology

1992-93

James T. Fleming, Education
Cyril H. Knoblauch, English
Susan R. Sherman, Social Welfare
Russell, A. Ward, Sociology

1993-94

Carlos E. Santiago, Latin American &
Caribbean Studies
Christopher J. Smith, Geography & Planning
Paul W. Wallace, Classics

1994-95

John Logan, Sociology
John H. Rosenbach, Ed Psych and Statistics

1995-96

Steven Messner, Sociology
Bonnie Spanier, Women's Studies
Mary Beth Winn, French Studies

1996-97

Lilian B. Brannon, English, Center for
Excellence in Teaching & Learning
Sue R. Faerman, Public Admin & Policy

1997-98

Richard Alba, Sociology
Eloise Brière, French Studies
Ray Bromley, Geography and Planning

1998-99

David F. Andersen, Public Administration

Frank M. Hauser, Chemistry

1999-2000

Timothy Lance, Mathematics & Statistics
Louis Roberts, Classics

2000-01

David P. McCaffrey, Public Administration
Charles P. Rouble, Languages, Literature &
Cultures

2001-02

Anne E. Fortune, Social Welfare
Edelgard Wulfert, Psychology

2002-03

Iris Berger, Department of History
Janet Perloff, School of Social Welfare
David Strogatz, School of Public Health

Excellence in Librarianship

1984-85

William F. Young

1985-86

Sharon Bonk

1986-87

Sally Stevenson

1987-88

Bonita Bryant

1988-89

Judith Hudson
Marjorie Benedict

1989-90

Steven Atkinson
Richard Irving

1990-91

Eleanor Gossen
Henry N. Mendelsohn

1991-92

Michael Knee
Barbara Via

1992-93

Heather S. Miller

1994-95

Trudi E. Jacobson
David A. Tyckoson

1995-96

Judith Place

1996-97

Gillian M. McCombs

1997-98

Geoffrey Williams

1999-2000

Catherine Dwyer

2000-01

Otis A. Chadley
Laura B. Cohen

2001-02

Mary Jane Brustman

2002-03

Carol Anderson, University Libraries

Excellence in Scholarship and Creative Service

2001-02

David M. Janower, Music

COLLINS FELLOWS

The COLLINS AWARD recognizes faculty members who, over a sustained period of time, have exhibited extraordinary devotion to the University and the people in it.

In carrying out their responsibilities a number of faculty have given of themselves to a singular degree to the life of the institution.

The award bears the name of Evan Revere Collins, who was president of the institution from 1949–69 and led the campus's evolution from a college to a university.

Collins Fellows Recipients

Vincent J. Aceto,
School of Information Science and
Policy

Edna Acosta-Belén,
Latin American & Caribbean Studies

Allan Ballard
History

Judith E. Barlow,
English

Judith Baskin,
Judaic Studies

M. I. Berger,
Educational Administration and
Policy Studies

Roberta Bernstein
Art

Kendall Birr,
History

Peter Bloniarz
Center for Excellence in Teaching &
Learning

Ronald A. Bosco,
English

Christine Bose,
Sociology

Shirley C. Brown,
Psychology

Harold Cannon,
Business

Frank Carrino,
Hispanic & Italian Studies

Richard Clark,
School of Education

R. Findlay Cockrell,
Music

Arthur Collins,
English

Stephen E. DeLong,
Geological Sciences

Helen Desfosses,
Public Administration and Policy

Martin Edelman,
Political Science

Sue R. Faerman,
Public Administration and Policy

Margaret Farrell,
Teacher Education

Judith Fetterley,
English

James Fleming,
School of Education

Francine Frank,
Linguistics and Cognitive Science

Helen Horowitz,
Economics

Shirley J. Jones,
Social Welfare

Sung Bok Kim,
History

Paul A. Leonard,
School of Business

Eugene McLaren,
Chemistry

John S. Pipkin,
Geography and Planning

Donald Reeb,
Economics

Warren E. Roberts,
History

Martha Rozett
English

Carlos Santiago,
Latin American and Caribbean Studies

Joan E. Schulz,
English

Susan Sherman,
School of Social Welfare

Harold Story,
Physics

Lynn Videka-Sherman
School of Social Welfare

Edelgard Wulfert,
Department of Psychology

Daniel L. Wulff,
Biological Sciences

University at Albany

STATE UNIVERSITY OF NEW YORK

State University of New York's 64 geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New York citizens and comprise the nation's largest, centrally managed system of public higher education.

When founded in 1948, the University consolidated 29 state-operated, but unaffiliated institutions. In response to need, the University has grown to a point where its impact is felt educationally, culturally and economically the length and breadth of the state.

More than 400,000 students are pursuing traditional study in classrooms or are working at home, at their own pace, through such innovative institutions as Empire State College, whose students follow individualized and often nontraditional paths to a degree. Of the total enrollment, more than 100,000 students are 24 years or older, reflecting State University's services to specific constituencies, such as refresher courses for the professional community, continuing educational opportunities for returning service personnel, and personal enrichment for more mature persons.

State University's research contributions are helping to solve some of modern society's most urgent problems. It was a State University scientist who developed the MRI, and another who made the connection between automobile and industrial exhaust combining to cause changes in weather patterns. Other University researchers continue important studies in such wide-ranging areas as immunology, nanotechnology, bioinformatics, cyber security, and organ transplantation.

More than 1,000 public service activities are currently being pursued on State University campuses. Examples of these efforts include special training courses for local government personnel, State civil service personnel, and the unemployed; participation by campus personnel in joint community planning or project work, and campus community arrangements for community use of campus facilities.

A distinguished faculty includes nationally and internationally recognized figures in all major disciplines. Their efforts are recognized each year in the form of such prestigious awards as the Nobel Prize, Fulbright-Hayes, Guggenheim, and Danforth fellowships.

The University offers a wide diversity of what are considered the more conventional career fields, such as business, engineering, medicine, teaching literature, dairy, farming, medical technology, accounting, social work, forestry and automotive technology. Additionally, its responsiveness to progress in all areas of learning and to tomorrow's developing societal needs has resulted in concentrations which include pollution, urban studies, computer science, immunology, preservation of national resources, and microbiology.

SUNY programs for the educationally and economically disadvantaged have become models for delivering better learning opportunities to a once-forgotten segment of society. Educational opportunity centers offer high school equivalency and college preparatory courses to provide young people and adults with the opportunity to begin college or to learn marketable skills. In addition, campus-based educational opportunity programs provide counseling, developmental education, and financial aid to disadvantaged students in traditional degree programs.

Overall, at its EOC's, two-year colleges, four-year campuses and university and medical centers, the University offers 3,600 academic programs. Degree opportunities range from two-year associate programs to doctoral studies offered at 12 senior campuses.

The 30 two-year community colleges operating under the program of State University play a unique role in the expansion of educational opportunity. They provide local industry with trained technicians in a wide variety of occupational curriculums, and offer transfer options to students who wish to go on and earn advanced degrees.

The University has graduated more than 2.5 million alumnae. The majority of SUNY graduates pursue careers in communities across the State.

State University is governed by a Board of Trustees, appointed by the Governor, which directly determines the policies to be followed by the 34 state-supported campuses. Community colleges have their own local boards of trustees whose relationship to the SUNY board is defined by law. The state contributes one-third of their operating cost and one-half of their capital costs.

The State University motto is:

"To Learn—To Search—To Serve."

Chancellor

Robert L. King, B.A., J.D.

Special Assistant to the Chancellor

Andrea E. Benshoff

Vice Chancellor for Business and Industry Relations

R. Wayne Diesel, B.A. M.P.A.

University Counsel

D. Andrew Edwards, Jr., B.A., J.D..

Vice Chancellor and Chief Operating Officer

Richard P. Miller, Jr., B.A.

Vice Chancellor and Secretary of the University

John J. O'Connor, B.A., M.S.

Vice Chancellor for Community Colleges

Preston Pulliams, A.S., B.S., M.A., Ed.D.

Vice Chancellor and Chief Financial Officer

David T. Richter, B.A.

Provost and Vice Chancellor for Academic Affairs

Peter D. Salins, B.Arch., M.R.P., Ph.D.

Senior Associate Vice Chancellor and Executive Director, State Relations

Michael C. Trunzo, B.A., M.P.A.

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University Centers

University at Albany, State University of New York

State University of New York at Binghamton

State University of New York at Buffalo

State University of New York at Stony Brook.

University Colleges

Empire State College

State University College at Brockport

State University College at Buffalo

State University College at Cortland

State University College at Fredonia

State University College at Geneseo

State University College at New Paltz

State University College at Old Westbury

State University College at Oneonta

State University College at Oswego

State University College at Plattsburgh

State University College at Potsdam-

State University College at Purchase.

Colleges and Centers for the Health Sciences

Health Science Center at Brooklyn

Health Science Center at Syracuse

College of Optometry at New York City
(Health Sciences Center at Buffalo)*

(Health Sciences Center at Stony Brook)*.

University Colleges of Technology

College at Alfred

College at Canton

College at Cobleskill

College at Delhi

College at Farmingdale

College at Maritime

College at Morrisville

College at Utica/Rome

Specialized Colleges

College of Environmental Science and Forestry at Syracuse

Maritime College at Fort Schuyler

College of Technology at Farmingdale

Institute of Technology at Utica/Rome
(Fashion Institute of Technology at New York City).+

Statutory Colleges+

College of Agricultural and Life Sciences at Cornell University

College of Ceramics at Alfred University

College of Human Ecology at Cornell University

School of Industrial and Labor Relations at Cornell University

College of Veterinary Medicine at Cornell University

Community Colleges

(Locally sponsored two-year colleges under the program of State University)

Adirondack Community College at Glens Falls

Broome Community College at Binghamton

Cayuga County Community College at Auburn

Clinton Community College at Plattsburgh

Columbia-Greene Community College at Hudson

Finger Lakes Community College at Canandaigua

Corning Community College at Corning

Dutchess Community College at Poughkeepsie

Erie Community College at Williamsville, Buffalo, and Orchard Park

Fashion Institute of Technology at New York City

Fulton-Montgomery Community College at Johnstown

Genesee Community College at Batavia

Herkimer County Community College at Herkimer

Hudson Valley Community College at Troy

Jamestown Community College at Jamestown

Jefferson Community College at Watertown

Mohawk Valley Community College at Utica

Monroe Community College at Rochester

Nassau Community College at Garden City

Niagara County Community College at Sanborn

North Country Community College at Saranac Lake

Onondaga Community College at Syracuse

Orange County Community College at Middletown

Rockland Community College at Suffern

Schenectady County Community College at Schenectady

Suffolk County Community College at Selden

Sullivan County Community College at Loch Sheldrake

Tompkins Cortland Community College at Dryden

Ulster County Community College at Stone Ridge

Westchester Community College at Valhalla

** Centers at Buffalo and Stony Brook are operated under the administration of their respective University Centers.*

+ While authorized to offer such baccalaureate and master's degree programs as may be approved pursuant to the provisions of the Master Plan, in addition to the associate degree, the Fashion Institute of Technology is financed and administered in the manner provided for community colleges.

+ These operate as "contract colleges" on the campuses of independent universities.

Note concerning General Education entries in the University at Albany's Undergraduate Bulletin 20032004

The New General Education Program (pp. 48-56)

The New General Education Program applies to all students admitted to the University with basis of admission "FRESHMAN" in fall 2000 and thereafter and, for transfers who were not matriculated at a college or university prior to fall 2000, students with basis of admission "TRANSFER" in fall 2002 and thereafter.

Students who must complete the New General Education requirements do not use the lists in this bulletin that relate to the Continuing General Education program. However, any course ending with the suffix letters E, F, G, or Z will fulfill a Writing Intensive requirement in both the New and the Continuing General Education programs.

At the end of course descriptions in this bulletin, the following abbreviations are used, within brackets, to indicate any of the New General Education Requirement categories met by the course:

[AR]	= Arts	[MS]	= Mathematics/Statistics
[BE]	= Regions Beyond Europe	[NS]	= Natural Sciences
[DP]	= U.S. Diversity and Pluralism	[OD]	= Oral Discourse
[EU]	= Europe	[SS]	= Social Sciences
[FL]	= Foreign Language	[US]	= U.S. History
[GC]	= Global/Cross-Cultural	[US*]	= U.S. History expanded list
[HU]	= Humanities	[WI]	= Writing Intensive
[IL]	= Information Literacy		

The Continuing (1992) General Education Program (pp. 57-62)

The Continuing (1992) General Education Program applies to all students admitted to the University with basis of admission "FRESHMAN" before fall 2000 and with basis of admission "TRANSFER" before fall 2002 and with basis of admission "TRANSFER" if the student matriculated at another college or university before fall 2000.

Additional information about the University at Albany's courses, programs, policies and regulations can be found at the web sites of the various departments, schools and offices mentioned in this bulletin, all of them just a click or two away from the University at Albany's home page:

www.albany.edu