University at Albany

STATE UNIVERSITY OF NEW YORK

General Information

Officers

President: Kermit L. Hall

Vice Presidents: Susan Herbst, Provost and Executive Vice President for Academic Affairs; Deborah A. W. Read, Vice President for University Development; Lynn Videka, Interim Vice President for Research; James P. Doellefeld, Vice President for Student Affairs; Vacant, Vice President for Outreach; Kathryn K. Lowery, Vice President for Finance & Business; Sorrell E. Chesin, Secretary to the Council

University Council: Pierre L. Alric, Albany; Kevin M. Bronner, Loudonville; John R. Fallon, Esq., New York City; Frank T. Gargano, Esq., Melville; Dr. Thomas J. Malesky, Schuylerville; Michael A. Montario, Howes Cave; George M. Philip, Esq., (Chair), Albany; Daniel C. Tomson, Esq., New York City; Chad Maxman (student representative); Professor Steven F. Messner (faculty representative); Anthony Giardina, Esq. (alumnae/i representative)

Undergraduate Education:

Dr. Sue R. Faerman, *Vice Provost for Undergraduate Education and Dean of Undergraduate Studies*

Dr. Carson Carr, Jr., *Associate Dean of Academic Support Services and Associate Vice President for Academic Affairs*

Dr. Vivien W. Ng, *Associate Dean of Undergraduate Studies and Director of Honors Programs*

Dr. Anne Hildreth, *Associate Dean of Undergraduate Studies and Director of the General Education Program*

Mr. Richard L. Collier, *Assistant Dean of Undergraduate Studies and Editor, UNDERGRADUATE BULLETIN*

The University at Albany, State University of New York, is the senior campus of the SUNY system. One of SUNY's four university centers, UAlbany offers undergraduate and graduate education in a broad range of academic fields at the bachelor's, master's, and doctoral degree levels.

Three traditional responsibilities guide UAlbany: teaching, research, and service.

Instructional excellence is assured through the quality of the faculty and a design of academic programs that affords students the greatest opportunity for intellectual growth. A challenging curriculum also provides students with thorough training for meeting career objectives. Students are encouraged to challenge themselves, to explore the world about them, and then to accept the responsibility that comes with scholarship and freedom.

An active research program reflects aware-ness of the responsibility of contributing to the expansion of knowledge and understanding, and to enhancing the economic vitality of the state and region. The University assists and encour-ages undergraduate students as well as faculty to participate in scholarly and creative research and to make their results widely available. UAlbany enjoys a Carnegie Research Extensive University rating. Last year, the campus received approximately $193 million in external funding through its Research Foundation and Health Research, Inc.

The University also understands its special role as an intellectual, economic and cultural resource for the region. Faculty and student scholars are encouraged to share their intellectual expertise as speakers and consultants, and the University regularly invites the community to use its resources and facilities, and to attend the many seminars, exhibits and events that fill the UAlbany calendar.

To meet each of these responsibilities, UAlbany maintains a wholehearted commitment to excellence.

The University is ranked 17th in research and scholarship among the nation's top public universities. (Source: *The Rise of American Research Universities*.)

Nationally ranked programs include:

Information Technology — # 4 (*US News*)
Public Finance — # 9 (*US News*)
Public Administration — # 6 (*US News*)
Public Affairs — # 10 (*US News*)
Public Policy — # 25 (*US News*)
Clinical Psychology — # 38 (*US News*)
Social Welfare — # 19 (*US News*)
Sociology — # 24 (*US News*)
Education — # 36 (*US News*)
Library Science — # 15 (*US News*)

Additionally, the National Research Council (NRC) ranks the following programs in the first quartile on objective measures, such as publications and citations per faculty, percentage of program faculty publishing, or in percentage of faculty supported by external funding:

Anthropology
Psychology
Sociology
Cell and developmental biology
Geology and evolutionary behavior
Genetics
Functional genomics

Location: Located in the state capital, UAlbany is within minutes of the State Legislature, the courts, and headquarters for all service agencies of the largest state government in the nation. The city itself is a vibrant center for culture and entertainment. Its centerpiece is the Nelson A. Rockefeller Empire State Plaza, a governmental center that includes the New York State Museum and Library and major performing arts and convention facilities. Albany is also home to the Pepsi Arena, a 15,000-seat venue for major entertainment and sporting events.

The Capital Region (Albany, Schenectady, and Troy), with a population of 750,000, is near Saratoga, the Berkshires, the Catskills, and the Adirondack Mountains, areas famed for recreational and cultural opportunities.

The University is 150 miles from New York City, 165 miles from Boston, and 242 miles from Montreal. The main campus is located near the intersection of the New York State Thruway, the Adirondack Northway, and Interstate 90. Within five miles of the campus are an AMTRAK rail station, the Greyhound and Trailways bus depots, and Albany International Airport, served by several major airlines.

Unless otherwise noted, the information provided in this bulletin should be utilized in the following manner:

Academic regulations are in effect for all students during 2005-2006. Courses are described as they will be offered during 2005-2006.

The general degree requirements, requirements for majors and minors are effective for students who matriculate during 2005-2006.

The University at Albany does not discriminate on the basis of age, color, creed, disability, marital status, national origin, race, or sex. Inquiries concerning this policy should be directed to the Affirmative Action Office.

The calendars, curricula, and fees described in this bulletin are subject to change at any time by official action of the University at Albany.

University at Albany

Description: The University at Albany, the largest of 15 colleges in the Capital Region, enrolls approximately 17,000 students, including more than 5,200 graduate students. More than two-thirds of the University's undergraduate students pursue post-baccalaureate study. The University now awards more than 150 doctorates a year in disciplines in the arts and sciences and professions.

Nationally and internationally renowned scholars are among the more than 920 faculty members who are committed to maintaining the high academic standards which have characterized Albany since its founding in 1844. A large number of our faculty have earned the rank of Distinguished Professor, the highest academic honor for a faculty member in the State University of New York System. Additionally, many of the academic departments have gained national prominence. Finally, many of the faculty are integrally involved in meaningful community service efforts in the Capital Region and throughout the state.

Accreditation: The University is chartered by the Board of Regents of New York State, which has registered all of its degrees and programs and fully approved its professional programs through the State Education Department. Albany is also a member of the Council of Graduate Schools in the United States. It is fully accredited by:

The Middle States Association of Colleges and Secondary Schools
American Psychological Association
Council on Rehabilitation Education
The Council on Social Work Education
The American Chemical Society
The American Library Association
The American Assembly of Collegiate Schools of Business
The American Board on Counseling Services, Inc.
Its graduates are recognized by the American Association of University Women.

Organization: The University enrolls students in nine degree-granting schools and colleges. The College Arts and Sciences, the College of Computing and Information, the Nelson A. Rockefeller College of Public Affairs & Policy, and the Schools of Business, Criminal Justice, Education, and Social Welfare offer undergraduate and graduate programs. The School of Public Health offers graduate programs only. Several opportunities exist for joint degrees between schools and with other graduate programs. In 2004 Albany established its new College of Nanoscale Sciences and Engineering, which began offering graduate degree programs in Fall 2004.

The Office of the Provost and Vice President for Academic Affairs and the Office of the Vice President for Research jointly work with the academic units in curricular and research areas.

On the undergraduate level, the Office of the Dean of Undergraduate Studies is responsible for the coordination of the academic experience of undergraduate students and works closely with the deans and faculty of the individual schools and colleges in developing, coordinating, and implementing undergraduate academic policy and curricula. Nondegree study at the undergraduate level is coordinated by the Office of General Studies.

The Campus: The Uptown Campus, designed by noted architect Edward Durell Stone and completed in the mid 1960s, is located on the western side of the city. The setting is highlighted by the "Academic Podium:" 13 academic buildings on a common platform, all connected by a continuous roof and a lower-level corridor. In recent years, an aggressive program of new construction has expanded the Uptown Campus. An additional library and new buildings for environmental science and technology management, the life sciences, and sculpture, as well as residence halls have recently been completed or are under construction.

Several schools and departments are located on the Downtown Campus, a classic Georgian-style complex, recently renovated, that served from 1909-66 as the main campus. In 1996, Albany expanded to Rensselaer County with the opening of the 58-acre East Campus. It is home to the School of Public Health, the Center for Comparative Functional Genomics, and a burgeoning business incubator program.

In addition to the Uptown Campus's classrooms and laboratories, there are two University Libraries and the Performing Arts Center — boasting several theatres, recital halls, and rehearsal instructional space. The Fine Arts Building houses one of the finest museums in the Northeast. The new sculpture building opened in 2002.

Five residence quadrangles on the Uptown Campus, each housing approximately 1,200 students, include eight three-story halls and a 23-story tower. Each quadrangle has lounges, recreation areas, and dining facilities. Nearby Freedom Quadrangle has apartment-style living, and Empire Commons provides single-room apartment-style living for 1,200 students. Housing is also available on Alumni Quadrangle, located near the Downtown Campus.

Other special facilities on the campus include a National Weather Service meteorological laboratory, a Computing Center, and a linear accelerator for physics research.

The hub of student activity is the Campus Center and its new extension, opened in September 1994. It includes lounges, meeting and dining rooms, a ballroom, a cafeteria, a barbershop, banking facilities, a convenience store, a Barnes & Noble bookstore, a computer store, and a variety of fast-food eateries.

Outdoor recreation facilities include 24 tennis courts (12 with lights), 4 basketball and 6 volleyball courts, an all-weather running track, and several multipurpose playing areas.

Indoor athletic facilities are dominated the Recreation and Convocation Center (RACC). With an arena seating capacity of nearly 4,800, the facility is home to NCAA Division I Great Dane basketball, and also houses a running track, a modern fitness center, a fully equipped athletic training complex with whirlpools and other rehabilitative equipment, four handball/ racquetball courts, four squash courts, two main locker rooms, and ten smaller team locker rooms. All facilities are handicapped accessible and have designated seating areas for handicapped spectators. In the Physical Education Center are a pool, locker rooms, and several basketball, handball and squash courts.

Libraries: The University maintains three libraries. Two located on the Uptown Campus, the University Library and the New Library Building, and on the Downtown Campus, the Dewey Graduate Library. All three libraries offer orientations, instruction, study carrels and study rooms. The libraries subscribe to numerous electronic and hard copy journals and texts, and have more than two million book volumes. Access to electronic resources and services, the book collection, and general information is through the Libraries web page http://library.albany.edu/.

The University Library contains the largest collection of circulating volumes, the Interactive Media Center, a collection of computer hardware and software that support the curriculum, and the Government Documents Collection, a selective depository for U.S. documents.

The New Library Building houses the M. E. Grenander Department of Special Collections and Archives and the Science Library.

The Dewey Graduate Library on the Downtown Campus supports graduate research in the fields of public affairs, public administration and policy, criminal justice, political science, social welfare and information science and policy.

Information Technology Services: Information Technology Services: ITS provides technology systems and support for the University community. ITS is composed of 6 units which report to the Chief Information Officer: Client Support Services, Extended Learning, Research IT, Systems Management and Operations, Telecommunications and University Applications Development.

ITS provides an extensive array of information technology tools and support. Visit the ITS website at **www.albany.edu/its** for an overview of products and services available for students, faculty and staff. This site contains extensive information about email and LAN services, ITS accounts, technology-equipped facilities, training opportunities, ITS policies and additional technology services available to the University community. Alerts and notices of service interruptions, as well as items of special interest are provided on the web. There is also more information about the individual units that make up the ITS organization and the services they provide.

To learn more about our student, faculty and staff self-service web site MyUAlbany go to **www.albany.edu/myualbany**. This is the 'portal' through which students and faculty access information in the student records database. Students use MyUAlbany to enroll in courses, add or drop classes, view their academic record and update personal information. Faculty can use MyUAlbany to generate class rosters, enter grades and view advisee information. All Staff can update their demographic information, and professional staff can submit leave information to Time Records online.

The HelpDesk located in LC-27 is available to assist with specific questions about technology. The HelpDesk can be contacted by phone at 442-3700. Faculty and staff can direct email questions to ihelp@albany.edu; students can send email to Student HelpDesk at theshed@albany.edu

"JUST COMMUNITY" PRINCIPLES:

"The University at Albany, State University of New York, is an academic community dedicated to the ideals of justice. A university is above all a place where intellectual life is central and where faculty, staff, and students strive together for excellence in the pursuit of knowledge. It is a particular kind of community with special purposes. Moreover, this academic community, if it is to support our broader ideals, must also be just.

"There is no definitive theory of justice. The differences in these theories are to be respected. However, among all democratic theories of justice, the principles of equality and liberty are basic. These principles are no less central to a free university.

"In a just community, the dignity of the individual and respect for diversity are fundamental. Members of a just community are committed to raising awareness of common ground and to the principles of respect, integrity, innovation, openness, justice and responsibility.

"Equality is a necessary part of any university that claims to be a democratic institution. Distinctions based on irrelevant differences are ruled out. Ascriptive characteristics including but not limited to race, religion, gender, class, disability, ethnic background, sexual orientation, age or disability determine neither the value of individuals nor the legitimacy of their views. Only the merit of the individual as a participant in the life of the academic community is worthy of consideration. Bigotry in any form is antithetical to the University's ideals on intellectual political, and moral grounds and must be challenged and rejected.

"Liberty is an equally precious academic principle because the free expression of ideas is the central part of university life. To sustain the advancement and dissemination of knowledge and understanding, the University must allow the free expression of ideas, no matter how outrageous. Protecting speech in all its forms, however, does not mean condoning all ideas or actions. The University sets high standards for itself and denounces the violation of these standards in unequivocal terms. Harassment and other behavior that intrudes upon the rights of others are unacceptable and subject to action under the guidelines of the institution.

"There is no guarantee that the principles of justice, once stated, are realized. The University must constantly remind itself that its mission and ethos must evolve within the context of justice. A just community is always on guard against injustice, always struggling to move closer to the ideals of justice, always asserting its dedication to justice. The assertion of justice takes place in every part of the community: in the classroom, the lecture hall, the library, the residence hall, wherever members of the University come together. It is the responsibility of all faculty, staff and students to keep the ideals of justice uppermost in the minds of the members of the University so that they may be achieved." (Approved 1990; revised April 3, 2001 – University Senate)

KEY DATES

1844 Founded as the New York State Normal School
1909 Downtown campus opened
1935 First residence halls opened, Pierce and Sayles
1962 Designated SUNY University Center
1967 Uptown campus opened
1976 Renamed University at Albany
1983 NYS Writers Institute established
1992 Recreation and Convocation Center opened
1996 University Foundation acquires new East Campus for School of Public Health, biotechnology and high-tech start-up businesses

For more information concerning the rich history, traditions and achievements of the University at Albany, please visit the University's web page:

www.albany.edu

UNDERGRADUATE ADMISSIONS

Admission to the University is based on evidence of high school graduation or the equivalent, quality of high school program, record of achievement, and desirable personal characteristics without regard to age, sex, race, color, creed, disability, marital status, or national origin. The University welcomes inquiries from qualified high school students, students interested in transferring from another college or university, and adults who wish to begin or resume their undergraduate program.

Students who wish to obtain additional information about the University or the admission processes and policies described below should call 518-442-5435 or write the Undergraduate Admissions Office, Administration Building, Room 101, University at Albany, State University of New York, 1400 Washington Avenue, Albany, New York 12222 or e-mail at UGADMISSSIONS@ALBANY.edu.

Group information sessions and tours are available 7 days a week when classes are in session. Please call (or e-mail) the Admissions Office to make arrangements.

Interviews: A personal interview is not required as part of the admissions process. In exceptional cases, those for whom the interview is required will be notified by letter.

Application Procedure: Admission to most programs is granted for the fall, spring, and summer terms. Application materials are available in the fall preceding any of these admission dates and can be received by contacting the Admissions Office.

Application forms are also available in all New York State high schools and State University of New York two- and four-year colleges. Candidates may also apply on-line at www.albany.edu/admissions/undergraduate/applying. The University at Albany's application is a two-part process. Once a candidate submits a completed Part I the Admissions office will send a supplemental form (Part II) to be completed by the applicant. The Part II requests subjective information and an essay that provides the admissions committee with additional information about the candidate.

Freshman Admission

The undergraduate program is designed for students with well-defined interests or career objectives, as well as for those who wish to explore a variety of fields before deciding on a major. All accepted students are admitted to the University and are enrolled in an open major, (undeclared), or they can declare an intended major.

Academic Preparation and Achievement

High School Preparation:

Candidates for admission to all undergraduate programs must present a minimum of 18 units from high school, acceptable to the University, in a college preparatory program. Within that background, freshman applicants are generally expected to demonstrate the following to be competitive for admission: four units of English or the equivalent; completion of the Course B curriculum in Math (for students graduating from New York State high schools) or the equivalent (for students from high schools in other states or nations); at least two units of laboratory science; three units of social science, including one of U.S. History; at least one year of foreign language; two years or more of foreign language is strongly recommended. In addition students should show electives that offer enrichment (e.g., fine or performing arts) or advanced study in a particular discipline.

Admission Decision: The decision on an application for admission will be based on a holistic review of the following:

High School Record Since academic performance in high school is considered to be the best predictor of academic success, the high school record will be examined in light of one's overall high school average as reported by the secondary school, courses taken, end-of-course Regents Examination grades and average (for New York State residents), and rank in class. Acceptance is granted upon satisfactory completion of three years of high school. An acceptance is conditional upon continued success in the fourth year, proof of graduation, and the submission of a complete and satisfactory medical form to the Student Health Service.

Standardized Test Scores In addition to an evaluation of an applicant's high school record, the University also uses the SAT or ACT standardized test results. (Special tests are available for handicapped applicants. Also, Albany has alternate admissions criteria for handicapped applicants who are unable to take the required tests.) All students graduating from high school in 2006 and thereafter are required to submit the results of a national writing component as part of their standardized tests.

Standardized Test Policy: In all categories of admission, standardized test scores are considered as merely one of several academic variables used in the decision making process. Standardized test scores are used in concert with high school average, the quality of the academic program, and the student's rank in class.

The University at Albany will continue to use the highest critical reading (formerly verbal) and mathematics score from the SAT to insure that these scores, in most cases, will benefit the applicant in the admissions process. In order to fully understand the appropriate use of the new writing component requirement in the evaluation process, the scores will not be used initially in the evaluation of applicants.

The University realizes that standardized test scores represent the results of a test battery taken on a single day, while the high school record of an applicant represents academic commitment and achievement over a period of three years. The Office of Undergraduate Admissions is aware of this difference and incorporates it into the decision making process. Questions about the use of standardized tests at the University may be directed to the Office of Undergraduate Admissions at 518-442-5435.

The University generally receives these scores on computer tapes directly from the exam sponsors, and matches them to other application data. Each applicant is encouraged, therefore, to have the results released to us by the exam sponsors. These are to be received in the admissions office generally by mid February.

Ability to Contribute to the University Community The University at Albany believes that a student body that represents diverse geographic, cultural, racial/ethnic, and socioeconomic backgrounds creates an educational environment that benefits all students. Therefore, in evaluating applicants, the University may also consider non-academic characteristics including involvement in school or community; leadership potential; community service; a student's ability to contribute to a diverse educational environment as evidenced by his/her geographic, cultural, racial/ethnic, or socioeconomic background; special talents; work experience; and information about the applicant's ability to overcome obstacles, hardship, disabilities, etc.

Recommendations of the applicant's counselor, teacher, and/or employer are welcome, but generally are not required. However, counselor comments that will assist the Admissions Office in its review of the academic credentials should, of course, be submitted.

Note: A decision as to admissibility cannot be made until all required materials are submitted. Although it is the responsibility of the applicant to see that all required credentials are submitted on time, the Admissions Office will send periodic reminders concerning missing credentials.

Non-Binding Early Action Policy:

The University at Albany no longer offers the traditional Early Decision program, but rather a much more equitable early notification option referred to as the non-binding Early Action program.

The University at Albany's non-binding Early Action option allows students to apply to as many institutions as they wish and students admitted under this program need not finalize their enrollment decision until May 1st. The non-binding Early Action program has an application deadline of November 15th and

candidates meeting this deadline may expect an admission decision before the first of the year.

Candidates who wish to receive an early notification from the University at Albany must submit a completed application along with their $40.00 fee to the Application Services Center and indicate on the application their intent to participate in the Early Action program at Albany. They must submit an official high school transcript and their SAT or ACT test scores. Further, it is recommended they complete and return to the Admissions Office the Part II-Supplemental Form as soon as possible.

This new option allows students to hear from all the schools to which they apply as well as receive their financial aid notices before having to make a decision on which institution to select for their undergraduate program.

The University Scholars Programs:

The University Scholars Programs, including Presidential Scholars, Frederick Douglass Scholars (for underrepresented minority groups), and College Scholars, are designed to recognize and nurture outstanding students and offer participants the chance to study with other highly qualified high achieving undergraduates. Scholars are eligible for merit scholarships and honors housing.

To be considered for these programs, students must first apply for admission to the University at Albany. Students with the strongest academic credentials are then invited to participate in the University Scholars Programs. Invitations are based on the applicants' high school performances and combined SAT scores. For further information regarding the program, contact the Director of Undergraduate Admissions at 518-442-5435.

Presidential Scholars Program:

The Presidential Scholars Program is designed to recognize and nurture outstanding students; it offers participants the chance to study with other highly qualified undergraduates.

To be considered for the program, students must first apply for admission to the University at Albany. Students with the strongest academic credentials are then invited to participate in the Presidential Scholars program. Invitations are based on the applicants' high school performance and combined SAT scores. For further information regarding the program, contact the Director of Undergraduate Admissions at 518-442-5435 or 1-800-293-7869.

Frederick Douglass Scholars Program:

The Frederick Douglass Scholars Program is designed to provide direct aid funding for undergraduate students who have demonstrated high academic achievement and are from underrepresented minority groups.

The program is limited to undergraduates who are members of historically underrepresented minorities (African American/Black, Hispanic, Native American, or Alaskan American) including permanent resident aliens, enrolled in a degree program who have demonstrated high academic achievement.

For further information, contact the Dean of Undergraduate Studies, LC 30 (518-442-3950).

Educational Opportunities Program (EOP):

Freshman and transfer applicants judged to have high capabilities and motivation for college study, yet whose financial, cultural, and social backgrounds have not allowed them to compete effectively for regular admission to the University, may be admitted into the EOP program. All students must have earned a high school diploma or its equivalent. Admission to the program is based on high school performance, recommendations, and a formal assessment of financial eligibility according to legislated guidelines.

Support services available to accepted EOP students include developmental courses in the basic skills areas, such as reading, study skills, English, mathematics, and developmental science; academic and personal counseling; tutoring; and financial assistance. Students carry a full load of regular and/or basic skill courses and are considered full-time University students.

The application procedure should begin as early as possible so that academic and financial evaluations, recommendations, and other arrangements can be completed well before the student wishes to begin study. Transfers are eligible for EOP admission only if they have been enrolled previously in an EOP, HEOP, College Discovery, SEEK, or EOP-type program elsewhere and meet all other transfer requirements.

Early Admission (Admission Prior to High School Graduation)

The University is willing to enroll a limited number of early admission students. The guidelines for admission require the following:

Each applicant will be required to present a minimum of 18 units of high school course work acceptable to the University, including laboratory science, mathematics, and foreign language study. It is expected that these students will have pursued both an enriched and accelerated secondary school program and will present courses in keeping with their expressed goals in the college program.

Each applicant must have achieved at an outstanding level, generally considered to be in the area of a 90 percent or better high school average, with a corresponding rank in class within the top 10 percent. Those applicants who do not meet these qualitative guidelines must present convincing evidence that they possess a special talent and/or extraordinary ability in their chosen field of study.

Each applicant must present standardized admissions test results at or above the 90th percentile.

The high school guidance counselor must support the applicant's request for "early admission" and must certify to the school's willingness to grant the high school diploma upon successful completion of the freshman year. Courses necessary for fulfilling high school graduation requirements must be so designated by that counselor, and the student must agree to pursue such course work during the freshman year.

Transfer Admission

A sizable number of undergraduates transfer into the University from other colleges and universities each year. The University welcomes applications from all students who are completing work at other two- and four-year colleges.

Academic Preparation and Achievement To be favorably considered one should have at least an overall C+ (2.5) average for all college work attempted. The cumulative average necessary for admission will vary, depending on the program and the quantitative background of the applicant. Admission to certain programs (majors) is competitive and is based not only on a required grade point average (GPA) but also on completion of a certain set of prerequisite core courses. The required GPA varies from year to year but generally a B is required for applicants to the accounting, business administration, criminal justice, and social welfare programs. GPAs are computed using grades earned in all courses attempted. Applicants who lack in the high school program described in the section entitled "High School Preparation" may present an academic experience as a transfer student that is comparable in its totality, demonstrating breadth and achievement and the potential to compete successfully at the University at Albany.

Students enrolled in EOP or EOP-type programs at other colleges are encouraged to apply for transfer admission to our EOP program.

In addition to submitting the basic application and supplement form, transfer applicants must also submit official transcripts of all work taken at any college or university since high school graduation, whether or not they expect to receive transfer credit. Where only one transcript is offered, such a transcript should include at least one year's grades. Transfers may be

admitted also on the basis of one semester of college course work, provided their high school preparation meets the quantitative and qualitative requirements for freshman admission. The transfer applicant is not expected to take an admissions examination. A decision as to admissibility cannot be made until the previously noted items are received. If there are gaps in an applicant's educational sequence, the applicant will be asked to provide a brief list of activities during that period.

Ability to Contribute to the University Community The University at Albany believes that a student body that represents diverse geographic, cultural, racial/ethnic, and socioeconomic backgrounds creates an educational environment that benefits all students. Therefore, in evaluating applicants, the University may also consider non-academic characteristics including involvement in school or community; leadership potential; community service; a student's ability to contribute to a diverse educational environment as evidenced by his/her geographic, cultural, racial/ethnic, or socioeconomic background; special talents; work experience; and information about the applicant's ability to overcome obstacles, hardship, disabilities, etc.

An estimate of the total number of credits accepted for transfer will be made when admission is granted. When the student registers for the first time, he or she will be provided with a tentative evaluation of course credits. The tentative evaluation is subject to final approval and modification following the initial advisement and programming session. Transfer students are strongly urged to take advantage of the Planning Conference where a review of the evaluation of course work is offered.

TRANSFER GRADES: Courses are accepted for transfer credit provided that a grade of *C*- or higher has been achieved.

a) *For students who matriculated before Fall 2000*, credit earned with a grade of *D* or the lowest passing grade will transfer only if such credit is balanced by a *B* or *A* at the same institution. *D* grades earned in courses within the major/minor must be balanced by grades of *B* or *A* earned within the major/minor at the same institution.

b) *For students who matriculated Fall 2000 through Summer 2001*, *pre*matriculation credit earned with a grade of *D* or the lowest passing grade will transfer only if such credit is balanced by a *B* or *A* at the same institution. *D* grades earned in courses within the major/minor must be balanced by grades of *B* or *A* earned within the major/minor at the same institution. *Post*matriculation credit graded *D* will not transfer.*

c) *For students who matriculate Fall 2001 and thereafter,* no credit graded *D* from another institution will transfer.*

* Except for the University's writing requirements, for which a grade of *C* or higher or *S* is required, transfer work graded *D*+, *D* or *D*- in a course that applies to one or more of the University's General Education requirements may be applied toward fulfilling the requirements, even if the student receives no graduation credit for the course.

All transfer applicants are strongly encouraged to indicate the major they plan to pursue once admitted to the University. Since Albany students, with few exceptions, are required to declare a major by the time they have accumulated 42 graduation credits, and may declare a major after accumulating 24 graduation credits, incoming transfer students with 24 or more credits are usually assigned to major departmental advisers for their initial programming. The prospective transfer student should consult the section of this bulletin entitled *"Declaration of Major"* for a list of those majors that have specific restrictions, and then consult the departmental description of the admission requirements for that program.

The transfer student's designated class standing (class year) is determined by the number of credits accepted for transfer (see the "Class Standing" section of this bulletin). However, for many majors (combined major/minors in the sciences, for example) overall class standing should not be construed to mean that the student is necessarily on schedule within the major/minor sequence. This is especially true for students who transfer to the University from technical and applied programs, or for those who change major interest and/or career goals at the time of transfer.

The prospective transfer student should examine closely those sections of this bulletin that deal with minor requirements, residence requirements, the General Education Requirements and with the Writing Requirement. These are graduation requirements in addition to those stipulated by the major.

For the B.A. and B.S. degrees, the maximum number of transfer credits from a two-year college, a four-year college, or from a combination of two-and four-year schools are 90.

TRANSFER ARTICULATION AGREEMENTS

The University at Albany has transfer articulation agreements with a number of New York State community colleges. Those articulated programs provide the best possible vehicle for transferring to the University because they were designed to provide transfer students with a course-specific four-semester outline of courses, which not only best prepares them for study on this campus, but also serves to maximize their transferable credits. Students attending the community colleges where these agreements exist should make early contact with their Transfer Counseling Office for information and guidance.

Please note that the University offers prospective students the opportunity for joint admissions with several SUNY community colleges. Please see section on Joint Admissions.

JOINT ADMISSIONS

Under the Joint Admissions Program, students are admitted to the SUNY community college and acknowledged by the University as first year matriculants, with conditional acceptance to the University after completion of their Associate's in Arts or Associate's in Science degree. Students are assured that if they achieve the stipulated academic proficiency and distribution requirements as detailed in the Transfer Guide of the student's first institution, it will be possible to complete their baccalaureate degree at the University at Albany in four additional semesters (or equivalent for part-time students). Candidates selected for the program will receive a letter of acknowledgement from the Director of Admissions at the University at Albany. Students accepted through the Joint Admissions Program should work closely with a transfer counselor at their community college. The students in the Joint Admissions Program are expected to enroll at the University at Albany in the semester following completion of the associate degree. Students must confirm their intent to enroll at the University by submitting a Joint Admissions Supplemental Application and official transcript to the transfer counselor at their community college early in the semester immediately prior to transfer to the University at Albany. Students who enroll at a third institution lose their automatic transfer and must have their total academic record reviewed for transfer consideration.

Requirements for the bachelor's degree will be those in effect at the time the student transfers to the University.

Second Bachelor's Degree:

The University encourages students who have already earned a bachelor's degree and/or an advanced degree to pursue graduate studies in virtually all instances. Occasionally, when reasons can be demonstrated as to why a second bachelor's degree is preferred and educationally sound, individuals could be admitted as matriculated students to an undergraduate program. In these limited cases, such requests will be reviewed by the Admissions Office in accordance with regulations of the *Undergraduate Policy Manual*.

Students who have been approved to obtain a second bachelor's degree from the University at Albany must be admitted as a matriculated student by the Office of Undergraduate Admissions and must complete a minimum of 30 credit hours as a matriculated student in residence at the University at Albany.

Admission as a Nonmatriculated Student

The University at Albany may enroll individuals who are not seeking admission into an undergraduate degree program as nonmatriculated. The minimum requirement for non-degree admission is a high school diploma. Visiting students from other colleges as well as high school seniors may also apply for non-degree study. All admissions falling within this category are on a term-by-term basis. Please refer to the *Office of General Studies* section of this Bulletin for details.

College and University Students: see next section, Office of General Studies.

Admission of International Students

The University at Albany seeks to enroll international students with the academic and personal background to benefit from and contribute to its academic and co-curricular programs. Admission of undergraduate international students is available for all academic terms. Applicants will be required to provide evidence of academic preparation at a level comparable to domestic applicants and proof of English language competency (for students whose native language is other than English.)

Students who desire admission to the undergraduate programs and are citizens of other countries should begin the application procedure as early as possible so that all necessary arrangements can be completed before the term begins. Contact the Admissions Office to receive the special application materials required for those applying as international students.

Candidates must demonstrate successful completion of high school in the United States or the equivalent in the native country of the applicant. Academic preparation must include the equivalent of the core academic subjects described in the section entitled "High School Preparation". SAT or ACT exams will be required of graduates of U.S. high schools.

Students whose native language is other than English are required to submit proof of English language competency through submission of the scores of the Test of English as a Foreign Language (TOEFL) Exam administered by the Educational Testing Service, Princeton, New Jersey 08540.

Early in the preparation for admission, a careful investigation of the financial requirements should be made with the Admissions Office. All undergraduate international applicants must provide documentation demonstrating the ability to support themselves financially. Required amounts of support will be determined by the University each year, and students must provide original financial documents from a financial institution. Satisfaction of the financial requirement will allow for an I-20 to be issued to the student.

It may be necessary to rescind an acceptance if the University finds that a student is no longer financially independent to the extent certified on the formal application.

Medical Record

After acceptance and prior to registration, each candidate will be required to file with the Student Health Service a complete and satisfactory medical record.

Credit by Examination

Students may be granted advanced placement and/or credit at any time that they can demonstrate the requisite proficiency. The programs described here represent a variety of opportunities for receiving credit for college courses by examination prior to or while enrolled at the University. Some of the testing programs offer examinations in the same or similar academic areas. Duplicating examinations, like duplicating courses, should be avoided. Credit for a course by examination will be awarded only once, regardless of how many different exams for the same course are taken. As a matter of policy, the first examination pursued takes precedence over subsequent tests.

Advanced Placement Tests: The University grants advanced placement and/or credit to qualified participants in the College Entrance Examination Board's Advanced Placement (AP) Examination Program. Current University policy is to award advanced placement with credit to those students who submit an official AP score report with a score of 5, 4, or 3 on the AP examination. Information about AP can be obtained from a student's high school guidance counselor or by writing to the Director, Advanced Placement Program, College Entrance Examination Board, 45 Columbus Avenue, New York, New York 10023.

College-Level Examination Program: The College Entrance Examination Board has developed a program containing Subject Examinations and General Examinations known as the College-Level Examination Program (CLEP). This program enables individuals who have acquired their education in nontraditional ways to demonstrate their academic achievement.

The University at Albany participates in the CLEP program and currently will award credit and/or placement for Subject Examinations and General Examinations

i. that are equivalent to courses currently acceptable for transfer to the University at Albany, and
ii. on which the student has scored at or above the 50th percentile (i.e., equivalent to the grade of *C*.)

Students seeking to gain CLEP credit should be aware that the following three (3) restrictions apply:

First, CLEP credit will *not* be awarded to students who have satisfactorily completed a course and then pass a CLEP examination covering substantially the same material.

Second, CLEP credit will *no*t be awarded for CLEP examinations if the student has satisfactorily completed more advanced courses in the same field.

Third, since the General Examinations and Subject Examinations are designed to test lower-division study, *students who have completed either their sophomore year and/or 56 credits of undergraduate study cannot earn credits* from either the General Examinations or the Subject Examinations.

EXCEPTIONS: A student seeking an exception to this policy must petition the Dean of Undergraduate Studies. In that petition, the student must include an explicit recommendation from the academic department that grants the credits. In addition, the student must provide a compelling educational rationale detailing the reasons why an exception should be considered.

NOTE: This policy applies to all students who matriculate at the University at Albany in fall 1999 and thereafter.

Further information concerning CLEP can be obtained either from the Admissions Office at this University or by contacting the Program Director, College-Level Examination Program, Box 6600, Princeton, NJ 08541-6600.

The International Baccalaureate

A secondary education program with origins in Europe, the International Baccalaureate Program now being offered in some American high schools is an upper-secondary-level program with a core curriculum and distribution requirements leading to a diploma or one or more certificates of examination.

Similar to the British "A Level" examinations and the French Baccalaureate, the IB program is a system of syllabuses, or course descriptions,

and examinations based on the concept that general education at the upper-secondary-level should encompass the development of all the main powers of the mind through which a person interprets, modifies, and enjoys the environment.

With these principles in mind, an international group of educators has designed a program which requires that each student become proficient in language and mathematics, the two most important tools of communication and analysis; become familiar with at least one subject that exemplifies the study of human behavior and with another that involves scientific inquiry; develop an acquaintance with aesthetic and moral values; engage in creative, aesthetic, social service, or physical activities; and participate in a common course that reflects upon the truth, criteria, values, and inter-relations of the subjects under study.

The six areas studied at the eleventh- and twelfth-grade level in the American high schools which employ the program are

(1) Language A (first language);
(2) Language B (second language);
(3) Study of Man;
(4) Experimental Science;
(5) Mathematics;
(6) Art, Music, Classical Language.
A seventh course known as Theory of Knowledge is also included, and through it each student engages in creative, aesthetic, or social activities.

Three of the six subjects have to be offered at the Higher Level and three at the Subsidiary Level. Courses are graded on a scale from 0 to 7. The University at Albany will consider for credit and/or placement on a course-by-course evaluation those IB subjects completed at the Higher Level in which a score from 4 (satisfactory) to 7 (excellent) is earned.

Because of the comprehensive nature of the courses in the IB program, and since it has been the University's experience that exact course equivalents are difficult to identify, credit is generally awarded on an elective basis.

United States Armed Forces Institute/Defense Activity for Nontraditional Education Support

The United States Armed Forces Institute (USAFI), an educational division of the Department of Defense, once provided educational opportunities at various levels for personnel on active duty with all branches of the military. College-level courses culminated in USAFI Subject Standardized Tests and End-of-Course Tests.

In 1974, in an administrative move, the Department of Defense discontinued the USAFI program and created the DANTES program, which is very similar in nature and purpose to USAFI. The guidelines used for USAFI courses are also used for the DANTES program.

The University will award appropriate credit for Subject Standardized Tests on which a percentile score of 50 or higher was earned and for End-of-Course Tests for which a rating of *S* (Satisfactory) or *D* (with Distinction) was assigned, provided the courses are considered equivalent to courses currently acceptable for transfer to this University. Information on acceptable courses, score levels, and amounts of credit can be obtained from the Admissions Office.

Credit for Work Done at Noncollegiate Institutions

In 1974, the New York State Education Department (SED) began a systematic evaluation of the formal learning experiences sponsored by noncollegiate institutions; that is, organizations whose primary focus is not education. They include private industry, professional associations, labor unions, voluntary associations, and government agencies. The publication *A Guide to Educational Programs in Noncollegiate Organizations* describes the available courses offered by each organization and includes SED's credit recommendation.

The University will award transfer credit for work done through noncollegiate institutions if:

1. The course is listed in *A Guide to Educational Programs in Noncollegiate Organizations*
2. The course meets all present criteria and standards for transferability, is comparable to a University at Albany offering, and is collegiate in nature
3. The course is approved by the appropriate University academic department, school, or college

Requests for transfer credit should be made initially to the Office of Undergraduate Admissions. The student making the request must provide the Admissions Office with a course syllabus, an extended course outline, and any other supplementary material on the course that might be required by the academic department, school, or college. If a course receives departmental approval, it will generally be eligible for transfer credit in the future, but will be subject to periodic review by the approving department, college, or school.

Readmission Procedure

A former student who wishes to be readmitted as an undergraduate should refer to the section on readmission policies and procedures under "Undergraduate Academic Regulations."

OFFICE OF GENERAL STUDIES

Non-degree Status

The Office of General Studies offers extraordinary educational value by allowing admission into almost all undergraduate courses offered at the University for academic credit. General Studies applicants must be high school graduates or hold a high school equivalency diploma and must be in good academic standing for any college work done during the 12 months prior to registration. General Studies applicants can also be degree-seeking students from a college or university other than Albany. Finally, General Studies applicants may be high school seniors who excel in their high school coursework.

Any student who was formerly matriculated at the University at Albany who has not received a baccalaureate degree is not permitted to register through General Studies and should refer to the section in this bulletin on Readmission Procedures.

Individuals who already have a baccalaureate or higher degree may also register in undergraduate credit courses as a non-degree student through the Office of General Studies. However, those wishing to obtain a second bachelor's degree must be admitted as a matriculated student by Undergraduate Admissions in order to comply with the 30 credit hour in-residence policy. Credit hours earned in General Studies may not apply towards this requirement.

Admission Information

The Office of General Studies normally requires a campus visit to complete a simple application and registration process each term. Since non-degree applicants may be American citizens, permanent residents or nonresident aliens, this office requires that nonresident aliens visit the Office of International Student Services to obtain written authorization to be admitted and registered prior to visiting our office.

General Studies Students:

Those wishing to register for undergraduate courses but who are not currently attending college may apply for admission through the Office of General Studies. The applicant must possess at least a high school diploma or the equivalent in order to be admitted.

Visiting Students:

College students wishing to register for undergraduate coursework and that are from an institution other than the University at Albany may apply for admission through the Office of General Studies as a visiting student. Visiting students are expected to return to their home college or university to complete their degree program. It is the visiting students' responsibility to ensure that the coursework taken at Albany will transfer back to their home institution and be credited to their degree program at their home school. The Registrar's Office will provide verification of visitor status to officials at the students' home institution in order to assist them in the credit approval and/or financial aid certification.

High School Students:

Students attending high school and in good standing can undertake University course work on a part-time, nonmatriculated basis concurrent with their grade 12 secondary school program. Summer coursework between grades 11 and 12 is also allowable. High school students should apply for non-degree study through the Office of General Studies.

To apply, the visiting high school student must:

--obtain a Visiting High School Student Application from the Office of General Studies.

--attach to the application a current high school transcript.

--attach written support from the guidance counselor, who will be expected to:

•attest to the student's emotional and intellectual readiness for college coursework
•state rank within the student's class
•report standardized test results (preferably PSAT or SAT scores, but Regents grades and other testing results will suffice) that indicate that the student can reasonably be expected to compete academically with university students.
--Meet any and all stated prerequisites for the course(s) in question.

-- Home-schooled students are bound by the same guidelines as visiting high school students.

Registration Information

Upon admission, non-degree students can review course selections with an academic adviser who is available in the Office of General Studies. The non-degree adviser may guide students through general inquiries. However, program specific questions or those regarding possible matriculation criteria should be directed to the appropriate offices.

All course prerequisites and any other special criteria or restrictions for course registration apply to General Studies students. Evidence of previous college coursework may be required for registration.

Upon completion of initial admission or readmission, the University's web-based student service system (MyUAlbany) will become available for use for all non-degree students. This system will enable students to register or perform any schedule adjustments they may require. Prior to using MyUAlbany, students must obtain an Advisement Verification Number (AVN) from the Office of General Studies.

There are two academic semesters (fall and spring) each year, and a summer session. Students are encouraged to early register for the coming term, which can occur as early as March for the summer and fall terms and October for the spring semester. Admission and registration is done on a first-come, first-served basis.

A General Studies student who fails to complete the courses in which he/she is enrolled and to maintain a 2.0 cumulative grade point average each semester may be subject to dismissal. After a student has accrued or attempted two terms as a General Studies student, the University reserves the right to rescind continued enrollment privileges for failure to maintain sufficient academic progress which shall be defined as falling below a 2.0 cumulative grade point average or not completing coursework in which the student is enrolled.

Matriculation to Degree Status

Each year, many General Studies students apply for admission to degree programs and are accepted by the Undergraduate Admissions Office. Credits earned as a nonmatriculated student may be applied toward graduation requirements for specific majors. Requirements for admission to specific majors vary from department to department (see appropriate academic department listings in this bulletin).

Applicants must apply to the University formally through the Office of Undergraduate Admissions in accordance with procedures outlined in the Admissions section of this bulletin. Applicants must submit official transcripts from all other colleges previously attended. Standardized admission test scores are not required. Minimum requirements for admission include a high school or equivalency diploma and at least two units of academic mathematics (see Transfer Admissions section in this bulletin).

Services

The Office of General Studies staff admits and registers students falling in the non-degree status, offers basic advisement information, assists students with withdrawals, conveys and interprets University policies, regulations and procedures, encourages and works with nonmatriculated students in applying for degree status and refers students to other University offices and services. The General Studies staff is strongly committed to the needs and concerns of traditional as well as nontraditional students and are available for phone and in-person consultation at convenient times throughout the year. Hours and services are announced in the General Studies newsletters and publications as well as on the University website.

All General Studies students may obtain a University identification card and are entitled to many of the same privileges as other University students, including use of the libraries, athletic facilities and campus services.

Location

The Office of General Studies is joined with Summer Sessions and is called the Office of General Studies and Summer Sessions. This office is located on the University's main campus in LI 85. The office can be accessed via the stairway between the Library and the Business Administration Building or the stairway in front of the Library's main entrance.

For more information on non-degree study, visit, write or call the Office of General Studies and Summer Sessions, LI 85, 1400 Washington Avenue, Albany, NY 12222; phone: (518) 442-5140; fax: (518) 442-5149; e-mail: Continue@UAMail.Albany.Edu.

FINANCIAL AID

The Office of Financial Aid administers federal, state, and certain institutional student financial assistance programs for undergraduate and graduate students. In addition to overall college financing and financial aid advisement, the office manages a variety of funds, including the Federal Stafford and other federal loan programs, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work-Study employment, the New York State Tuition Assistance Program and Educational Opportunity Program, and University at Albany Benevolent Association Scholarships. It also coordinates the Emergency Loan Fund. Advisement services are available to all members of the University Community. The Office of Financial Aid is located in the basement of the Campus Center, Room B52, (518/442-5757, 442-5480).

The University at Albany is committed to the concept of helping students obtain the resources necessary to meet their educational expenses. A variety of grants, loans, and student employment opportunities are available from various sources. The application procedures and descriptions of the various types of financial aid included in this section were accurate at the time of publication. It should be kept in mind that financial aid programs are frequently modified by legislation.

Most student financial assistance is awarded on the basis of financial need. Simply stated, financial need is:

Estimated Cost of Attendance (COA)

-Expected Family Contribution (EFC)

=Financial Need

The total cost of attendance is an estimate of the student's direct and indirect educational expenses for an academic year. Direct expenses are tuition, fees, room and meals for students who live on campus and only tuition and fees for students living off campus. The budgets also include allowances for estimated expenses for books and supplies, personal items, transportation, and living expenses for off-campus students. Several different budgets are used to take differences among students into consideration. The following are examples of two budgets used to determine eligibility during the 2004-2005 academic year:

Cost of Attendance 2005-2006

	Dependent Student Living On campus	Independent Student Living Off campus
Tuition and Fees*	$ 5,770	$ 5,770
Room and Board*	$ 8,050	NA
Living Expenses	NA	$ 8,900
Books	$ 1,000	$ 1,000
Personal/Travel	$ 1,672	$ 1,672
Total	$15,400	$17,100

*Institutional charges subject to change every year.

Out-of-state tuition is an additional $6,260 for full-time undergraduate students.

The Expected Family Contribution (EFC) towards educational expenses is computed from the information students and, if applicable, their families provided on the Free Application for Federal Student Aid (FAFSA). The EFC is shown on the Student Aid Report (SAR) sent to applicants after the FAFSA has been processed by the federal processor.

APPLICATION PROCEDURE

DEADLINES

The University has established February 1, 2006, as the final deadline for the submission of the 2005-2006 FAFSA information to the federal processor for the 2005-2006 academic year. In addition, the Office of Financial Aid must receive a valid Student Aid Report by March 15, 2006. The Office of Financial Aid will not process FAFSA information received after these deadlines.

NEW STUDENTS

New students must be accepted for admission to the University prior to being considered for financial aid. In order to receive priority consideration for assistance administered by the University, all information required by the Admissions Office should be submitted on a timely basis. In addition, students wishing to apply for financial aid should submit the following forms:

1. The FAFSA is the only form that initially must be submitted to be considered for financial assistance at the University. Students who file the FAFSA online will be able to apply for a New York State Tuition Assistance Program (TAP) award at the same time. The FAFSA should be completed as soon as possible after January 1 regardless of whether or not the applicant has heard from the Admissions Office. The Office of Financial Aid will begin making awards to new students accepted for admission beginning in February or March. Awards are made on a rolling basis throughout the spring and summer as financial aid files become complete.

2. New York State residents should complete the Express TAP Application (ETA). The Exxpress TAP Application serves as an application form to receive New York State financial assistance. When you file the FAFSA form electronically, you may have been linked directly to NYSHESC to complete the Express Tap Application electronically. If not, students will need to complete the ETA at www.tapweb.org.

3. New students, who have accepted a Federal Stafford Loan and have completed all necessary paperwork and online confirmations will receive, by mail, instructions to complete the Electronic Master Promissory Note (E-MPN) from New York State Higher Education Services Corporation (NYSHESC). The MPN will be signed electronically via e-signature on NYSHESC's website. Students will need their Department of Education PIN number to complete the e-signature process.

RETURNING STUDENTS

The FAFSA or Renewal FAFSA must be filed on paper or online each year a student wishes to be considered for financial assistance. The Renewal FAFSA will be sent in December or January each year to any student who applied for aid the prior year. The deadline for submitting the form in order to receive priority consideration for aid is April 15th of each year. New York State residents who receive TAP may be required to submit an ETA each year.

SUMMER STUDY

Students who plan to attend summer sessions at the University at Albany are eligible to receive financial aid. In order to be considered for aid students must have filed the FAFSA for the upcoming academic year and the University at Albany Summer Information Sheet, which is available from the Office of Financial Aid around April 15 every year.

STUDY ABROAD

Students who plan to participate in a SUNY Study Abroad program are eligible to receive financial aid. No special application is required, but students are required to submit a letter of acceptance into a Study Abroad program along with an estimate of program costs. Students who plan to participate in a program at an institution outside the SUNY system will be required to submit, in addition, a consortium agreement (available from the Office of Financial Aid) and a transfer credit permission form (available from academic advisers). These students will be eligible to receive federal financial aid and may be eligible to receive State of New York assistance.

VISITING STUDENTS

Visiting students not matriculated at the University are not eligible for financial aid from this institution.

CONDITION OF FINANCIAL AIDS AWARDS

1. If you have been awarded Federal Work-Study, a Federal Perkins Loan, and/or a Federal Subsidized/Unsubsidized Stafford Loan for the 2005-2006 aid year, you must log onto MyUAlbany to accept, decline, or reduce the amounts of the awards. Please refer to the instructions on the financial aid website at www.albany.edu/financialaid.
2. Financial aid is awarded on an annual basis and students must reapply each year by submitting the Free Application for Federal Student Aid (FAFSA) or renewal FAFSA or by filing online at www.fafsa.ed.gov. The renewal form will be sent during the winter to the address you put on last year's form. Regular FAFSA forms are available in this office in January. The total amount of aid offered may vary each year in relation to the student's financial need and available funds.
3. If requested, students, and, if dependent, their families, should be prepared to submit income and other documentation that may be requested by the Office of Financial Aid. Federal financial aid will not be credited to your account until we receive the required verification information. Do not send any documentation unless it has been requested by this office.
4. Typically, one-half of any financial aid received by a student is credited to the student's account ten days prior to the beginning of each semester or when funds become available.
5. Students must make Satisfactory Academic Progress towards their degrees in order to continue receiving financial aid. Under certain circumstances, students may be granted a

waiver of the progress requirements.
6. Amounts of aid from sources outside the University are *estimates*, and are based on the best information available to us. They do not represent a guarantee of these funds by the University.
7. Students must inform the Financial Aid Office of aid/scholarships from any source outside of the University. Please send a copy of the official notification letter to our office. Please provide your name and Albany ID on the notification. This may result in an adjustment being made to the financial aid package
8. All students planning to receive Federal Perkins Loans or Federal Stafford Loans must have an entrance interview prior to the first disbursement of loan proceeds. Stafford Loan entrance interviews can be completed on the Mapping Your Future website. Perkins Loan recipients will be contacted by the Office of Financial Aid or the Office of Student Accounts regarding entrance interview schedules.
9. Students whose family financial circumstances are adversely affected after being awarded financial aid should submit a letter explaining your situation and documentation to the Office of Student Financial Services/Financial Aid for review.
10. Students who wish to question a decision made by the Office of Financial Aid should send a letter of appeal to the Director of Financial Aid.

INSTITUTIONAL AID

University at Albany Scholarships-The Office of Financial Aid does not award scholarships. However, the University offers a number of merit scholarships to undergraduate students. They are called Presidential, Achievement and College Scholarships and are awarded to new students by the Admissions Office and renewed by the Office of the Undergraduate Dean. Eligibility requirements and award amounts vary. Undergraduate students who have been awarded merit scholarships will have received information about the awards from the Office of Admissions. Athletic Scholarships are awarded by the Department of Athletics and Recreation.

STATE FINANCIAL AID

Academic Criteria for State Awards

1. You must be matriculated in an eligible degree program at the beginning of your course of study. In addition, to be considered matriculated for State financial aid purposes, the New York State Education Department requires that the student declare a major no later than the beginning of the junior year if enrolled in a baccalaureate program.

2. You must be enrolled full-time (twelve or more credits) by the TAP certification date, which is one day after the 100% tuition liability date each semester. Courses added after the certification date do not count towards full-time status.

3. If students repeat courses for which they received passing grades and the course schedule does not indicate that the course can be re-taken for credit, the courses will not count towards satisfactory academic progress or pursuit of program.

Satisfactory Academic Progress:
In order to retain eligibility for New York State scholarship and grant awards, students must be in "good academic standing", which is comprised of two components: "satisfactory academic progress" and "pursuit of program".

In order to make satisfactory progress towards a degree, students must accrue graduation credits each semester and have the cumulative grade point average shown on the academic progress chart in this section. Although the academic progress standards allow ten semesters for completion of a bachelor's degree, the maximum award period at the undergraduate level is four years, except for students enrolled in approved five-year degree programs or the Educational Opportunity Program.

Satisfactory Academic Progress Chart

New York State Grant and Scholarship Programs

Before being certified for a semester's payment, a student must have accrued a certain number of credits and have a minimum grade point average at the end of the semester, as shown in the following chart.

Payment	Credits	Minimum GPA
First	0	0.00
Second	3	0.50
Third	9	0.75
Fourth	18	1.20
Fifth	30	2.00
Sixth	45	2.00
Seventh	60	2.00
Eighth	75	2.00
Ninth	90	2.00
Tenth	105	2.00

Program Pursuit:
In addition to meeting the criteria outlined on the academic progress chart, State regulations require students who receive New York State awards to be enrolled on a full-time basis and complete a minimum number of credits each semester with grades of A, B, C, D, E, S, U, or I. Students receiving a New York State award for the first time must complete six credits each semester the first year of receipt of an award, nine credits each semester of the second year, and a minimum of twelve credits in semester of the third and fourth years.

Students who do not complete the minimum number of credits in a given semester are ineligible for New York State financial aid for the following term or until additional credits are completed to reach the minimum level. Grades of "I" must be completed within one semester to have the credits counted for New York State grant and scholarship purposes.

Waivers of the Progress Standards:
Students who fall below the minimum criteria stated previously may be eligible to receive one waiver of the satisfactory academic progress or pursuit of program criteria during their undergraduate career. In addition, students who lose TAP eligibility because they do not have a "C" average after receiving four TAP payments may request a waiver of the satisfactory academic progress standards. Sufficient and documented reasons must be presented for the student's inability to meet the minimum standards. Procedures for granting waivers will follow University policies relating to the appeals procedure for *academic dismissal from the University*. If granted, the waiver becomes part of the student's financial aid record and the student is expected to make minimum progress thereafter.

New York State Grant and Scholarship Programs

1. Tuition Assistance Program (TAP)

This grant program for New York State residents who are full-time undergraduate students currently provides for annual awards ranging from $500 to $5,000 or tuition, whichever is less. Awards are based on the family's New York State net taxable income. If more than one member of the family is attending an approved post secondary educational institution on a full-time basis, the net taxable income figure is reduced by $3,000 for the second person when the applicant's TAP award is computed and $2,000 for each additional student.

Undergraduate students may receive TAP for four years of full-time study. Students enrolled in approved five-year programs or in State sponsored opportunity programs may receive undergraduate aid for five years. Graduate students may receive awards for four years, but no student may receive awards for more than a total of eight years of undergraduate and graduate study.

2. Vietnam Veterans/Persian Gulf Veterans Tuition Awards

In order to be eligible for this award, a student must have served in the United States armed forces in Indochina between December 22, 1961 and May 7, 1975 or in the Persian Gulf from August 2, 1990 to the end of such hostilities as evidenced by the receipt of the Southwest Asia Service Medal, been discharged from the service under other than dishonorable conditions, and be a New York State residents. In addition, the recipient must complete the appropriate award supplement, which is available from the Office of Financial Aid or the New York State Higher Education Services Corporation, and apply for a Tuition Assistance Program (TAP) award if a full-time student or a Federal Pell Grant it a part-time student. Full-time awards are $1,000 per semester, and part-time awards are $500 per semester or tuition, whichever is less. The total of all awards received cannot exceed $10,000.

3. Regents Awards for Children of Deceased and Disabled Veterans

New York State residents who are children of certain deceased or disabled veterans will receive $450 per year, regardless of need, to attend institutions within New York State. Applications are available from high schools or the New York State Higher Education Services Corporation. Questions should be referred to your high school guidance counselor.

4. Memorial Scholarships for Children and Spouses of Deceased Police Officers and Firefighters

This award provides financial assistance to the children and spouses of deceased police officers, firefighters, and volunteer firefighters who served in New York State and died of injuries sustained in the line of duty. Recipients must be full-time undergraduate students. Those attending SUNY institutions will receive scholarships that equal actual tuition and room and board costs plus an allowance for books, supplies and transportation. The scholarship is reduced by any federal Pell grant or other federal or state-funded scholarships or grants. Applications and more information are available from the New York State Higher Education Services Corporation.

5. State Aid to Native Americans:

Applications and additional information about this program are available from the Native American Education Unit, New York State Education Department, Albany, New York 12234. Applicants must be a member or the child of a member of one of the Native American Tribes in New York State, be a State resident attending an institution within the State, and have graduated from high school or earned a General Equivalency Diploma. The award is $1750 per year for up to five years of full-time study. Students registered for less than full-time study will receive approximately $75 for each credit hour.

6. Educational Opportunity Program (EOP) Grant

New York State students who are educationally and economically disadvantaged are admitted to the University's Educational Opportunity Program (EOP) on the basis of their prospects for academic success. The University's program enrolls more than 650 new and continuing students each year. An applicant must be: (1) a New York State resident; and (2) academically disadvantaged according to definitions promulgated by the State University; and (3) economically disadvantaged according to guidelines approved by the Board of Regents and the Director of the Budget. Selection of eligible applicants is made by University at Albany personnel in accordance with the New York State regulations that govern the program. The amount of financial assistance provided to eligible EOP participants is dependent on financial need as determined by the University and availability of funds.

7. Regents Professional Opportunity Scholarships

These scholarships provide up to $5,000 to New York State residents studying in certain fields leading to licensure in a profession approved by the Regents of the State of New York. Recipients must agree to practice their profession in New York State for at least one year. Preference is given to economically disadvantaged students belonging to a minority group underrepresented in the professions. More information is available from the New York State Education Department, Bureau of Higher Education Testing.

8. Aid for Part-Time Study (APTS)

This program provides tuition assistance to undergraduate New York State residents matriculated in a degree program and enrolled for between three to eleven credits per semester. The family New York State taxable income cannot exceed $50,550 in the case of dependent students and $34,250 if the student is independent. Award amounts are determined by the Office of Financial Aid and cannot exceed tuition charges. Applications and additional information are available from the Office of Financial Aid.

9. New York National Guard Educational Incentive Program

Members in good standing of the New York State Army or Air National Guards or New York State Naval Militia may receive scholarships of up to the average SUNY tuition rate to attend any SUNY or CUNY institutions, any New York community colleges or designated independent colleges. The recipients must also be New York State residents who are matriculated students in good standing enrolled on at least a half-time basis. All recipients must apply for Tuition Assistance Program awards and federal Pell grants. Additional information about the program is available from National Guard unit commanders.

10. Robert C. Byrd Honors Scholarship

This competitive federal honors program provides for scholarships of up to $1,500 per year to academically talented high school students who are New York residents. It is renewable for up to four years. Minimum eligibility criteria are a high school average of 95 and combined SAT scores of 1250 from the same test administration.

11. New York State Scholarships for Academic Excellence

This program provides renewable scholarship assistance in the amount of $500 or $1,500 to New York residents attending an institution within the State. Awards are based on student grades in certain Regents examinations.

12. Americorps Education Award

New York residents participating in an Americorps program on a full-time basis (1700 hours of community service) will receive an education award of $4,725 and may be eligible to receive a living allowance, health insurance, and childcare. Part-time members who complete 900 hours of service earn an education award of $2,623 and in some cases may receive a living allowance.

13. Leaders of Tomorrow Scholarship

This scholarship is sponsored by the New York State Lottery and is applicable only to tuition charges. It provides awards of $1,000 per year for four years of undergraduate study. Potential recipients are nominated by their high schools on the basis of academic performance, participation in extracurricular and community activities, and leadership skills.

14. World Trade Center Scholarship

This award provides financial assistance to the children, spouses, and financial dependents of deceased or severely and permanently disabled victims of the September 11, 2001 terrorist attacks or the subsequent rescue and recovery operations. Undergraduates who are full-time matriculated students enrolled in an approved program in New York and meet requirements for New York State grants and scholarships are eligible. Recipients need not be New York State residents or U.S. citizens to receive the scholarship. The award covers up to four years of full time undergraduate study and will pay SUNY tuition and mandatory fees, actual room and board charged to students living on campus or an allowance for these items for commuter students, and allowances for books, supplies, and transportation. The scholarship is reduced by any federal, state, or private assistance awarded to the student to pay educational expenses. Applications are available at www.hesc.com.

FEDERAL FINANCIAL AID

Academic Eligibility Criteria for Federal Awards

Federal regulations require students to make satisfactory progress towards a degree in order to receive any federal student aid, including Federal Stafford Loans. Students may attempt up to 150% of the credits normally required to complete a baccalaureate degree and retain eligibility for federal student aid. At the University at Albany students must have earned 120 graduation credits to receive a Bachelor of Arts or Bachelor of Science degree. Thus, students may attempt up to 180 credits and retain eligibility for federal student aid; however, students must also complete a percentage of credits attempted each year as shown on the academic progress chart. Transfer credits accepted by the University are considered to be attempted credits for this purpose. Transfer students, regardless of the number of transfer credits accepted by the University, must complete a minimum of 50% of credits attempted during their first year at the university.

In addition, students must maintain a satisfactory cumulative grade point average. Academic retention standards are described in the Undergraduate Academic Regulations section of this bulletin. Students on probation may be eligible to receive financial aid, but are subject to the University's policy regarding review and dismissal for academic reasons. Aid recipients on probation and those with less than a "C" average at the end of their second year of study or the equivalent will retain eligibility for aid if they meet the requirements shown on the academic progress chart and are allowed to continue their studies at the University.

Students who do not make satisfactory progress will lose their eligibility for federal student aid, but may appeal to the University for a waiver if they feel there are special circumstances that affected their ability to make academic progress. Students receiving waivers continue to be eligible for federal financial aid for an additional semester or one academic year, depending on individual circumstances. Questions regarding academic progress should be directed to the Office of Financial Aid and/or the Office of the Dean of Undergraduate Studies.

ACADEMIC PROGRESS CHART FOR FEDERAL FINANCIAL AID

Title IV Programs

If credits attempted are between:	Then the following percentage of graduation credits must be completed:
3 - 30	30%
31 - 60	50%
61 - 90	60%
91 - 120	65%
120 - 150	70%
151 - 180	80%

Quantitative progress towards the degree will be measured once each year, usually at the end of the academic year. Students may restore eligibility for federal aid when they meet the standards shown on the chart.

FEDERAL PROGRAMS

1. Federal Pell Grant

This federal grant program provides assistance to matriculated students attending college at least half-time (6 credits) and is designed to help those from lower and certain middle-income families. Eligibility is determined from the information provided on the FAFSA. Award amounts will range up to $4,050 for the 2004-2005 academic year.

2. Federal Stafford Loan

Any matriculated student aid applicant enrolled at least half-time may obtain this loan. Students with need may obtain the loan on a *subsidized* basis, which means no interest accrues on the loan while the borrower is in school. Students who do not demonstrate financial need may obtain the loan on an unsubsidized basis, which means they must pay interest while they are in school as well as during repayment. This loan is made by banks, credit unions, and other lending organizations. First-year students may borrow up to $2,625, sophomores up to $3,500 and junior and seniors up to $5,500 each year. Independent students who are first-year students or sophomores may borrow an additional $4,000 each year on an unsubsidized basis, and an additional $5,000 each year as juniors or seniors. The maximum that may be borrowed for undergraduate study is $46,000. At the time the loan is disbursed, an insurance fee and origination fee (usually 3.0%) with have been deducted by the lender from the face amount of the loan. The interest rate is variable on an annual basis and may range from about 3% to 8.25%.

Students who plan to borrow for the fist time must have master promissory note (MPN) on file with the New York State Higher Education Services Corporation and may complete it online. . Students with an MPN on file do not need to file another.

3. Federal PLUS Loan

PLUS loans allow parents of dependent students to borrow from participating banks or other lenders up to the difference between the student's cost of attendance and any financial aid awarded to the student. The loan is not automatic; a credit check is required. Repayment of principal and interest begins within 60 days of receipt of the loan. The interest rate is variable on an annual basis and may range from about 4.0% to 9.0%. A 3.0% origination fee is deducted from the loan proceeds. Apply online through the Office of Student Financial Services/Financial Aid website at www.albany.edu/financialaid.

4. Federal Supplemental Educational Opportunity Grant (FSEOG)

Students receiving this type of assistance must have exceptional financial need. At the University at Albany, this grant normally ranges from $200 to $1,000 each year.

5. Federal Perkins Loans

This loan is awarded to students with substantial financial need. Undergraduate students may borrow up to $4,000 each year depending on availability of funds, and a total of $20,000 for undergraduate studies. Interest does not accrue and payments are not due on the loan during the in-school period. Repayment begins nine months after the student leaves school, and 5% simple interest is charged on the unpaid balance of the loan. Under certain conditions, all or part of amount borrowed may be canceled.

6. Federal Work Study Program

A work study award offers the recipient the opportunity to work on campus. The standard hourly rate varies from $5.50 to $6.00, but may be higher depending on the type of work performed and experience. Students are paid by check every two weeks.

7. Bureau of Indian Affairs to Native Americans Higher Education Assistance Program

Eligibility is restricted to students with financial need who are pursuing a four-year degree, are at least one-fourth American Indian, Eskimo, or Aleut and are enrolled members of a tribe, band or group recognized by the Bureau of Indian Affairs Office. Application must be made each year. In addition, first-time applicants must obtain tribal certification from the appropriate bureau agency or tribal office which records enrollment for the tribe.

8. Veterans Education Assistance Program (VEAP)

The Post-Vietnam Veteran's Educational Program (VEAP) is a benefit for veterans who paid into VEAP while they were in the service. In order to be eligible, veterans must have been discharged under conditions other than dishonorable, entered active duty after December 31, 1976 but before July 1, 1985, and completed twenty-four continuous months of active duty. There are some exceptions to the last requirement. Benefits are paid monthly and are based on the veteran's contributions and Veteran's Administration matching amounts in relation to the number of months contributions were made by the veteran, type of education being pursued, and the length of the educational program. Contact the Veterans Administration for additional information.

9. Montgomery GI Bill-Active Duty

This program provides for up to thirty-six months of educational benefits to eligible veterans.

Basic eligibility criteria are an honorable discharge and a high school diploma or GED. In addition, the veteran must meet the criteria set forth in one of three categories. These criteria are based on dates of active duty, length of service, and special requirements specific to each particular category. Detailed information is available from the Veterans Administration.

10. Montgomery GI Bill-Selected Reserve

Selected Reserve educational benefits are available to members of the Army, Navy, Air Force, Marine Corps, and Coast Guard Reserves as well as the Army National Guard and the Air Guard. It is the first Veteran's Administration program that makes educational benefits available to reservists who have never served on active duty. Additional information about eligibility criteria and monthly benefit amounts is available from your Reserve or Guard unit.

Veteran's Administration Survivor's and Dependents' Educational Assistance

This education benefit is available to certain veterans' children who are at least eighteen years old, veterans' spouses, and surviving spouses who have not remarried. The veteran must be totally and permanently disabled from a service-related disability or died because of a service-related disability. Eligible persons can receive benefits for up to forty-five months. Additional information is available from the Veterans Administration.

2005-2006 ESTIMATED COSTS

The following is a schedule of estimated expenses for full-time undergraduate students for the 2005-2006 academic year. Tuition and fees are prorated for part time students. *Please note that tuition and fee charges are subject to change by official action of the State University of New York.* Questions concerning these charges should be referred to the Student Accounts Office.

The amounts include direct expenses billed by the Student Accounts Office (e.g., Tuition, Fees, Room, Board) and also indirect expenses that are not billed by Student Accounts (e.g., Books, Travel). Although indirect costs do not appear on the Student Accounts invoice, both direct and indirect costs are used by the Financial Aid Office in developing a student's budget and in making financial aid commitments. The total cost (direct and indirect) for one semester of full-time undergraduate study for a typical New York State Resident student living on campus is approximately $8,350 of which approximately $6,975 will be billed by the University.

Payment Policies

Following registration, students are billed by mail at their billing addresses. To avoid late payment fees, payment should be made by return mail at least five business days prior to the due date printed on the invoice. Students must have proof of approved aid, waivers, or scholarships in order to defer payment. Without satisfactory evidence to defer, students are expected to pay charges up front and wait for reimbursement when the aid, waiver or scholarship funds are actually received.

Students with unpaid financial obligations will have a "hold" placed on their records, and will be unable to receive grades or transcripts, register for future terms, or receive diplomas. In addition, the University assesses a Late Payment Fee of up to $50 each time an invoice is issued and not paid or not covered by approved financial aid by the invoice due date. Invoices are issued on a monthly basis to students with outstanding balances. Students with outstanding charges from any SUNY unit are not permitted to register at the University at Albany.

Delinquent accounts are transferred to private collection agencies and/or the New York State Attorney General's Office for collection. Delinquent accounts are subject to interest and collection fee charges.

Residency for Tuition Rate Purposes

Students are charged in-state or out-of-state tuition rates based on their residency status. The Student Accounts Office follows SUNY Board of Trustees policies in determining residency for tuition rate purposes. Generally, students are not considered in-state until they have completed 12 months of residency in New York. Please note, however, that the domicile (permanent home) of an unemancipated student is considered to be that of the parent or other legal guardian regardless of the length of the student's residency in New York.

Students who wish to appeal their out-of-state designation should contact the Student Accounts Office for an application and copy of the Board of Trustees Guidelines. Applications for New York State residency status for tuition billing purposes must be received in the Office of Student Accounts no later than the close of business on the midterm date of a semester in order to be considered for residency status for that semester.

Failure to submit an application by the midterm date will result in full liability for tuition at the out-of-state tuition rate.

Estimated Cost Information*

The following fees are proposed for the 2005-2006 fiscal year. As of the date this bulletin went to press, the 2005-2006 fee schedule was still under review.

	Fall 2005	Spring 2006
Tuition		
N.Y.S. Residents	$2,175.00	$2,175.00
Out-of-State Residents	5,305.00	5,305.00
Mandatory Fees		
University Fee	12.50	12.50
Student Activity Fee	85.00	85.00
Intercollegiate Athletic Fee	179.00	179.00
Comprehensive Service Fee	492.00	492.00
International Student Insurance (mandatory for international students only)	328.50	459.75
*Room Rental	2,417.00	2,417.00
*Board (19 meals/week non Kosher)	1,608.00	1,608.00
Other Expenses		
Class Dues (optional)	3.00	3.00
Alumni Assoc. Member (opt.)	40.00	40.00
Five Quad Contribution (opt.)	5.00	5.00
Accident/Sickness Insurance (opt.)	542.00	741.00
Late Registration Fee	40.00	40.00
Late Payment Fee (per invoice)	50.00	50.00
Books	500.00	500.00
Personal,. Travel, etc.	836.00	836.00

**Tuition and Fee Charges are Subject to Change by Official Action of the State University of New York.*

Tuition Charge Adjustments/Refunds

Students who officially depart from the University or reduce the number of credits for which they are registered may be entitled to a proportionate refund of tuition paid or proportionate adjustment of tuition charges according to the schedule below. Refunds or adjustments of charges are based on the date *the departure form is officially received by the Office of the Dean of Undergraduate Studies (LC 30) or the date the drop is officially processed by the Registrar's Office,* not on the date of the last class attended.

Students who register for courses and who do not file the appropriate form or do not drop before the end of the fourth week of classes are liable for their full charges. Please refer to the *"Withdrawing from the University"* and *"Dropping Courses"* sections of this bulletin for additional information.

For refund purposes, the first week of classes shall be deemed to have ended when seven calendar days, including the first day of scheduled classes, have elapsed. The first day of classes as scheduled by the campus shall be deemed to be the first day that any classes are offered. Refund schedules are subject to change by official action of State University of New York.

Official Withdrawal or Drop	Percent of Tuition Adjustment/Refund
First Week	100%
Second Week	70%
Third Week	50%
Fourth Week	30%
Fifth Week	0%

Example of refund to a student whose program drops below 12 credits:

Tuition charge for student taking 13 credits	$2,175.00
Student drops a 3-credit course during fourth week:	
Tuition charge as a part-time student for the remaining 10 credits (10 cr. at $181.00)	$1,810.00
Difference between amount originally charged as a full-time student and reevaluated charges as a part-time student	$365.00
Adjustment/Refund percentage as provided by schedule of tuition liability during fourth week	30%
Adjustment/Refund	$109.50

A student who believes the unpaid balance on her/his account as a result of the adjustment for dropping or withdrawing from classes is incorrect, has the right to file an appeal with the Tuition Adjustment/Refund Appeals Committee.

Appeals **must** be filed no later than 30 days after the last day of classes for the semester.

Refund Policy for Recipients of Title IV Financial Aid

Eligibility for aid earned is based on the date of the student's withdrawal from the University. Withdrawing students with federal Title IV aid may have a portion of their aid returned to the individual aid program, thus reducing the original amount of aid awarded. Federal regulations determine the amount to be refunded and the order in which the programs are repaid. As of the date of this publication, federal regulations require that refunds be made in the following order: Unsubsidized Stafford, Subsidized Stafford, Perkins, PLUS, Pell, and SEOG.

STUDENT AFFAIRS

The Division of Student Affairs

The Division of Student Affairs provides a critical component to the mission of the University at Albany by providing the leadership and direction to ensure a healthy, safe and quality learning environment for all of our students. The major programming areas within the Division of Student Affairs include: Residential Life; Health Services; Counseling Services; Career Development; Student Life; University Police; and Judicial Affairs.

Office of the Vice President for Student Affairs

The Vice President for Student Affairs has the responsibility for the leadership and administration of all the departments within the Division of Student Affairs. The Office of the Vice President oversees all services, activities and programs designed to promote a positive total educational experience for every student. In addition, the Vice President assists students and parents with the resolution of matters of concern. The Office of the Vice President is located in the University Administration Building 419 and staff in this office can be reached at (518) 437-4949.

Residential Life

The Department of Residential Life seeks to fulfill two primary missions: to provide reasonably priced, well-maintained, safe housing and to develop a positive living environment that promotes the intellectual and academic growth of students.

Students in the University's Residence Halls have access to a wide variety of services and programs. Trained professional and paraprofessional staff members live in the Halls and provide services to help promote a secure and positive environment. Security Assistants provide evening safety patrols on every quadrangle. Additionally, each quad has a faculty member participating in the Faculty-In-Residence program. This program offers students the opportunity to be actively involved outside the classroom with a member of the faculty living in a Residence Hall.

Over 700 different types of programs, workshops and seminars are offered in the Residence Halls annually — study groups, movie nights, safety seminars, resume writing, and language tables — to list just a few. There are also several different "special interest" living options offered to students who wish to live with other students with similar interests. All freshmen are assigned to areas designed to enhance their first year experience, for building a solid foundation is a critical element for students to achieve in their first year of college study. These living areas offer an environment for first year students that encourages community responsibility, positive social interaction, solid academic preparation, and support.

All students residing on campus have their own phone jack, number and voice mail system. This phone service also offers individualized billing. All residence halls have been wired for cable television, with student access to a wide variety of cable programming, as well as 7 movie channels. All residence halls are networked and have the highest level of connectivity through an ethernet connection. Students can explore and take full advantage of global information via the Internet. Additionally, the quads have a variety of other amenities, including weight and fitness rooms, recreation areas and movie rooms. Freedom Quad, an apartment-style complex, offers a quiet, convenient environment for graduate and upper division students. Empire Commons, our newest complex for graduate and upper division students, offers apartment style living with private bedrooms, central air conditioning and washers and dryers in each apartment. The community center offers private meeting rooms, home theater, lounge space and state of the art fitness center.

The Department of Residential Life is located in the basement of Eastman Tower on State Quadrangle, (518/442-5875.)

New Student Orientation:

Orientation programs introduce new freshmen, transfers, and their parents to the University and assist students in making a smooth transition to life at the University. Students entering the University as newly matriculated freshmen or transfers for the fall semester are invited to participate in a Summer Planning Conference. Transfers attend a one-day program, while entering freshmen attend a two-day program that includes a one-night stay in a Residence Hall. Summer Planning Conference programs include presentations by University administrators, small group discussions, academic advisement and registration for fall semester classes. Information sessions for parents of new students are offered concurrently with freshman programs and transfer programs. Students who are unable to attend a Summer Planning Conference attend an orientation program prior to the start of classes in the fall. All freshmen also attend the *Fall Orientation for Frosh Program* in the fall prior to the beginning of classes. For new students enrolling in the spring semester, an orientation program also occurs prior to the start of that semester.

The Orientation Office is located in the Department of Residential Life in the basement of Eastman Tower on State Quadrangle, (518/442-5875, or 1-800/4RESLIFE).

Parent Services: Parent services are offered through the Department of Residential Life. Parent involvement is fostered through the coordination of parent programs and services. These programs include individual parent advisement and liaison services as well as Parents Weekend. Parent Services is located in the Department of Residential Life in the basement of Eastman Tower on State Quadrangle, (518/442-5875, or 1-800/4RESLIFE).

University Health Center

The University Health Center is the primary health care facility for registered students. Services include General Medical Clinic, Women's Health Clinic, Allergy Clinic, Self-Help Cold Clinic, psychiatric services, and a pharmacy. Staff members provide health education workshops and, in coordination with the Albany County Health Department, they provide public health services to the campus community. The center also offers clinical rotations to senior medical students and Residents from the Albany Medical College. Located in the Health Services Building, the University Health Center telephone number is 518/442-5454.

Five Quad Volunteer Ambulance Service:

Five-Quad Volunteer Ambulance Service is a student-operated, Student Association-funded service consisting of more than 75 highly trained volunteers who provide state-certified campus ambulance service on a seven days a week, 24 hours a day basis, as well as coverage at major campus programming and athletic events. In addition, it sponsors extensive training and educational programs in CPR, advanced First Aid, and a variety of other topics. The phone number is 518/442-5555.

University Counseling Center

The University Counseling Center provides a range of education, prevention, and clinical services to assist students in adjusting to university life and in meeting their educational and personal goals. Services include psychological counseling and short-term psychotherapy for emotional, social and academic concerns as well as psychological testing of academically underachieving students. Prevention education programs addressing a broad range of health and mental health issues are offered to the University community. University personnel, parents, and students may also contact psychologists by telephone or in person to consult about issues or problems that are negatively affecting University students. In addition, the psychologists provide supervised training for doctoral students in the University's Clinical and Counseling Psychology programs. The Counseling Center, staffed by psychologists and a health promotion specialist, is located on the second floor of the Health and Counseling Building, (518/442-5800). Office hours are 8:30 AM to 5:00 PM, Monday through Friday. Please call with questions and/or to make an appointment. There is no charge for Counseling Center services.

MIDDLE EARTH PEER ASSISTANCE PROGRAM: A service of the Counseling Center is Middle Earth. This peer assistance program trains student volunteers to help other students. Middle Earth peers lend a listening ear, assist with problem solving, and provide information or referrals. Middle Earth is open from noon to midnight, Monday through Thursday, and 24 hours a day from noon on Friday until midnight on Sunday. Middle Earth also provides training with the option of receiving course credits. Students interested in volunteering can pick up an

application at Middle Earth, or call the business line at 442-5890.

PROJECT SHAPE (Sexual Health and Peer Education): Project SHAPE is comprised of student volunteers who assist the University's Coordinator for Health Promotion in facilitating AIDS/HIV prevention programs for the campus community. Project SHAPE members complete an extensive training program. Those interested in volunteering or learning more about Project SHAPE should call 442-5800.

Department of Student Life

The Department of Student Life serves students through an array of programs and services designed to provide assistance and support and to enrich the quality of student life. The department and its personnel are involved in organizing and facilitating a variety of educational programs, providing counseling and advice to students and student group leaders, conducting special events, sponsoring and co-sponsoring recreational and social activities and providing clean, safe and comfortable Campus Center facilities. Below are brief descriptions of the individual Student Life units. For more detailed information visit our web site at www.albany.edu/studentlife or stop by our Campus Center offices in Room 130 and 137.

Student Activities:

The Office of Student Activities supports the University community's programmatic, educational, recreational and social needs by sponsoring major events and programs while also enhancing the efforts of all student groups and Greek organizations by providing quality advisement, assistance and effective leadership development programs.

The primary responsibilities of the office include:

- Advisement for recognized student groups including the Student Association
- Management of on-campus student events
- Oversight for Greek Affairs including 39 fraternities and sororities
- Offering effective student-leadership development programs
- Planning and coordinating major University events including Opening Weekend, Homecoming, Fountain Day, The President's Awards for Leadership , Who's Who and Torch Night
- Maintaining an up-to-date student events calendar
- Sponsoring the Class Councils

The Office of Student Activities is dedicated to student growth and development while diligently working to ensure the success of each student leader, organization and event. For more information stop by Campus Center 130, call (518) 442-5566 or visit the Student Life website at www.albany.edu/studentlife/studentactivities

Campus Center

This facility is a hub of university activity. Student service offices, meeting facilities, plus the varied dining and retail operations make the **Campus Center** a popular destination for most members of the university community and is a center of daily campus life. The Campus Center also hosts and facilitates an extensive schedule of meetings, programs and special events involving both the university and local communities.

For more information, stop by Campus Center Room 137, call 442-5490 or visit the Student Life web site: http://www.albany.edu/studentlife/CC/index.html .

Disabled Student Services

Disabled Student Services provides a broad range of personalized services to people with disabilities, including pre-admission information, orientation, assistance with registration, personal attendant referral, assistance with alternative testing, lending of tape recorders and adaptive equipment, advocacy, and personal counseling. The office also maintains a large multimedia library of disability resources and organizes learning strategy groups.

Disabled Student Services provides information and referrals for disability-related questions and issues. In addition, the office makes recommendations to offices and departments regarding reasonable accommodations. Particular emphasis is placed on assisting students in developing their talents and abilities in preparation for professional and graduate training and for employment. Disabled Student Services also interacts with local, state and federal agencies concerned with disability issues. The office is located in the Campus Center, Room 137, (518/442-5490) (518-442-3366-TDD)

Learning Disabled Student Services

The Learning Disability Specialist is available to work with students who have been diagnosed as having a learning disability (LD) or attention deficit/hyperactivity disorder (AD/HD). Students may schedule appointments for assistance with developing various study skills, receive coaching in time management and setting goals, or test taking skills. The Learning Disability Specialist is also responsible for reviewing documentation of the disability, insuring that it is complete and current. Other services include assistance in developing self-advocacy skills, presenting workshops in various classroom and study skills and campus outreach and education programs about learning disabilities and attention deficit /hyperactivity disorder. The Learning Disability Specialist is also available to meet with prospective students and their families who may be considering attending the University at Albany. The Office is located in Campus Center 110. For more information call (518) 442-5566. Visit our web page at http://www.albany.edu/studentlife/ld/LD/ or by email: cmalloch@uamail.albany.edu.

Multicultural Student Affairs

This office provides special assistance and support for students of African American, Latino, Asian American and Native American descent. The office also provides advice and guidance to multicultural student groups, and sponsors and cosponsors a number of cultural programs and special events. Some of these include the Annual Martin Luther King Jr./Black History Month Luncheon, the National Latino Collegiate Conference, Asian Occasion, Pan-Caribbean Fashion Show and the Spellman Achievement Awards. For more information stop by the Campus Center room 137, call 442-5490 or visit our website: www.albany.edu/studentlife/LD/index.html

Career Development Center (CDC)

The Career Development Center (CDC) is not just a place to go to get a job after graduation. The CDC exists to help undergraduate students of all majors and class levels explore majors and career options, make decisions about graduate study, and identify internship and full-time employment opportunities. CDC staff members are available to assist students in specifying career goals and expanding their knowledge of career alternatives through individual consultation sessions. Working closely with academic departments, student organizations, and other student affairs departments, the CDC provides educational opportunities and workshops related to career planning. Housed within the CDC is a library containing numerous resources for students to research major and career information and graduate school programs, as well as review part-time and full-time employment and internship vacancies. The CDC also offers an extensive internet-based on-campus recruiting program for internships and full-time employment. For more information, stop by or contact the office at ULB 69, (518) 442-5515, or visit www.albany.edu/cdc

University Police (UPD)

UPD is responsible for providing a safe and secure campus environment, one in which students, faculty and staff can pursue their educational and career goals with a minimum of distraction and disruption from crime. It works closely with the departments of Residential Life, Health and Counseling, Physical Plant, and Campus Life to achieve the highest levels of personal safety possible. UPD is staffed around the clock with professional law enforcement officers. They provide an extensive array of law enforcement and security services to the University community, including mobile and foot patrols, crime prevention education, traffic enforcement, crime reporting, and follow-up criminal investigations. UPD is located in the University Police Building, (518/442-3132).

Department of Athletics & Recreation

This department focuses on academic and student development in a program that features Division I intercollegiate athletics, club sports, intramural and recreational opportunities for students, faculty and staff.

The University has a long-standing reputation of excellence in the athletic realm, producing competitive varsity teams, successful coaches and outstanding student-athletes recognized for their accomplishments both on the field and in the classroom. Nineteen intercollegiate sports are offered for men and women. The list includes basketball, football, baseball, track and field, cross country, softball, field hockey, golf, soccer, tennis, volleyball and lacrosse.

For information on intercollegiate, club sports and intramurals, one may contact the UAlbany Sportsline at 442-DANE or the Intramural Office at -442-5640.

The indoor and outdoor physical education design is among the most comprehensive in the Northeast. The Recreation and Convocation Center, a state-of-the-art facility; the Physical Education Building, which houses University Gym; an air-supported bubble ("Dane Dome"); and several athletic fields, which have been fenced and undergone surface reconditioning, are utilized for sporting and cultural activities. In addition, there are 24 tennis courts (12 with lighting), an in-line skating rink, racquetball/squash/handball courts, a swimming pool, a dance studio, and a comprehensive fitness and weight training center.

The University began competing at the NCAA Division I level in the 1999-2000 academic year. UAlbany is affiliated with the America East Conference and the football program competes in the Northeast Conference.

The Department is located in both the Recreation and Convocation Center and the Physical Education Building, (518-442-DANE).

Men's Sports	**Head Coach**
Baseball	Jon Mueller
Basketball	Will Brown
Cross Country	Craig McVey
Football	Bob Ford
Indoor Track and Field	Roberto Vives
Lacrosse	Scott Marr
Outdoor Track and Field	Roberto Vives
Soccer	Johan Aarnio

Women's Sports	Head Coach
Basketball	Trina Patterson
Cross Country	Craig McVey
Field Hockey	Phil Sykes
Golf	Richard Sauers
Indoor Track and Field	Roberto Vives
Lacrosse	Dennis Short
Outdoor Track and Field	Roberto Vives
Soccer	Kalekeni Banda
Softball	Chris Cannata
Tennis	Chrissy Short
Volleyball	Kelly Sheffield

INTENSIVE ENGLISH LANGUAGE PROGRAM

Linda Leary, Coordinator

The Intensive English Language Program (IELP) is designed for students who wish to improve their English language skills for academic and professional reasons. Classes are communicative, integrating all language skills, and are taught at the beginning, intermediate, and advanced levels.

In addition to the core program, English classes are offered for University at Albany matriculated undergraduate and graduate international students. Click on the link to ESL Courses for University Students on our website. Courses on Oral Communication and Academic Writing for International Students are offered.

The offering of these courses is contingent upon sufficient enrollment. These courses are non-credit, but carry a 3-credit hour load equivalency for F-1 status.

For further information, contact the IELP by phone at 518-442-3870 or by e-mail at ielp@uamail.albany.edu. Internet address: http://www.albany.edu/ielp

INTERNATIONAL STUDENT SERVICES (ISS)

Donna LaHue, Academic Adviser

The Office of International Student Services (ISS) provides a broad range of advising and referral services to over 1000 international students from nearly 100 countries. One of the first contacts that undergraduate students have with the University at Albany is receiving pre-arrival materials from ISS and participating in its thorough orientation program.

ISS, in LI-84, is the primary contact office for assistance regarding such issues as:

- Non-immigrant status
- Federal and State regulations
- Visa programs
- E-mail, web, listserv connection
- Workshops on special topics
- Health insurance and health care
- Host Family opportunities
- Social activities and trips
- Improving English proficiency
- Personal finances
- Income tax preparation
- Access to other agencies supporting international studies

For further information, contact ISS by phone at 518-442-5495 or by e-mail at: iss@uamail.albany.edu (Web: http://www.albany.edu/intled/iss)

UNDERGRADUATE STUDY

Undergraduate study is offered through the faculties of each of the separate schools and colleges comprising the University.

The College of Arts and Sciences provides all undergraduates with study in most of the disciplines within the liberal arts and sciences. Those students wishing to explore any of these areas in depth may become majors within the college. Graduates of the College of Arts and Sciences may apply for graduate-level teacher certification preparation programs in the School of Education.

The School of Business offers programs in accounting and business administration. Admission to these programs is competitive, open only to the best-qualified students who have completed 56 or more credits, including specific courses outlined in the School of Business section of this bulletin.

The School of Criminal Justice offers a multi-disciplinary degree program, focusing on the study of criminal behavior and society's response to it. Students take courses in criminal justice, as well as in a disciplinary field related to criminal justice. Admission to this major is highly competitive, and students must complete specific requirements before applying for admission.

The new College of Computing and Information supports education for undergraduates throughout the University in computer science, information science, and information technology. It houses the departments of Computer Science and Information Studies (formerly the School of Information Science and Policy), as well as a campus-wide Informatics Faculty that focuses on interdisciplinary aspects of computing and information. The College offers General Education and advanced courses, and several major and minor programs, including a Faculty-Initiated Interdisciplinary Major with a Concentration in Information Science hosted by the department of Information Studies.

The Nelson A. Rockefeller College of Public Affairs and Policy offers undergraduate degree programs in political science and public policy. These programs focus on issues of politics, public policy and management in the public service in the local, state, federal and international arena. The program in public policy is a combined major and minor sequence, where students design an area of concentration.

The School of Public Health offers undergraduate electives in public health and medical informatics.

The School of Social Welfare offers a combined major and minor sequence that prepares students for beginning social work. This program serves the liberal education needs for students interested in the social sciences and human services professions. Admission to this major is competitive, and students have complete specific requirements before applying for admission.

The Interdisciplinary Studies Committee of the Undergraduate Academic Council works with the academic colleges and schools to develop and approve Faculty-Initiated Interdisciplinary Majors and Minors. The approval of student-initiated majors and minors is also under the jurisdiction of this committee. In addition, the committee recommends and monitors University-wide independent study, internships, special projects, and interdisciplinary topics courses.

Office of the Dean of Undergraduate Studies

The Dean of Undergraduate Studies is responsible for the coordination of the academic experience of undergraduate students at this University. The dean works closely with the deans and faculty of the individual schools and colleges and with the Undergraduate Academic Council in developing, coordinating, and implementing undergraduate academic policy and curricula. The dean also supervises the Advisement Services Center /Undergraduate Studies. Project Renaissance, Faculty Mentor Program, and Tutoring Program are some of the many programs that the dean oversees.

The Office of Undergraduate Studies also provides coordination of and advisement for independent study, student-initiated interdisciplinary majors and minors, and interdisciplinary courses including Washington, NYS Senate and Assembly and other University-wide internships; implements undergraduate academic policies; and edits and publishes the *Undergraduate Bulletin.*

This office also provides assistance and counseling to undergraduate students who are contemplating leaving the University, who seek to take a Leave for Approved Study at another college or university, or who wish to re-enter the University after having been away from the University for a semester or more. It also coordinates the degree in absentia process.

We are eager to help all students who wish to explore academic issues and concerns. Students may contact the dean in LC 30 (518-442-3950).

Advisement Services Center/Undergraduate Studies (ASC/US)

The Advisement Services Center/ Undergraduate Studies (ASC/US) serves undergraduate students at the University through direct advisement services and by assisting faculty who work with students in an advising relationship. The primary responsibility of ASC/US is to provide for the academic advisement of freshmen, all students who have not yet declared a major, and those undergraduates not yet accepted into restricted majors.

In addition to providing individual academic advisement, ASC/US currently has the following responsibilities:

1. Serving as an academic advisement resource center for all undergraduates, faculty, and staff;
2. Providing preprofessional (law and health careers) advisement and support services;
3. Coordinating the Hudson Mohawk Association of Colleges and Universities' Cross-Registration Program for undergraduates who wish to study at other schools in the association;
4. Coordination of 3+3 Albany Law program, 3+2 engineering programs, early assurance medical program, and early admission dental and optometry programs.

Students who need assistance regarding their academic concerns are encouraged to contact the Advisement Services Center/Undergraduate Studies, LI-36 (518-442-3960), or visit their web page at www.albany.edu/advisement .

The Office of Academic Support Services

The following seven programs support new undergraduates as they make their transition into the University at Albany community. These comprehensive support services include the study groups, academic early warning program, university tutors, independent tutoring program, faculty mentoring programs, study skills workshops, and the Educational Opportunities Program. **Also, other Office of Academic Support Services programs, include Project Excel, Ronald McNair/AGEP/LSAPM/C-Step Program, the Academic Talent Search Program and the Youth Construction Initiative Program.**

Study Group Plan

In 24 freshman classes, the Office sponsors study groups free of charge to all students. A study group consists of several students in a given course who decide to meet on a regular basis for discussions, analysis, and reviewing of course material. Participation in a study group can be an excellent way to prepare for exams, since participants must organize their thinking about course topics and present, or defend, their individual perspectives before the group. Study groups emphasize the student's active involvement with course material.

Participants are encouraged to re-examine concepts, to question or to challenge each other with respect to course topics. Study groups can also help to maintain a high level of interest and enthusiasm towards course work and allow students to examine ways in which the course is personally meaningful or relevant to their college goals.

Coordinated by a graduate student who serves as a facilitator, the objectives of the student group concept are: 1) to clarify course material through restatement or illustrations, using familiar terms and concepts, and 2) to assist study group members in learning course material and achieving success in the course.

University Tutors

Each study group, in addition to the facilitator, will have two University Tutors on hand to assist with questions and problems. These tutors, who are undergraduate honors students, will at times also offer individualized assistance to those study group students who seek special attention.

Academic Early Warning System

The main objective of this Academic Early Warning System is to have professors identity students experiencing problems and to encourage them to utilize available academic and advising supportive services in order to overcome their difficulties. This warning is in lieu of a mid-semester grade.

The designated university courses include the following: A Bio 110, 111; A Chm 120, 121, 216, 216; A Psy 101, 210, 211; I Csi 101, 201; A Soc 115, 221; A Eco 110, 111; A Mat 100, 101, 106, 108, 111, 112, 113; and B Acc 211, 222.

During the fifth week of the semester, this composite list of potential failures will be circulated to the academic advisers of these students so that they can encourage the following help: 1) conference with faculty member of particular course; 2) consultation with academic/faculty adviser; 3) participation in respective study group (all of the Academic Early Warning System courses are an integral part of the study group plan); and 4) involvement with an independent tutor. Also, a staff member from the Office of Academic Support Services will contact the students, advising them of their options.

Independent Tutoring Program

The Office of Academic Support Services provides the student community with an updated listing of academically successful students who are available to tutor students on a one to one basis. These independent tutors have taken the course in which they tutor and have received a *B+* or higher. These independent tutors must have at least 3.0 cumulative academic average, secure faculty recommendations, pass the personal interview, and complete a tutoring orientation.

Faculty Mentoring Program

Matriculating students at the University at Albany are eligible to participate in one of the faculty mentoring programs. If enrolled in a program, it is expected that the student be willing to interact with a faculty or professional staff member in a mentoring partnership.

University mentoring programs take many forms and address different groups including the following: Presidential Scholars; academic probationers; multicultural recruitment students; special talent admits; and other students, especially incoming freshmen seeking support.

For a new freshman or a continuing student with academic needs, family or personal problems, the value of a trusted friend, confidante, guide and role model is obvious. For mentors, a one-to-one relationship can be an opportunity to give another person the guidance and support they once received from their own mentors.

Mentoring is not an easy job; it is not a job quickly accomplished. Yet helping and guiding a young person may be the most important work a volunteer will ever do.

Study Skills Workshops

Study skills workshops are offered free of charge to all students, especially freshmen. These one-hour sessions provide an opportunity to acquire skills vital to achieving academic success. Titles of workshops include time management, textbook mastery, learning from lecture, memory enhancement, listening skills, examination preparation, examination strategies, multiple choice examination skills, and final exam preparation.

The Registrar's Office

The Registrar's Office manages the process by which courses, classrooms, academic space, and final examinations are scheduled; grades are recorded; students are registered and enrolled; degrees are cleared and diplomas are prepared. Records are maintained with accuracy and security and issued to internal and external sources in accordance with applicable laws and regulations. The office is responsible for assuring that academic policy is carried out and that data concerning registration and enrollment are collected and distributed to appropriate campus offices. It works with appropriate campus offices in the development and implementation of student information systems. Finally, it communicates with clientele both on and off campus by clarifying policy, verifying enrollment and status, and by referring students and staff to the appropriate person or office at the University or elsewhere.

The Registrar's Office is located in the Campus Center, Room B-25, (518-442-5540).

Academic Advisement

Academic advisement services for undergraduate students are coordinated by the Advisement Services Center/Undergraduate Studies (ASC/US). Freshmen, students who have not declared a major, and students intending to pursue a restricted major are advised either by the staff of ASC/US or by the staff of the Educational Opportunities Program (EOP). All students who are admitted to the University through the Educational Opportunities Program receive academic advisement from EOP counselors until they declare a major or are accepted in a restricted major.

Freshmen and sophomores are encouraged to work closely with their academic advisers. ASC/US staff are in regular contact with the University's academic departments and programs to insure that advisers have pertinent and up-to-date information about school and college offerings. The adviser is therefore able to assist each student to plan and select a course of study that is consistent with the student's abilities, interests, achievements, and future plans. Information about courses, academic study at other institutions, interpretation of the University's academic policies, and referral to other University Offices and persons for assistance with the student's concerns are part of the services provided by academic advisers.

Students may "declare" their major at any time after earning 24 credits and completing any other requirements for admission to that major. It is easiest to complete all requirements if a major is chosen by the end of the sophomore year. Some financial aid programs require that a student declare a major by the junior year. Once a major is declared, students receive academic advisement from faculty in the major department.

Students are encouraged to meet with their advisers on a regular basis. Together the student and adviser can evaluate the student's academic experiences and goals, and formulate appropriate educational plans.

To complement faculty advisement, ASC/US serves as an advisement resource for both faculty and students needing clarification or interpretation of University academic policies, procedures, and programs.

Health Careers Advisement

Approximately 35 students from the University apply annually for admission to medical, osteopathic, dental, optometry, podiatry, chiropractic, and veterinary schools. There is little variation in the basic requirements for admission to the professional schools. The majority of these schools require the General Biology sequence and one full year of study in chemistry, organic chemistry, physics, mathematics, and English. Many health profession schools now strongly recommend or require that students complete humanities and/or social science courses as well. There is no

special major for preprofessional health careers students, and the requirements for admission can be met through a variety of majors available at the University.

The Pre-Health Advisory Committee assists students through formal meetings and counseling by preparing the Committee Evaluation during the spring semester prior to application. Currently this committee consists of four faculty members and five professional staff members.

Resource materials, admission statistics, admission test applications, and procedural information are available for University students by contacting the Pre-Health adviser in the Advisement Services Center/Undergraduate Studies, LI-36.

Pre-Law Advisement

There is no single "best" program of study in preparation for law school, and students are encouraged to consider a variety of alternatives. The Association of American Law Schools recommends a broad-based liberal arts curriculum and considers the prescription of particular courses unwise.

Students interested in law school should watch for meetings of the Student Pre-Law Association and on-campus visits of law schools. Additionally, the Pre-Law adviser maintains a listserv for all pre-law students to disseminate timely information about workshops, tests, guest speakers, etc. Special seminars are offered each semester to provide assistance on applications, test preparation and planning for law school financing.

Written information, such as law school catalogs, *The Official Guide to U.S. Law Schools*, LSAT applications, and admission statistics for Albany students, is available in the Advisement Services Center/Undergraduate Studies, LI-36.

Special Opportunities

3 + 3 Program with Albany Law School of Union University *

This program offers a six-year bachelor's and law degree program. A limited number of freshmen are selected for this program based primarily on high school record. Students who are selected for this program and maintain the required standards are guaranteed a seat in the first-year class at Albany Law after completing three years on this campus. The bachelor's degree is conferred upon successful completion of the first year of study at Albany Law School. Students are admitted to this program either prior to beginning their freshman year or at the end of their freshman year. *Further information regarding criteria for admission and program requirements can be obtained from Dawn Kakumba, Advisement Services Center/Undergraduate Studies, LI-36.*

3–2 Engineering Programs *

In these programs, students complete three years at the University at Albany and then transfer to one of the participating Schools of Engineering. Two years of carefully planned study complete the requirements for the bachelor's program at Albany in physics or chemistry and the B.S. degree with a major in engineering at the engineering school. Students must apply to the engineering school after their fifth semester of study at Albany. Participating Schools of Engineering are Binghamton University, SUNY New Paltz, Rensselaer Polytechnic Institute, and Clarkson University. *Further information may be obtained by contacting the Advisement Services Center/Undergraduate Studies, LI-36.*

Early Assurance of Admission to Albany Medical College

The Early Assurance Program is a cooperative program developed between the University at Albany and the Albany Medical College. This program provides an opportunity to submit an early application for admission to Albany Medical College. Applicants must have completed three semesters of course work at the University at Albany; receive the Pre-Health Committee Evaluation and approval during the spring semester of the sophomore year; and complete a full two years of undergraduate study in order to apply to Albany Medical College at the end of the sophomore year. Students in this program must maintain a minimum cumulative grade point average of 3.5 and achieve grades no lower than a *B* in each prerequisite science course.

Students selected for admission will matriculate at Albany Medical College after completion of their undergraduate degree and four years of study at the University at Albany. Students pursuing this program should contact the Pre-Health Adviser during their freshman year. *For details regarding criteria for admission and program requirements, contact the Advisement Services Center/Undergraduate Studies, LI-36.*

Joint Seven-Year Biology/Optometry Program *

The Joint Biology/Optometry Program is a cooperative program developed between the University at Albany and SUNY State College of Optometry. In this program, students complete three years at the University at Albany and then attend the SUNY State College of Optometry for four years. Credits from the first year at SUNY State College of Optometry will transfer back to the University at Albany for completion of the B.S. degree in Biology. After completion of the fourth year at SUNY State College of Optometry, students may earn the O.D. degree in Optometry. Students apply for this program in the spring semester of their freshman year. Any students pursuing this program should the Pre-Health Adviser during their freshman year. *Further information may be obtained by contacting the Advisement Services Center /Undergraduate Studies, LI-36*

Joint Seven-Year Biology/Dental Program *

The Joint Biology/Dental Program is a cooperative program developed between the University at Albany and Boston University Goldman School of Dental Medicine. In this program, students complete three years at the University at Albany and then attend Boston University Goldman School of Dental Medicine for four years. Credits from the first year at Boston University Goldman School of Dental Medicine will transfer back to the University at Albany for completion of the B.S. degree in Biology. After completion of the fourth year at Boston University Goldman School of Dental Medicine, students may earn the D.M.D. Students apply for this program in the spring of the sophomore year. Any students pursuing this program should contact the Pre- Health Adviser during the freshman year. *Further information may be obtained by contacting the Advisement Services Center/ Undergraduate Studies, LI-36.*

*** NOTE: For the joint degree programs marked with an asterisk (*) the following policies apply:**

1. Only students with an admissions status of "FRESHMAN" (*not* transfer students) are eligible to participate. Students following joint degree programs shall be held to the same requirements that apply to students completing their entire degree on campus. This means that students need to complete 30 of their last 69 credits on this campus (residency requirement).

2. All Albany requirements need to be completed by the time the bachelor's degree will be awarded. Therefore, students pursuing these degree programs can continue to take courses, on campus or off, that apply to the requirements they need to complete at Albany (in compliance with residency and transfer limit policies). For example, in the summers following the student's third and fourth years, the student can return to Albany to take additional coursework. Additionally, requirements at Albany might be satisfied by particular coursework at the partnering institution.

Combined Bachelor's/Master's Degree Programs

Combined Bachelor's/Master's Degree Programs: Undergraduate students of recognized academic ability and educational maturity have the opportunity of fulfilling integrated requirements of bachelor's and master's degree programs within a rationally designed and effective framework at the beginning of their junior year. Combined programs require a minimum of 138 credits and up to 12 graduate credits may be applied simultaneously to the requirements for the baccalaureate.

Students may be admitted to these combined programs at the beginning of their junior year, or after the successful completion of 56 credits.. A grade point average of 3.20 or higher and three supportive letters of recommendation from faculty are required. In some cases, with careful planning, students may complete both their

bachelor's and master's degrees within nine semesters.

Clarification to Students in Combined Baccalaureate/Masters Programs

As noted above, "Students are considered undergraduates until they have accumulated 120 credits, satisfied all degree requirements and been awarded the baccalaureate degree."

However, although students who have failed to satisfy "all degree requirements" will not be granted the baccalaureate degree until all undergraduate requirements are met, please be aware that for determining such matters as whether students pay undergraduate or graduate tuition, the following policy applies (highlighting added):

"Although admitted to an integrated degree program, students will be considered as undergraduate students for purposes of tuition, financial aid, and headcount identification **until completion of 120 credits of satisfactory work.** Upon meeting that requirement, students will be considered graduate students for purposes of tuition, headcount identification, and eligibility for graduate assistantships, fellowships, and loans." *(Accepted by University Senate, February 2, 1981)*

The following bachelor's/master's programs are currently registered by the State Education Department: atmospheric science, biology, chemistry, computer science, computer science and applied mathematics/computer science, computer science and applied mathematics/mathematics, criminal justice, economics/public administration, English, French, geography, geology, history, linguistics/teaching English to speakers of other languages, mathematics, philosophy, physics, political science, political science/public administration, psychology/counseling, psychology/ rehabilitation counseling, public policy, rhetoric and communication, Russian, sociology, sociology/public administration, Spanish, theatre, women's studies, and any undergraduate major (except accounting)/library science.

Students interested in further information regarding the combined programs should contact the appropriate program's department chair or the Office of Undergraduate Studies, LC 30 (518-442-3950).

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.

The following programs are currently registered by the State Education Department for the combined Bachelor's/Master's in Business Administration:

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.), 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.), Judaic Studies (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.)

Students interested in this option are encouraged to contact the School of Business, BA-361, 442-4984 during their sophomore year.

Combined Bachelor's/Master's in Health Policy & Management

Economics/Health Policy & Management (General Program: B.A./M.S.), Economics/Health Policy & Management (General Program: B.S./M.S.), Psychology/Health Policy & Management (General Program: B.A./M.S.), Sociology/Health Policy & Management (General Program: BA/MS)

Combined Bachelor's in Political Science/Master's in Public Administration and Policy

Department of Public Administration and Policy: Public Policy/Public Administration (General Program: B.A./M.P.A.)

Combined Bachelor's/Master's in Public Administration and Policy

Department of Public Administration and Policy: Public Policy/Public Administration (General Program: B.A./M.P.A.) and School of Criminal Justice (General Program: B.A.)

Independent Study

Independent study and research is considered advanced work that enables undergraduates to go beyond existing course work to investigate a topic or a hypothesis or a relationship either in the library or in the laboratory. The work is supervised and evaluated by a faculty member and culminates in a significant paper or report. Most academic units offer independent study courses with a variable credit option dependent on the extent of the intended project. If students have intended projects not clearly falling within one academic discipline, they may receive independent study and research credit through U Uni 397. This university-wide offering requires approval of the Interdisciplinary Studies Committee. Students interested in doing independent and creative study are encouraged to discuss with faculty members their ideas and the feasibility of earning credit.

Since the appropriateness and need for a student to pursue independent study and research is an individual matter, there are no further guidelines on this study. At times, U Uni 397 has encompassed cross-disciplinary work cosponsored by faculty members from more than one academic unit. At other times, the U Uni 397 course has been used to enable a senior to pursue an extensive, major research topic for which the student's academic department or school independent study courses would not carry sufficient academic credit.

Supervised Research

Supervised research for sophomores and juniors enables undergraduates to work with a member of the University faculty as a research apprentice. The work is supervised and evaluated by a member of the teaching faculty and culminates in a research paper or report. Information on U Uni 180, "Supervised Research" is available from the Office of the Dean of Undergraduate Studies, LC 30.

See also the A Cas undergraduate research and research methods courses in the College of Arts and Sciences section of this bulletin.

Internships

Internships give students an opportunity to acquire practical "hands-on" experience in a field or area that interests them. Internships differ from independent study in that an internship involves off-campus participation in the work of an agency, institution, or corporate body other than the University. The work is supervised and evaluated by a designated individual in the agency, institution, or corporate body providing the internship. This supervisor provides an evaluation of the student's work to the Albany faculty member responsible for the final evaluation and assignment of the appropriate academic grade.

Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. Students interested in correlating their academic study with practical experience are encouraged to explore the feasibility of participating in an internship.

Some majors, such as social welfare, require fieldwork as part of their major requirements, and these opportunities are open only to students who have been admitted in the major program. In other cases, many academic departments and schools offer internships involving experiences related to the academic focus of the unit. These courses include opportunities in various aspects of the performing arts (A Arh 490, A Art 490, A Mus 490, A Thr 415), anthropology (A Ant 400), classics (A Cla 490), planning (A Pln 490), computing (I Csi 490), atmospheric science (A Atm 490), business (B Bus 497, 498) communication (A Com 390), sociology (A Soc 490), public affairs (R Pub 498; R Pos 338, 434), news writing for papers or radio or television stations (A Jrl 400), archaeological fieldwork (A Ant 338), etc.

The University also offers a total of 15 credits for students participating in the following special, formalized internships: Senate Session Assistant Program (U Uni 391), Assembly Session Intern Program (U Uni 392), Operational and Applied Communication Theory (A Com 392, 393), and the Empire State Youth Theatre Institute (A Cas 390). These latter established internships take advantage of Albany's location in the state's capital. Albany is also affiliated with the Washington Center (see U Uni 393, WCLA Internship).

Through U Uni 390 (1–15 credits), students have obtained approval for full- or part-time internships in a very wide variety of areas. For these pursuits, it is assumed the student will secure the opportunity on his or her own, find appropriate faculty sponsorship, and then apply to the Interdisciplinary Studies Committee for approval of the desired credit.

The range of possible internship opportunities is too great to list here. The more common internships pursued by previous students through U Uni 390 have included work with: U.S. Congress, federal judiciary and numerous federal executive agencies, various state agencies (Lt. Governor's Office, Attorney General, Correctional Services, Division of Criminal Justice, etc.), the New York Public Interest Research Group, the Civil Liberties Union, the Environmental Planning Lobby, Albany Medical Center, stock brokerage firms, law firms and media internships with local and national television stations and corporations. *Further information and application forms for U Uni 390 may be obtained from the Office of Undergraduate Studies, LC 30.*

In addition to the credit-bearing internships, there are also many opportunities for noncredit internships, mostly during the summer, some of which pay the participants a stipend. Information on many of these programs and their application process is available through the Career Development Center.

Community and Public Service

Through a community and public service program offered by the School of Social Welfare, undergraduates may earn up to 6 credits through enrollment in R Ssw 290 and 390. Through the program, students participate in volunteer work for a minimum of 100 hours per semester (about 7 ½ hours per week) in one of many public or private agencies involving different types of service to the community. A community and public service component is also a feature of the Project Renaissance Program.

Study at Other Institutions

Since not all courses are acceptable for transfer credit, matriculated students wishing to take courses at other institutions for credit toward the degree at this University should have prior approval in writing from their academic advisers. Such written approval must be filed with the Office of the Registrar, and an official transcript of work satisfactorily completed at the other institution(s) must be received before credit will be awarded.

Credit may be earned through one of the following formally established programs.

Cross-Registration: University at Albany undergraduate students may cross-register for courses at other campuses within this area while enrolled at this institution.

Cross-registration enrollments elsewhere must be in courses not available through the University at Albany's curriculum. This program is available in fall and spring semesters only.

Cross-registered students must be full-time undergraduate, matriculated students, and at least one-half of the credits for which a student is registered during a cross-registration semester must be from course work offered on the Albany campus. No extra tuition charge is assessed, but students are responsible for any fees that may be required by the host institution for a particular course. Credits earned through cross-registration are recorded on the transcript with a cross-registration course entry and the appropriate number of credits earned recorded in the "graduation credit" column. Grades earned at the other institutions are not recorded on the Albany transcript.

Students seeking more information about the participating institutions and the courses available should contact the Advisement Services Center/Undergraduate Studies, LI-36.

Office of International Education: Study Abroad and Exchanges

Undergraduates may earn academic credit for a semester, an academic year, or a summer in one of many study abroad programs in most cultural or geographic regions of the world. A description of the programs currently offered by The University at Albany is presented in the section "International Education."

Study abroad and exchanges information is available in LI-66, by phone at (518) 442-3525, or by e-mail at intled@uamail.albany.edu (Web: http://www.albany.edu/studyabroad/).

ROTC (Reserve Officers Training Corps)

Albany undergraduate students have the opportunity to enroll in the Air Force ROTC program at Rensselaer Polytechnic Institute or the Army ROTC program at Siena College through the Hudson-Mohawk Association of Colleges and Universities' Cross-Registration Program. Military Science classes may provide valuable management and leadership instruction applicable in both the military and civilian environment. Leadership laboratory offers the essential elements of physical fitness in the context of dynamic and challenging leadership training activities. Students should contact the appropriate military science department on the two campuses for precise information regarding course content, sequencing and summer expectations.

All Army ROTC classes are conducted on campus in the Physical Education Building where the Army ROTC offices are located. Further information on the Army ROTC Program is available in Room B74 of the Physical Education Center.

Course Enrollment and Credit: The procedure for obtaining University approval for enrollment in Army or Air Force ROTC courses is the same as for any other cross-registration enrollment except that a faculty adviser's approval is not required for an ROTC course. No more than a total of 12 ROTC credits may be counted toward a student's graduation. This includes the Albany courses P Pad 110, 111, 210, 211, 380, 381, 480, and 481.

HONORS, AWARDS AND PRIZES

Departmental/Major Honors Programs

In an effort to provide challenging and alternative curricular options to its best under-graduates, the University has taken a revitalized interest in encouraging its academic departments and programs to offer high quality honors programs. The main focus of the honors degree is the honors project, which is conceived as an original piece of written research or a creative project submitted in the senior year. Currently, honors programs exist in the following majors: anthropology, art (departmental studio program), art history, atmospheric science, biology, chemistry, Chinese studies, computer science (all three programs), East Asian studies (interdisciplinary), economics, English, French, geography, geology, Greek and Roman civilization, history, Italian, Japanese studies (interdisciplinary), Judaic studies, Latin American studies, linguistics, mathematics, philosophy, physics, political science, psychology, public policy, Puerto Rican studies, rhetoric and communication, Russian, sociology, Spanish, theatre, and women's studies. Descriptions of these programs may be found under the academic unit offering the program.

Students who complete an honors program may receive a special honors certificate upon the recommendation of their major department.

Degree with Honors

University-wide honors are conferred at graduation. A student will be graduated: Cum Laude with an average equal to or greater than 3.25 but less than 3.50; Magna Cum Laude with an average equal to or greater than 3.50 but less than 3.75; Summa Cum Laude with an average equal to or greater than 3.75.

HONORS RESIDENCE CRITERIA: For graduation with honors, students must have completed a minimum of 56 credits in courses for which they registered at this University, including a minimum of 40 University at Albany credits graded on the *A-E* basis.

IMPLEMENTATION NOTE: These criteria apply to *all* undergraduates graduating in August 2000 and thereafter.

Dean's List

For students matriculating Fall 2004 and thereafter: A full-time student shall be placed on the Dean's List for a particular semester if the following conditions are met: Within the award semester matriculated students must have completed at Albany a minimum of 12 graduation credits in courses graded *A–E,* with no grade lower than a *C*, and with no incomplete (*I*) grades. For a student's first matriculated semester at the University, .the students semester average must be 3.25 or higher; for all other students, the semester average must a 3.5 or higher.

For students matriculating Fall 1997or later but before Fall 2004: A full-time student shall be placed on the Dean's List for a particular semester if the following conditions are met: Within the award semester matriculated students must have completed at Albany a minimum of 12 graduation credits in courses graded *A–E*. The student's semester average must be 3.5 or higher for a sophomore, junior, or senior, and at least 3.25 for a freshman*, with no grade lower than a *C*, and with no incomplete (*I*) grades.* For the purposes of this policy "freshman" is defined as a student whose admissions status is freshman and who has completed no more than two full time semesters of study in the fall or spring semester at the University at Albany.

For students matriculating before Fall 1997: A student shall be placed on the Dean's List for a particular semester if that student has met all of the following criteria: Within that semester the student must have completed at Albany a minimum of 12 graduation credits in courses graded *A–E*, and must have registered for those credits before the last day for adding semester courses. The student's semester average must be 3.25 or higher, with no grade lower than *C*-.

Dean's Commendation for Part-Time Students

For students matriculating Fall 2004 and thereafter: A part-time student shall receive the Dean's Commendation for Part-Time Students for a particular semester if the following conditions are met: Within the award semester matriculated students must have completed at Albany a minimum of 6 graduation credits in courses graded *A–E,* with no grade lower than a *C*, and with no incomplete (*I*) grades. For a student's first matriculated semester at the University, .the students semester average must be 3.25 or higher; for all other students, the semester average must a 3.5 or higher.

For students matriculating Fall 1997or later but before Fall 2004: A student shall receive the Dean's Commendation for Part-Time Students for a particular semester if the student has met all of the following criteria: A matriculated student must have completed at least 6 graduation credits at the University at Albany within the given semester in courses

graded *A–E*. The student's semester average must be 3.5 or higher for a sophomore, junior, or senior, and at least 3.25 for a freshman*, with no grade lower than *C*, and with no incomplete (*I*) grades. * For the purposes of this policy "freshman" is defined as a student whose admissions status is freshman and who has completed no more than two full time semesters of study in the fall or spring semester at the University at Albany.

For students matriculating before Fall 1997: A student shall receive the Dean's Commendation for Part-Time Students for a particular semester if the student has met all of the following criteria: A matriculated student must have completed at least 6 graduation credits at the University at Albany within the given semester in courses graded *A–E* and have been registered for fewer than 12 credits on the last day for adding semester courses. The student's semester average must be 3.25 or higher, with no grade lower than C-.

Phi Beta Kappa

Students compiling a distinguished academic record at University at Albany, State University of New York may be elected members of the venerable (founded 1776) honorary society, Phi Beta Kappa, in their senior year; or, if they do especially well, in their junior year. To be considered for election, students must have the following:

A major in the liberal arts and sciences, with not fewer than 90 credits of *liberal work* among the 120 credits needed for graduation.

Completed at least 3 full semesters of work, or 45 credits, in residence at this University and be pursuing a program toward graduation.

Students pursuing a double major with courses combined from such fields as business, social welfare, or other professional schools may be considered for election in their senior year, if their course work includes at least 90 credits in the liberal arts and sciences. Consideration will be given to courses of a liberal nature, even though they may be offered outside the College of Arts and Sciences.

The breadth of a student's program is important, as shown by the number and variety of courses taken outside the major. Students are expected to have completed some work in science and mathematics, the social and behavioral sciences, and the humanities, including a foreign language at the university. Regents equivalency does not satisfy the foreign language requirement.

Every student is considered automatically. Individual nomination is not necessary. The final choices are decided on by the full membership of the University at Albany, State University of New York Chapter, Alpha Alpha of New York (e-mail: PBK@csc.albany.edu).

Presidential Awards for Undergraduate Research

To encourage undergraduate scholarship and creative work, and to reward excellence and individual initiative, the University has established the Presidential Awards. The nominees for the awards will be selected on the basis of a major paper or project produced by the student in conjunction with a course or independent study, under the direction of an Albany faculty member. The project's significance will be judged in terms of its academic quality and originality.

Chancellor's Award for Student Excellence

Undergraduate and graduate students are nominated for this distinction from across the entire State University of New York. The award is presented by the Chancellor to students who have demonstrated outstanding academic achievement and have received national or international recognition for their efforts. Recipients of this high honor have typically distinguished themselves in their academic work and in a variety of other domains including athletics, service, publication, conference presentation, or artistic performance.

Endowed Presidential Scholarships

For more information about the Presidential Scholarships, please contact the Office of Undergraduate Studies at 518-442-3950.

Elena Rodrigues Anderson '82 Presidential Scholarship: Awarded to a Presidential Scholarship recipient who maintains at least a 3.25 GPA. This scholarship is renewable up to four years.

Edward Gallatin B. Hudson Presidential Scholarship: Awarded to full-time undergraduate students who has demonstrated a strong academic record and shows financial need.

Erica '86 and Michael Olin '85 Presidential Scholarship Fund: Awarded to an incoming freshman who has shown extraordinary academic talent and who has demonstrated a high degree of motivation. Scholarship is intended to be applied to tuition, room, rent, board and books in order to relieve recipient of the costs of their education. Renewable up to four years.

Evan Michael Zahn '82, M.D. Presidential Scholarship: Awarded to either a junior or senior who is a member of the Presidential Honors program. This scholarship is renewable. Recipient must be committed to a health-related career, i.e., dentistry, medicine, etc.

University at Albany Scholarships, Awards, Prizes and Honors

Scholarships and awards are listed alphabetically according to their affiliation:

College of Arts & Sciences

Academic Excellence in Mathematics: Awarded annually to one or more graduating seniors on the basis of scholastic achievement in mathematics.

American Institute of Chemists Award: A medal awarded to an outstanding graduating chemistry major, based on demonstrated record of leadership, ability, character, and scholastic achievement.

Eleanor Rosalie Bazzoni 1906 Fellowship: Awarded for outstanding achievement in English, French, or German.

B'nai Zion Award Medal: Awarded annually to the graduating student having the greatest proficiency in Hebrew.

Bertha Brimmer Legacy Scholarship ($2,000): This new scholarship will be awarded to an incoming freshman or transfer student who is the child or grandchild of an alumnus/a. Applications are due March 1.

Glenn Bumpus '75 Memorial Award: Awarded to senior students in the field of biological sciences in recognition of outstanding achievement in undergraduate research and its communication.

Certificate of Achievement: Awarded to the junior who has maintained the highest cumulative grade point average. The student shall be a major in the Department of Africana Studies.

Chemistry Faculty Award: Awarded to an outstanding graduating chemistry major who has demonstrated high scholastic standing, good character, and potential for advancement in the chemical profession.

Crippen Prize: Awarded to the outstanding graduating senior in American History. Candidates must have had at least 18 credits of college level work in American Colonial and United States history, at least 12 credits taken on the University at Albany campus.

Celebration of Undergraduate Achievement Awards: Awarded annually to honor the work of undergraduate students in the College of Arts and Sciences who are enrolled in a humanities or fine arts class.

CRC Press Freshman Chemistry Achievement Award: Awarded annually at the end of the spring semester to a freshman on the basis of outstanding achievement in chemistry.

Christopher DeCormier '76 Memorial Scholarship: Awarded annually to students studying the Maya Language and/or culture

under the direction of the Institute for Mesoamerican Studies, Department of Anthropology.

Class of 1905 Bazzoni Fellowship: Awarded for outstanding achievement in the natural sciences.

Excellence in Scholarship Award Awarded: to a major in African/Afro-American studies on the basis of scholarship, outstanding service to the department, and faculty support.

Robert Fairbanks Memorial Fund: Short-term loans designed to provide assistance to students in the field of economics.

Hazel English Ferris '32 Scholarship: Awarded in alternate years to upper division students majoring in Business in memory of Professor George Morell York and in Theatre in memory of Professor Agnes Futterer, based on academic achievement.

Francine W. Frank Award in Linguistics: Awarded annually to an outstanding graduating linguistics major.

French Embassy Book Prizes: Each year, the Cultural Attaché of the French Embassy awards prizes of books to the best students in the Department of French.

Agnes E. Futterer Award: Awarded annually to the graduating senior who has made the most significant contribution to theatre at the University.

Agnes E. Futterer Memorial Fellowship ($1,000): Awarded to a UAlbany senior entering graduate study in theatre or theatre-related fields at the University or any other accredited institution or recognized theatre program. Applications are due March 1.

Narayan Gokhale Award: Awarded annually to the graduating atmospheric science major with the highest academic average.

Andrea Hanan '87 Music Scholarship: Awarded annually to an undergraduate entering the music program and/or a continuing first year music major on the basis of outstanding achievement.

Mayfred Dutton Lucas, '24 Scholarship: Awarded to an outstanding mathematics major committed to teaching at the high school level.

Merlin W. Hathaway Memorial Scholarship: Awarded for outstanding academic and athletic achievement, leadership, integrity, and commitment to the University.

Vivian C. Hopkins Scholarship Award: Awarded annually to an English major who has demonstrated outstanding scholastic ability and character.

Albert N. Husted Fellowship ($1,000): Awarded to UAlbany senior planning for full-time graduate study in any area of study at the University or any other accredited university. Applications are due March 1.

Kappa Beta Scholarship: Based on merit, the scholarship is awarded every other year to a graduating senior selected by the Department of Judaic Studies who will continue graduate or professional studies in some aspect of Judaic Studies.

Gordon Karp Award: Awarded to undergraduate students in economics who best exemplify the intelligence, dedication and accomplishment that marked the promising career of Gordon Karp, an undergraduate and doctoral graduate of the University. Gordon received his B.A. in 1977 and his Ph.D. in 1986.

Arthur Long Teaching Assistant Award: Awarded annually to a teaching assistant in the Department of Chemistry on the basis or a genuine concern for the intellectual growth of his/her students, high moral and ethical character, and excellence in scholarship.

Leah Lovenheim Award: Awarded annually by the Department of English for the best student short story.

Mayfred Dutton Lucas '24 Scholarship: Awarded to a Math major committed to a career as a high school teacher of mathematics.

Shields McIlwaine Award: Awarded annually by the Department of English for the best student poem.

Anna R. Oliver Memorial Scholarship: Awarded annually by the Department of Physics to outstanding juniors or seniors.

Gertrude Hunter Parlin '17 Teacher's Scholarship: Provides annual scholarships for students preparing for careers in teaching.

William Reedy Prize: Awarded annually by the History Department to an undergraduate student for the best paper submitted in any history course taken at the University during the preceding calendar year.

Adna W. Risley Memorial Scholarship ($500): Awarded to a UAlbany senior pursuing a graduate degree in history. Applications are due March 1.

William E. Rowley Award: Awarded annually by the Journalism Program in the Department of English for the best journalistic writing by a student.

Ronald R. Schafer Scholarship Fund: Awarded annually to a student demonstrating notable achievement or future promise in journalism.

Mildred Schmidt Award: Awarded to the graduating senior with the best academic record in Latin.

Arlene F. Steinberg '71 Award: Awarded to the junior or senior English major who best shows evidence of scholarly or creative contribution to the understanding of 20th-century fiction, poetry, or drama.

Derk V. Tieszen Award: Awarded to a senior chemistry major on the basis of demonstrated achievement in chemistry, physics, and mathematics plus potential as a research worker and teacher of chemistry at an advanced level.

James Unger '73 Memorial Award: Awarded annually by the Department of Political Science on the basis of the best written work in political science submitted by an undergraduate.

Katherine Vario Memorial Scholarship: To recognize and promote academic achievement in the areas of medicine for an undergraduate student who plans a career in medicine.

Richard Wilkie Award for the Outstanding Undergraduate Student in Communication: Awarded annually at the end of the spring semester to a graduating communication student who has achieved academic excellence, especially in argumentation and public discourse.

Women's Studies Award: Awarded to a senior women's studies major who has combined outstanding academic achievement with contributions to the women's community on- or off-campus.

Women's Studies Stoneman-Van Vranken Scholarship: is awarded to the Women's Studies majors, minors, and/or those who have completed at least four Women's Studies courses. The winner is selected on the basis of outstanding performance in Women's Studies courses, significant contributions to the University and larger communities, dedication to feminist principles, and overall academic performance. The award is named for two Albany alumnae whose lives epitomize feminist concerns.

School of Business

Martha Bealler Altman Scholarship: Established by Nolan T. Altman, Class of 1977 in memory of his mother. Awarded to a School of Business sophomore or junior student selected by Mr. Altman on the basis of scholastic achievement, activities, and community service.

Harold L. Cannon Memorial Award for Outstanding Academic Achievement and Service: Awarded to a School of Business student as selected by the faculty on the basis of academic achievement and service to the School of Business, the University, and/or the community.

Milton and Mary M. Danko Golden Rule Award: Awarded to a junior enrolled in the School of Business who gives or shares his/her most precious resource: time. Special consideration given to those who assist the impoverished, the alienated, the hungry and/or homeless. Established by William D. Danko, Ph.D. in memory of his parents.

Dean's Award for Distinguished Academic Achievement by a Returning Undergraduate Student: Awarded to a School of Business graduating senior selected by the faculty on the basis of overall grade point, grade point average in the major, and nonscholastic activities.

Deloitte and Touche /Accounting Club Award for Academic Achievement: Awarded to a School of Business junior accounting major who has demonstrated high academic achievement.

Delta Sigma Pi Scholarship Key: Awarded by the Zeta Psi chapter of the International Business Fraternity of Delta Sigma Pi to the School of Business graduating senior with the highest overall grade point average.

Departmental Award for the Outstanding Graduating Senior in Accounting: Awarded by the Department of Accounting to a graduating senior accounting major in recognition of outstanding academic achievement, professional activities, and significant service to the School of Business and the University.

Departmental Award for the Outstanding Graduating Senior in Finance: Awarded by the Department of Finance to a graduating senior finance major in recognition of outstanding academic achievement, professional activities, and significant service to the School of Business and the University.

Departmental Award for the Outstanding Graduating Senior in Management Science and Information Systems: Awarded by the Department of Management Science to a graduating senior management science major in recognition of outstanding academic achievement, professional activities, and significant service to the School of Business and the University.

Departmental Award for the Outstanding Graduating Senior in Marketing: Awarded by the Department of Marketing to a graduating senior marketing major in recognition of outstanding academic achievement, professional activities, and significant service to the School of Business and the University.

IHRIM/Edward S. Goldmacher Award: The IHRIM/Edward S. Goldmacher Scholarship is intended to support a senior undergraduate student who is interested in the field of Human Resource Information Management. The award is based on academic merit and interest in the HRIM field.

The Lai Wah Kui Award: Presented by John S. Levato to a junior School of Business major in memory of this exceptional undergraduate student, class of 1977, who served as a loyal workstudy in the Office of Student Services for three years.

The Roanne Kulakoff Award: This award is given to one of the top junior students in the School of Business who has shown academic merit and who has successfully funded themselves throughout their college career while attaining high academic standards, involvement in the community, and leadership.

Margaret Yager Middleton '29 Scholarship: Awarded annually to upper division students admitted to the School of Business based on high academic achievement.

Ernest and Florence Bensinger Milano '36 Scholarship: Awarded to upper division students in the School of Business based on high academic achievement.

New York State Society of Certified Public Accountants Award: Awarded to the senior accounting major, as recommended by the department, with the highest overall accounting grade point average who is planning to pursue a career in public accounting.

Irving H. Sabgher Memorial Award: for the Outstanding Graduating Senior in Management Awarded by the Department of Management to a graduating senior management major in recognition of outstanding academic achievement, professional activities, and significant service to the School of Business and the University.

Mark Taylor Scholarship: The Mark Taylor Scholarship is awarded to a freshman intended business major from Rockland County on the basis of UAlbany GPA and SAT score.

Wall Street Journal Award: Awarded to a School of Business graduating senior selected by the faculty on the basis of overall grade point, grade point average in the major, and nonscholastic activities.

Wann Family Foundation Scholarship: Awarded to an undergraduate senior or junior who has at least a 3.5 GPA and is pursuing a degree in Finance/Marketing. Students must demonstrate academic merit and financial need.

Harry Warshawsky '80 Memorial Award for Outstanding Academic Achievement and Service: Awarded to a School of Business student selected by the Office of the Dean on the basis of scholastic achievement and service to the School of Business and the University and who exemplifies the outstanding personal qualities of Harry Warshawsky.

School of Social Welfare

Anna Boochever DeBeer '12 Scholarship: Awarded annually to graduate students at the University in the fields of Criminal Justice, Public Affairs, Social Welfare or other areas of human relations, or to assist dedicated and committed students who pursue academic careers in fields which enable them to work for the betterment of society.

Fraternity and Sorority Sponsored Scholarships & Awards

Alpha Pi Alpha Scholarships: Awarded annually to offspring of University at Albany, State University of New York Alpha Pi Alpha members and other students who are full-time matriculated students in attendance and who are in good academic standing at the University.

Delta Sigma Pi Scholarship Key: Awarded by the Zeta Psi chapter of the International Business Fraternity of Delta Sigma Pi to the School of Business graduating senior with the highest overall grade point average.

Kappa Beta Scholarship: Based on merit, the scholarship is awarded every other year to a graduating senior selected by the Department of Judaic Studies who will continue graduate or professional studies in some aspect of Judaic Studies.

Lambda Pi Eta: The Nu Alpha Chapter of Lambda Pi Eta is the national honor society committed to fostering academic and professional excellence in communication.

Phi Gamma Nu: Scholarship Key Awarded by the National Professional Sorority in Business to a School of Business graduating senior woman selected by the faculty on the basis of overall grade point average, grade point average in the major, and nonscholastic activities.

Pi Sigma Epsilon Scholarship Key: Awarded to a graduating School of Business senior who exemplifies academic and professional excellence in the area of marketing.

Memorial, Alumni and General Scholarship Awards

Alumni Talented Student Scholarships: Awarded annually to those students who demonstrate a superior intellectual, artistic, or performing talent in a single field of study. Awards are limited and are restricted to students entering the University for the first time.

Class of 1937 Memorial Scholarship: Awarded to an undergraduate student who exhibits outstanding academic performance and potential, with consideration to financial need, and a commitment to pursue education in the field of teaching.

Class of 1939 Scholarship: Awarded to an undergraduate student who exhibits outstanding academic performance and potential, and breadth of accomplishment, with consideration to financial need.

Class of 1952 Reunion Scholarship: Awarded to a junior or senior University at Albany student who is outstanding in academic and extra-curricular activities. The award is issued each year in the name of one or more distinguished teaching faculty who were associated with the College for Teachers during some or all of the period from 1948 to 1952, during the undergraduate years of the Class of 1952.

The Class of 1972 Scholarship ($750): Awarded to a graduating UAlbany senior planning to enter full-time graduate study at the University during the next academic year. Applications are due March 1.

Class of 1976 Scholarship: Awarded to an undergraduate student who is in good academic standing and actively participating in athletics and/or other campus related extra-curricular activity.

Class of 1979 Scholarship: Awarded to an undergraduate student who is in good academic standing and who has demonstrated extreme financial need.

Class of 1980 Scholarship: Awarded to an undergraduate who is in good academic standing (3.0+ GPA) and demonstrates financial need.

Class of 1981 Scholarship: Awarded to an undergraduate who possesses a 3.5+ GPA, demonstrates financial need and is a New York State resident.

Class of 1985 Scholarship: To provide an annual scholarship to one or more undergraduate students who possess a 3.0+ GPA and who have demonstrated financial need.

Class of 1986 Scholarship: Awarded to a sophomore, junior or senior who possesses a GPA of 3.5+ and has demonstrated financial need.

Sesquicentennial Class Council Scholarship (1994): To provide a merit based scholarship to a member of the senior class who has demonstrated leadership, maintained a 3.0+ GPA, is commitment to community service and has been a student at the University at Albany during both junior and senior years.

Edna Craig '21 Memorial Award: Awarded to members of the senior class and/or other members of the student body to provide assistance based on financial need and eligibility.

Stanley Fink Legislative Internship Endowment: Awarded to juniors or seniors who have completed at least 56 credits of academic work at the University at Albany and who demonstrate superior academic achievement with consideration to financial need.

Robyn Fishelberg Memorial Scholarship: Awarded to an undergraduate woman who demonstrates outstanding humanitarian qualities through involvement in University activities and community service.

Florence Smith French '33 Scholarship: In support of a full-time undergraduate student. The award is based on financial need.

Bruce B. and Louise Steen Gravitt '38 Scholarship: Supports a full-time undergraduate female student majoring in Mathematics.

Howard & Rosalie Lefkowitz Memorial Fund: Awarded to an incoming freshman from one of the five boroughs of New York City. This award is based primarily on financial need.

Dr. Theodore H. Fossieck – Milne School Scholarship: Awarded to newly admitted undergraduate students who are descendants of Milne School graduates or Milne School faculty.

Myskania Scholarship: To award full-time undergraduate students in recognition of their outstanding leadership and service to the University. Established by Miriam Snow Mathes, Class of 1926.

Ralph Sidman Memorial Scholarship: Provides a scholarship to an undergraduate student from the Capital District who exhibits outstanding academic performance and potential with consideration to financial need.

The University at Albany Alumni Association Minerva Scholarship: Awarded to an incoming freshman student who demonstrates high academic standing, leadership qualities and who has financial need.

Ada Craig Walker Award: Awarded to the senior woman who best typifies the ideals of the University.

Richard & Therese Wienecke Hudson '32 Scholarship: In support of an incoming undergraduate student based on financial need. Established by Therese Wienecke Hudson '32.

Rockefeller College of Public Affairs & Policy

Anna Boochever DeBeer '12 Scholarship: Awarded annually to graduate students at the University in the fields of Criminal Justice, Public Affairs, Social Welfare or other areas of human relations, or to assist dedicated and committed students who pursue academic careers in fields which enable them to work for the betterment of society.

National Honoraries and Honor Societies

Membership in the following national honoraries and honor societies is available to qualified students. Interested students should contact the appropriate dean or department chair for further information.

Alpha Kappa Delta: Alpha Kappa Delta is a national honorary society in sociology.

Alpha Phi Sigma: Alpha Phi Sigma is the national criminal justice honor society.

Beta Gamma Sigma: Beta Gamma Sigma is the national honor society for students of business administration and accounting.

Dobro Slovo: Dobro Slovo is the national Slavic honor society.

Gamma Theta Upsilon: Gamma Theta Upsilon is the International Honor Society in Geography.

Kappa Delta Pi: is an international honor society in education.

Phi Alpha: The Alpha Gamma Chapter of Phi Alpha is an academic honorary society for undergraduate social work/welfare majors.

Phi Alpha Theta: The Chi Delta Chapter of Phi Alpha Theta is an international honor society in history.

Pi Delta Phi: Pi Delta Phi is a national honor society in French. A series of scholarships are offered to members of Pi Delta Phi in a national competition.

Pi Sigma Alpha: Pi Sigma Alpha is a national honorary society in political science.

Psi Chi: Psi Chi is the national honor society for students in psychology.

Sigma Delta Pi: The Eta Psi Chapter of Sigma Delta Pi is a national Spanish honorary dedicated to promoting Spanish language and culture in non-Spanish speaking countries.

Sigma Pi Sigma: Sigma Pi Sigma is a national honor society associated with the American Institute of Physics.

Sigma Tau Delta: Sigma Tau Delta is a national academic honor society for students of English.

Sigma Xi: Sigma Xi, the Scientific Research Society, is a national and international honorary for those with research achievement. Undergraduates who have completed a research project or publication of note are eligible.

STUDENT RETENTION DATA

Approximately 85 percent of matriculated freshmen enroll for a second year of study.

Approximately 50 percent of matriculated full-time freshmen receive a baccalaureate degree within four years of study, and 64 percent within six years of study. An additional 24percent transfer to another institution.

For full-time transfers, approximately 64 percent receive a baccalaureate degree within four years of study at this University.

STUDENT CONSUMER INFORMATION

Federal regulations require the University to provide all prospective and enrolled students with information on subjects with which you should be familiar. This information can be found at www.albany.edu/ir/rtk.

The subjects include student financial aid (description of aid programs available, eligibility criteria, how to apply, the method of award and distribution, satisfactory progress standards, loan terms and deferrals); tuition and other costs; refund and withdrawal policies; information about academic programs, personnel and facilities; facilities and services available to disabled students; retention and graduation rates; and athletic program participation rates and financial support data. Also available is the University's Annual Security Report which includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. Information regarding parent and student rights under the Family Educational Rights and Privacy Act (FERPA) with respect to access to and the release of student education records is also available. Inquiries or paper copies should be directed to RTK, Institutional Research, UAB321, 1400 Washington Avenue, Albany, NY 12222.

UNDERGRADUATE ACADEMIC REGULATIONS

As one of the Councils of the University Senate, the Undergraduate Academic Council recommends policy concerning undergraduate academic programs and regulations. To assist in academic governance, individual schools and colleges have collateral committees that can recommend academic policy to this council. It is the responsibility of each undergraduate student to be knowledgeable concerning pertinent academic policy. The University encourages students to accept the widest responsibility for their academic programs. For clarification and interpretation of the regulations contained in this section, students should contact the Office of Undergraduate Studies, LC 30.

Policy Exceptions

In rare cases and for extraordinary reasons, exceptions to University, college, school, and department academic regulations may be granted to individual students. A student who wishes an exception to an existing regulation should, in the case of a college, school or department regulation, consult with the head of the unit in question for the approved procedure for submitting an appeal. For exceptions to University regulations, students should contact the Committee on Academic Standing through the Office of Undergraduate Studies (LC 30).

Standards of Academic Integrity

Throughout their history, institutions of higher learning have viewed themselves and have been viewed by society as a community of persons not only seeking truth and knowledge, but seeking them in a truthful and ethical fashion. Indeed, the institution traditionally trusted by the public and the one to which it most often turns when unbiased, factual information is needed is the university. Thus, how a university behaves is as important as what it explores and learns.

The University at Albany expects all members of its community to conduct themselves in a manner befitting this tradition of honor and integrity. They are expected to assist the University by reporting suspected violations of academic integrity to appropriate faculty and/or administration offices. Behavior that is detrimental to the University's role as an educational institution is unacceptable and requires attention by all citizens of its community.

These guidelines, designed especially for students, define a context of values within which individual and institutional decisions on academic integrity can be made.

It is every student's responsibility to become familiar with the standards of academic integrity at the University. Claims of ignorance, of unintentional error, or of academic or personal pressures are not sufficient reasons for violations of academic integrity. The following information, supplied by University Libraries ,provides additional information.

You have access to many other research and information literacy resources here at the University at Albany.

Take an information literacy course. These courses will help you to locate and evaluate information effectively —skills that will help you not only with your studies, but also in the workplace. For more information, check the list of courses (http://www.albany.edu/gened/inflit.html) that meet the General Education Information Literacy Requirement. The University Libraries offer two such courses, one targeted towards the sciences. More information is available on both courses at: http://library.albany.edu/usered/unl205/index.html

Check out helpful tip sheets and other tutorials (http://library.albany.edu/usered/). The University Libraries provide a wide array of guides and other instruction to answer your research-related questions. These include help on the research process, citation tip sheets, explanations of types of resources, information on how to locate a wide range of materials and how to evaluate them effectively, and much more. You will also find up to date Internet Tutorials (http://library.albany.edu/internet/) that will help make you a pro at searching the Web!

The University Libraries homepage (http://library.albany.edu/) will provide you with access to all sorts of resources for doing research, including the online catalog and a wide variety of research databases. You will find links to contact librarians and to ask for help, and a great deal more. Take a look!

The following is a list of the types of behaviors that are defined as examples of academic dishonesty and are therefore unacceptable. Attempts to commit such acts also fall under the term academic dishonesty and are subject to penalty. No set of guidelines can, of course, define all possible types or degrees of academic dishonesty; thus, the following descriptions should be understood as examples of infractions rather than an exhaustive list. Individual faculty members and the judicial boards of the University will continue to judge each case according to its particular merit.

Plagiarism

Presenting as one's own work the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student's work as one's own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one's reliance on other sources is also a form of plagiarism. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences for violating University regulations.

EXAMPLES OF PLAGIARISM INCLUDE: failure to acknowledge the source(s) of even a few phrases, sentences, or paragraphs; failure to acknowledge a quotation or paraphrase of paragraph-length sections of a paper; failure to acknowledge the source(s) of a major idea or the source(s) for an ordering principle central to the paper's or project's structure; failure to acknowledge the source (quoted, paraphrased, or summarized) of major sections or passages in the paper or project; the unacknowledged use of several major ideas or extensive reliance on another person's data, evidence, or critical method; submitting as one's own work, work borrowed, stolen, or purchased from someone else.

Cheating on Examinations

Giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include collaboration of any sort during an examination (unless specifically approved by the instructor); collaboration before an examination (when such collaboration is specifically forbidden by the instructor); the use of notes, books, or other aids during an examination (unless permitted by the instructor); arranging for another person to take an examination in one's place; looking upon someone else's examination during the examination period; intentionally allowing another student to look upon one's exam; the unauthorized discussing of test items during the examination period; and the passing of any examination information to students who have not yet taken the examination. There can be no conversation while an examination is in progress unless specifically authorized by the instructor.

Multiple Submission

Submitting substantial portions of the same work for credit more than once, without the prior explicit consent of the instructor(s) to whom the material is being (or has in the past been) submitted.

Forgery

Imitating another person's signature on academic or other official documents (e.g., the signing of an adviser's name to an academic advising form).

Sabotage

Destroying, damaging, or stealing of another's work or working materials (including lab experiments, computer programs, term papers, or projects).

Unauthorized Collaboration

Collaborating on projects, papers, or other academic exercises that is regarded as inappropriate by the instructor(s). Although the usual faculty assumption is that work submitted for credit is entirely one's own, standards on appropriate and inappropriate collaboration vary widely among individual faculty and the different disciplines. Students who want to confer or collaborate with one another on work receiving academic credit should make certain of the instructor's expectations and standards.

Falsification

Misrepresenting material or fabricating information in an academic exercise or assignment (for example, the false or misleading citation of sources, the falsification of experimental or computer data, etc.).

Bribery

Offering or giving any article of value or service to an instructor in an attempt to receive a grade or other benefits not legitimately earned or not available to other students in the class.

Theft, Damage, or Misuse of Library or Computer Resources

Removing uncharged library materials from the library, defacing or damaging library materials, intentionally displacing or hoarding materials within the library for one's unauthorized private use, or other abuse of reserve-book privileges. Or, without authorization, using the University's or another person's computer accounts, codes, passwords, or facilities; damaging computer equipment; or interfering with the operation of the computing system of the University. The Computing Center has established specific rules governing the use of computing facilities. These rules are available at the Center and it is every student's responsibility to become familiar with them.

Penalties and Procedures for Violations of Academic Integrity

When a faculty member has information that a student has violated academic integrity in a course or program for which he or she is responsible and determines that a violation has occurred, he or she will inform the student and impose an appropriate sanction. A faculty member may make any one or a combination of the following responses to the infractions cited above:

Warning without further penalty; requiring rewriting of a paper containing plagiarized material; lowering of a paper or project grade by one full grade or more; giving a failing grade on a paper containing plagiarized material; giving a failing grade on any examination in which cheating occurred; withholding permission to withdraw from the course after a penalty has been imposed; lowering a course grade by one full grade or more; giving a failing grade in a course; imposing a penalty uniquely designed for the particular infraction.

If a faculty member announces a failing grade in the course as a possible result of academic dishonesty, the student receiving such a penalty will not be permitted to withdraw from the course unless the grievance or judicial system rules in favor of the student.

Any faculty member encountering matters of academic dishonesty in an academic program or class for which he or she has responsibility may, in addition to, or in lieu of, the actions cited above, refer a case to the University Judicial System. After considering the case under the procedures provided by the University, the appropriate University judicial body will recommend the disposition of the case that can include disciplinary probation, suspension, or expulsion from the University.

Faculty members are expected to report in writing to the Offices of Graduate or Undergraduate Studies, as appropriate, all sanctions they impose, along with a brief description of the incident. A copy of the report is to be given to the student. These offices will maintain a copy of such reports for the duration of a student's enrollment at the University. Upon graduation or separation of the student from the University, these confidential reports will be destroyed. Violations of academic integrity by graduate students are reported by faculty directly to the Office of Graduate Admissions and Policy for appropriate action. This office replaces the Office of Undergraduate Studies in all matters involving graduate student violations of academic integrity.

Students who feel they have been erroneously penalized for an academic integrity infraction or think that a penalty is inappropriate may grieve these issues through procedures developed for each college, school, program, or department of the University. Copies of the procedures are maintained in Deans' offices, in the Office of Undergraduate Studies or Graduate Studies, and in the Office of the Vice President for Student Affairs. A copy of the disposition of any grievance arising in matters of academic dishonesty will be attached to the faculty correspondence in the Offices of Undergraduate or Graduate Studies.

When a student violates academic integrity in more than one academic exercise, whether those infractions occurred during the same or different periods of time or in the same or different courses, the University regards the offense as an especially serious subversion of academic integrity. The matter becomes particularly severe when the student has been confronted with the first infraction before the second is committed. Whenever the Office of Undergraduate or Graduate Studies receives a second academic integrity report on a student, the Dean will request a hearing before the University Judicial System.

The Director of Libraries or the Computing Center, upon a finding of theft, damage, or misuse of facilities or resources, will forward all such cases to the University Judicial System for review and disposition, which can include suspension or expulsion from the University. The Director of the Library or the Computing Center may, in individual cases, limit access to the library or computing center pending action by the University Judicial System. In all other cases of academic dishonesty that come to the attention of any staff, faculty, or student, it is expected that the Dean of Undergraduate Studies will be notified of such infractions. The Dean of Undergraduate Studies will process all such alleged matters of academic dishonesty and refer them to the University Judicial System.

The University Judicial System was established by the governing bodies of this campus and is administratively the responsibility of the Vice President for Student Affairs. Any questions about the procedures of the University Judicial System may be secured by inquiry to that office.

Policy for Freedom of Expression

The University reaffirms its commitment to the principle that the widest possible scope for freedom of expression is the foundation of an institution dedicated to vigorous inquiry, robust debate, and the continuous search for a proper balance between freedom and order. The University seeks to foster an environment in which persons who are on its campus legitimately may express their views as widely and as passionately as possible; at the same time, the University pledges to provide the greatest protection available for controversial, unpopular, dissident, or minority opinions. The University believes that censorship is always suspect, that intimidation is always repugnant, and that attempts to discourage constitutionally protected expression may be antithetical to the University's essential missions: to discover new knowledge and to educate.

All persons on University-controlled premises are bound by the Rules and Regulations for Maintenance of Public Order, which deal in part with freedom of expression (adopted by the Board of Trustees of the of the State University of New York June 18,1969; amended 1969,1980). Members of the University community should familiarize themselves with those rules and regulations. In addition, University faculty are protected by and bound by Article XI, Title 1, Sec. I of the Policies of the Board of Trustees (adopted January 1987), entitled "Academic Freedom."

University officials or other members of the University community in a position to review posters, publications, speakers, performances, or any other form of expression may establish legitimate time, place, and manner regulations for the maintenance of an orderly educational environment; however, they may not prohibit expression for any reason related to the content of the expression, except as permitted in those narrow areas of expression devoid of federal or state constitutional protection.

Speakers invited to campus by University groups or individuals, and other speakers who may be legitimately present on campus, will be given the utmost protection to communicate their messages without disruptive harassment or interference. Opponents to those speakers enjoy the same protections for expressing their dissent.

All members of the University community share the duty to support, protect, and extend the commitment to the principle of freedom of expression, and to discuss this commitment with groups or individuals who seek to take part in University life. While all persons may seek to peacefully discourage speech that may be unnecessarily offensive to particular individuals or groups, speech that may be antithetical to the University's values, those persons must support the legal right of free speech.

Under Section 1.5 of its charge, the Council on Academic Freedom and Ethics will serve as a hearing body available to those members of the University community who feel their freedom of expression has been unfairly suppressed. The Council will report its findings to the President for further review and action.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights are:

1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, or head of the academic department [or appropriate official] written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2) The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the University in an administrative, supervisory, academic, or support staff position (including law enforcement unit and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4) Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605

Release of Student Information by Registrar

The following is the policy of control of student academic information to released by the Office of the Registrar:

1) Only the following information may be released to any outside source not officially connected to the State University of New York or one of its agents:
   a) Any information listed as "directory information" by the University.
   b) Dates of attendance
   c) If the student received a degree, and if so, which degree.
2) Any office of the State University of New York or its agent may have released to it any information kept on a student on a "need-to-know" basis
3) No further information will be released without the written consent of the student. Absolutely no transcript of students' records will be released outside the University without their signed authorization.

Official Notifications to Students

Official University notifications to students are sent to their permanent addresses on file with the Registrar. Students are responsible for insuring that their permanent addresses are kept up-to-date by reviewing and changing as appropriate their address information on MyUAlbany.

School or College Enrollment

Most students are advised in the Advisement Services Center/
Undergraduate Studies during their freshman year. When students have been accepted to a major, they are enrolled in the school or college offering study in the desired major field, these are the College of Arts and Sciences and the Schools of Business, Criminal Justice, Public Affairs, and Social Welfare. In line with policy developed by the Committee on Academic Standing, a particular department, school or college within the University may permit a student to enroll as a major who has not completed a minimum of 24 graduation credits. Upon approval of the Committee on Academic Standing of the Undergraduate Academic Council additional conditions of initial and continued enrollment as a major may be required by individual departments, schools, or colleges.

Class Standing

Students are classified by the Registrar's Office on the basis of graduation credits, as follows:

Freshmen	Fewer than 24 crs
Sophomore	24–55 crs
Junior	56–87 crs
Senior	88 or more crs

Attendance and Timely Compliance with Course Requirements

Students are expected to attend *all* classes and *all* examinations and to complete all course requirements on time.

Faculty have the prerogative of developing an attendance policy whereby attendance and/or participation is part of the grade. As noted in the following section, "Syllabus Requirement," instructors are obliged to announce and interpret all course requirements, including specific attendance policies, to their classes at the beginning of the term; an instructor may modify this or other requirements in the syllabus but "must give notice in class of any modification" and must do so "in a timely fashion."

Students will not be excused from a class or an examination or completion of an assignment by the stated deadline except for a compelling reason. Students who miss a class period, a final or other examination, or other obligations for a course (fieldwork, required attendance at a concert, etc.) must notify the instructor or the Dean of Undergraduate Studies of that compelling reason and must do so *in a timely fashion*.

Although the Office of Undergraduate Studies provides letters to instructors asking that students with compelling reasons be granted consideration in completing their work, faculty are strongly encouraged to use their best judgment when students have appropriate documentation for legitimate absences and not to rely on Undergraduate Studies when it is not necessary.

If the student foresees a time conflict in advance that will prevent attendance at a class or examination or completion of an assignment, the student is expected to bring this to the attention of the instructor or the Dean of Undergraduate Studies as soon as the conflict is noted. In the case of an unforeseen event, the student is expected to notify the instructor or the Dean of Undergraduate Studies at the student's first opportunity to do so after the fact.

This timeliness is important since if the reason cited by the student is not considered a sufficient excuse, the student will need to know this as soon as possible. Even if the reason warrants granting the excuse, a student's delay in contacting the instructor or the Dean of Undergraduate Studies may make it more difficult for the University to assist the student with acceptable options of making up the work that was missed.

Although University officials will consider each student's request on its own merits and not attempt to define ahead of time the validity of all the possible reasons a student might give for missing a class or an examination, there are three types of reasons for which excuses will generally be granted: (a) illness, tragedy, or other personal emergency; (b) foreseeable time conflicts; and (c) religious observance. It shall be the student's responsibility to provide sufficient

documentation to support any request. (In this context, it should be noted that *fraudulent* excuses are considered violations of academic integrity and are grounds for academic or disciplinary penalties,)

a. **ILLNESS AND EMERGENCIES**: If the cause is documented hospitalization or other significant medical reason, a tragic or traumatic experience, or other personal emergency, the student should contact the Dean of Undergraduate Studies (LC 30) as soon as the student is able to do so. Depending on the nature of the problem, the student may be requested to provide additional documentation. If the Dean grants the student an excuse, the Dean will notify the instructor(s) involved of this fact and of the date(s) for which the student has been excused. An instructor in this case may not penalize the student academically for the absence and is expected to provide reasonable assistance to the student concerning instruction and assignments that were missed. If an examination was missed, the instructor must administer a make-up examination or offer an alternative mutually agreeable to the instructor and the student. Any conflicts between student and faculty in accepting the alternative may be presented for resolution to the Chair of the department in which the course is offered.

b. **COMPELLING TIME CONFLICTS:** If the cause of the absence is a major academic conference at which the student has a significant participation, a varsity athletic contest (excluding practice sessions and intra-squad games), a field trip in another course, or some other compelling time conflict, the student must notify the professor involved as soon as possible, providing verification of the conflict. When a student clearly would have been able to notify the instructor well in advance of the conflict, the student is required to do so. If an excuse is granted, the instructor is expected to provide, if at all possible, an alternative by which the student will not be penalized as a result of the conflict. Any conflicts between student and faculty in accepting the alternative may be presented for resolution to the Chair of the department in which the course is offered.

C. RELIGIOUS OBSERVANCE: Absences for religious observance are covered by Section 224-a. of the Education Law: "Students unable because of religious beliefs to register or attend classes on certain days."

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study, or work requirement on a particular day or days.

2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his religious beliefs, an equivalent opportunity to register for classes or make up any examination, study, or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If registration, classes, examinations, study, or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged for these classes, examinations, study or work requirements or registration held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

6. Any student who is aggrieved by the alleged failure of any faculty or administrative official to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his rights under this section.

6-a. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.

7. As used in this section, the term "institution of higher education" shall mean any institution of higher education, recognized and approved by the regents of the University of the state of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term "religious belief" shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States Code.

As amended by Laws of 1992, chapter 278

Syllabus Requirement

The instructor of every section of an under graduate class at the University at Albany shall provide each student in the section a printed or web-published copy of the syllabus for that section distributed during the first week of the class (preferably on the first regularly scheduled day the section meets) This syllabus must contain at least the information defined below. Each instructor retains the right to modify the syllabus and give notice in class of any modifications in a timely fashion. *Students are responsible to apprise themselves of such notices.* This requirement becomes effective with the fall 2002 semester.

MINIMUM CONTENTS OF A CLASS SYLLABUS:

- Catalog number and title of the course
- Term and class number of the section
- Location(s) and meeting times of the section
- Instructor's name and title
- If applicable, name(s) of teaching assistants in the class
- Instructor's contact information (e.g., e-mail address, office phone number, office location, fax)
- Instructor's office hours
- Course description, overview and objective(s)
- If applicable, General Education category/categories met by the course and how the course fulfills those General Education objectives
- Prerequisites of the course
- The instructor should specifically indicate those prerequisites that are critical to success in the class and that are enforceable.
- Grading scheme
- Whether the course is A-E or S/U graded
- Overall method by which grades will be determined ("weights" of exams, class participation, etc.)
- Course requirements, including but not limited to:
- Required textbooks
- Other required materials, purchases; fees (when applicable)
- Projected date and time of class exams, papers, projects, midterm, and final
- Attendance policies for the class
- General paper, project, and test requirements
- Requirement of Internet for course work, when applicable
- Safety policies (when applicable)

The course syllabus may also include such additional information as the instructor deems appropriate or necessary.

Course Enrollment

Students ordinarily enroll in courses at the level appropriate to their class.

Individual departments have the authority to require a *C* or *S* grade in courses that are prerequisite for advanced courses in that area.

Senior Enrollment in 100-Level Courses: Students with senior status (credits completed plus credits in progress equal to or exceeding 88) shall be allowed into courses at the 100 level only during the Program Adjustment period as defined by the University Calendar. This restriction does not apply to Music Performance courses and any summer session courses. Other exceptions may be granted by the Office of Undergraduate Studies (LC 30).

Graduate Courses for Undergraduate Credit: A senior with a superior academic record may register for a 500-level course for undergraduate credit with the approval of the major department chair and the course instructor. In exceptional circumstances, seniors may be authorized to register for 600-level graduate courses provided they have completed most of the upper division undergraduate and other courses essential to their major and require a graduate course to strengthen it. To qualify for such enrollment the senior must have a superior record, particularly in his or her major field. To register for a 600-level course, students must have the approval of their adviser and obtain the written consent of their department chair and the instructor offering the course. The department chair should arrange for copies of these consents to be distributed to the persons involved and to be filed in the student's official folder.

Graduate Courses for Graduate Credit: Seniors of high academic standing in the University may receive graduate credit for graduate courses taken in excess of undergraduate requirements in the last semester of their senior year provided not more than 6 credits are needed to complete the student's undergraduate program. Consent of the Dean of Graduate Studies is required and must be obtained in advance of registration to receive such credit. Seniors who are permitted to take courses for graduate credit in their last semester also must make formal application for admission to a graduate program and be accepted as a graduate student before registering for study in the final semester.

Auditing Courses

Informal Audit: This category of audit permits any student or resident of the state to visit any course (except those listed here). The informal auditor visits courses without tuition, fees, examinations, grading, or credit; and no record is maintained. The instructor determines the level of participation of the informal auditor. A student matriculated at Albany confers with the instructor of the course and requests consent to visit the course. An individual not matriculated at this University must first contact the Office of General Studies and then obtain consent of the individual instructor of the course. NOTE: Informal Audit is not allowed during Summer Session.

Formal Audit: This category of audit allows any student to formally audit any course (except those listed here). The formal auditor pays regular tuition and fees, and the course is entered on the transcript of the student with the grade of *N* (noncredit) or *W* (withdrawn) according to 6. as follows.

Exceptions: Generally, the following types of courses cannot be formally audited: practica, internships, research and independent study courses, field courses, clinical courses, workshops, and foreign study programs. Students who feel they have an extraordinary need to audit these courses must prepare a written rationale and submit it to the chair of the department in which the course is offered. Formal audit of graduate-level courses is restricted as outlined in 3. below. If a course is filled and has auditors in it, a student wishing to take the course for credit may displace the auditor.

Formal Audit Policies

1. The student must register for the courses during the program adjustment period.
2. Students must pay the regular tuition and fees based on their academic status. Fees and tuition will be based on the student's total load, including courses formally audited. Credits taken by formal audit will not count toward full-time status for the purposes of academic retention.
3. Registration for the formally audited course must be approved by the student's academic adviser (for nonmatriculated students, either the Office of General Studies or the Office of Admissions) and the course instructor. A senior with a superior academic record may formally audit a 500-level course with the approval of the academic adviser, the major department chair, and the course instructor. In exceptional circumstances, a senior may be authorized to formally audit a 600-level graduate course provided the student has completed most of the upper-division undergraduate and other courses essential to the major field. To formally audit a 600-level course, students must have the approval of their adviser and obtain the written consent of their department chair and the instructor offering the course. The department chair will arrange for copies of these consents to be distributed to the persons involved and to be filed in the student's official folder.
4. A student may not change from credit to audit or from audit to credit after the last day to add a course.
5. The formal audit option is limited to a maximum of two courses per term for each student.
6. An individual who formally audits a course must participate in appropriate ways as determined by the instructor. It will be the responsibility of the student to ascertain from the instructor the degree of participation required. The course will appear at the end of the term on the transcript of the student with a grade of *N* (noncredit). A formal auditor may withdraw from a course not later than one week after the mid-semester date as stated in the academic calendar and be assigned a *W*. A student failing to participate satisfactorily will be withdrawn and assigned a *W*.
7. Although not recommended, formally audited undergraduate courses may be taken for graduation credit at a later date. Formally audited graduate courses may not be taken again for graduate credit.

Adding Courses

All students must drop and add courses on the Web via www.albany.edu/myualbany.

From the first class day through the sixth class day of the semester, enter myualbany on the web and enter the class number of the course. If the course is closed or restricted, a Permission Number from the instructor is also necessary. From the seventh class day through the tenth class day of the semester, a Permission Number from the instructor is required for all adds. Enter myualbany on the web, enter the class number and the Permission Number for the course.

Subject to the approval of the Dean of Undergraduate Studies, after the tenth class day of the semester, a Section Key Number from the instructor must be obtained before the Program Adjustment can be accepted by the Registrar's Office. After the tenth class day of the semester, all late adds must be done in person at the Registrar's Office, CC-B25. A fee will be charged for this Program Adjustment.

In the event permission to late add a course after the tenth day of class is denied, a student may appeal that decision for any reason to the Committee on Academic Standing of the Undergraduate Academic Council.

A "class day" is here defined to be any day from Monday through Friday in which classes are in session and the Registrar's Office is open. The above methods of adding a course apply to quarter ("8 week") courses and summer session course work on a prorated basis, determined by the length of the course in question.

Dropping Courses

All students must drop and add courses on the Web via www.albany.edu/myualbany.

From the first class day through the tenth class day of the semester, enter myualbany on the web and enter the class number of the course. During this time, a dropped course will be removed from the student's record. A "class day" is defined as in "Adding Courses" above.

After the tenth class day through the "last day to drop a course" (as specified in the Academic Calendar) a student may drop a course entering myualbany on the web and entering the class number of the course. During this time, a dropped course will remain on the student's record and an indicator of W will be entered in the grade column. The W will be entered regardless of whether the student has ever attended a class.

If a faculty member announces a failing grade in the course as a possible result of academic dishonesty, the student receiving such a penalty will not be permitted to withdraw from the course unless the grievance or judicial system rules in favor of the student.

A student still enrolled in a class after the "last day to drop" is expected to fulfill the course requirements. The grade recorded for the course shall be determined on this basis. A student who registers for a course but never attends or ceases attendance before the tenth class day, as reported by the instructor, yet does not officially drop the course shall have an indicator of Z listed in the grade column on his/her record. The above methods of dropping a course apply to quarter ("8 week") courses and summer session course work on a prorated basis, determined by the length of the course in question.

Exceptions to this policy may be granted by the Committee on Academic Standing of the Undergraduate Academic Council.

Note: Students receiving financial assistance through state awards should refer to *Academic Criteria for State Awards* in the *Financial Aid* and *Estimated Costs* sections of this bulletin before withdrawing from courses.

Policies to Deregister Students

Failure to Attend Class

Beginning on the seventh class day, instructors may deregister students who fail to attend class, explain absence, or officially drop within the first six days of classes of a term unless prior arrangements have been made by the student with the instructor. The policy to deregister students is limited to the add period at the beginning of the semester. For courses that meet only once each week, including laboratory courses, the instructor may deregister students who do not attend the first scheduled class.

The above policy also applies to quarter ("8 week") courses and summer session courses on a prorated basis, depending on the length of the course in question. A "class day" is defined as in "Adding a Course" above.

Beginning with the Spring 2000 semester: For courses that meet only once each week, including laboratory courses, the instructor may deregister students who do not attend the first scheduled class.

WARNING: Not all faculty exercise this prerogative. The fact that you didn't attend doesn't guarantee that your professor dropped you from the course. Students must take the responsibility for dropping a course on the Web via www.albany.edu/myualbany.if they wish to avoid an *E* or *U* in that course.

Lack of Prerequisite(s)

Students may be deregistered who lack the prerequisite(s) of the course at any time within the term or quarter the course is being taught. The Registrar will assign students who have been deregistered after the program adjustment period a grade of *W* for the course.

Transfer of Credit After Matriculation

Since not all courses are acceptable for transfer credit, students wishing to take courses at other institutions for credit toward the degree at this University should have prior approval in writing from their academic advisers. Such written approval must be filed with The Registrar's Office, and an official transcript of work satisfactorily completed at the other institution(s) must be received by that office before credit will be awarded.

Full-Time, Part-Time Defined

A student registered for a minimum of 12 credits within the semester is classified as a full-time student. Students registered for fewer than 12 credits are classified as part-time students for the semester.

Credit Load

A normal semester load is *15 credits*. The maximum number of credits for which a student registers in a semester is an individual matter. The maximum credit load for a student in a given semester is determined with the advice and consent of that student's academic adviser. *It is incumbent upon students to present a rationale to their academic adviser for registration for more than 15 credits.*

No undergraduate may register for more than 19 credits.

The Office of the Dean of Undergraduate Studies (LC 30) may authorize students to register for more than 19 credits. Students must present compelling academic justification and have the approval of their academic adviser or major department for a request to exceed 19 credits to be considered.

Repeating Courses

Courses that can be repeated for graduation credit are so indicated within the course descriptions contained in this bulletin.

The following shall apply to students who enroll more than one time in a course that cannot be repeated for credit:

1. Appropriate registrations in the course, as of the last day to add a course in a term as specified in the academic calendar, shall be listed on the student's Academic Record; all *A–E* grades for such courses will be computed in the average.
2. The total graduation credit applicable toward the student's degree shall only be the credit for which that course has been assigned; i.e., graduation credit for the course can only be counted once.

Repeating Courses to Meet Program Admission Requirements

For the purposes of calculating admissions requirements into restricted majors or programs, once a student has received the grade of *B-* or higher in a course, no future grade in that course or its equivalent will be used in determining the student's average for admission to that major or program.

An "equivalent" course, for purposes of this policy, is any course for which the student cannot receive credit by virtue of his or her having satisfactorily completed the original course.

Final Examinations

General Policy: In many courses, final examinations are an integral part of the learning and evaluative process. Some courses, by virtue of the structure, material, or style of presentation, do not require a final examination. The following policy in no way requires an instructor to administer a final examination.

Final examinations in semester-long undergraduate courses in the University are to be given only during the scheduled final examination period in accordance with the official schedule of examinations as published by the Registrar's Office.

The term "final examination" as used here shall be defined as any examination of more than one-half hour's duration that is given in the terminal phase of a course. As defined, "final examinations" may be either comprehensive, covering the majority of the content of a course, or limited to only a portion of the content of a course.

No examinations of more than one-half hour's duration are to be given during the last five regularly scheduled class days of a semester. Instructors seeking any exceptions to the above policy must submit a written request through their respective department chair to their college dean, or directly to their dean in those schools with no departmental structure. If the dean approves the exceptions, the instructor must notify the class of the new scheduled final examination date at least three weeks before the last regularly scheduled class day of the semester. At the end of each semester, each college and school dean must submit to the vice president for academic affairs a summary of all exceptions granted to the final examination policy.

The above regulations notwithstanding, the instructor in any course should always retain the freedom to reschedule a final examination for an individual student should such a student present a case of unquestionable hardship in his or her scheduled examinations. Such rescheduling should, however, be done in the final examination period if at all possible.

Three Finals on One Day: If a student has three examinations in one day as a result of a departmental exam or of the official rescheduling of an examination after the initial final examination schedule has been published, then that student has the right to be given a makeup examination for the departmental or rescheduled examination. The request for such an exam must be made to the instructor in the appropriate course no later than two weeks before the last day of classes of the given semester. If possible, the makeup examination should be given within the final examination period.

Retention of Exams: Each instructor shall retain the final examination papers in his/her courses for one semester so those students wishing to see their papers may do so. This regulation does not apply in those instances in which the instructor chooses to return the papers to the students at the end of the course.

Grading

The undergraduate grading system for the University will include the following grades: *A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E.*

The normative grading pattern is *A–E.* However, students may receive *S/U* grades in two circumstances:

In sections and/or courses that have been designated by departments or schools as *S/U* graded.

In courses normally graded *A–E* in which the student selects *S*/U** grading.

Students who matriculated in fall 1991 and thereafter are limited to a maximum of 2 courses of *S** by student selection, and these courses must be *below the 300-level*. These 2 courses of *S** may be in addition to all *S* grades received in department or school designated *S/U* graded sections or courses. Note: in specific courses approved by the UAC Curriculum Committee, a department, school, or program may require *A–E* grading for majors. See also "Grading Option Deadline" below.

A–E grades are defined as follows: *A*–Excellent, *B*–Good, *C*–Fair, *D*–Poor, and *E*–Failure. The grade of *E* is a failing grade and cannot be used to fulfill graduation requirements.

For students matriculating before Fall 1997: The grade of *D* can be used to fulfill graduation requirements only if it is balanced at the same institution by credit with the grades of *A* or *B*. Note that, for each credit of *B* one credit of *D* is balanced, and for each credit of *A* two credits of *D* are balanced. For balancing purposes, pluses and minuses associated with a grade are ignored.

Beginning with the Fall 1997 semester, the grade of *S* is defined as equivalent to the grade of *C* or higher and is acceptable to fulfill graduation requirements. The grade of *U* (*C-* or lower) is unsatisfactory and is not acceptable to fulfill graduation requirements.

Transfer D Grades:

1. Students matriculating before Fall 2000 can transfer in *D*'s if they are balanced at the same institution by a grade of *B* or better, whether the transfer course was taken before or after they matriculated.
2. Students matriculating in Fall 2000 through Summer 2001 can transfer in balanced *D*'s from prematriculation course work, but they cannot transfer any *D*'s for postmatriculation transfer courses.
3. Students matriculating in Fall 2001 and thereafter cannot transfer in any grades of *D*.
4. However, except for the University's writing requirements, for which a grade of *C* or higher or *S* is required, transfer work graded *D* in a course that applies to one or more of the University's General Education requirements may be applied toward fulfilling the requirements, even if the student receives no graduation credit for the course.

Additionally, the following grades may be assigned:

I Incomplete. No graduation credit. A temporary grade requested by the student and assigned by the instructor only when the student has nearly completed the course requirements but because of circumstances beyond the student's control the work is not completed. The date for the completion of the work is specified by the instructor, but may not be longer than one month before the end of the semester following that in which the incomplete is received. The instructor assigns the appropriate academic grade no later than the stated deadline, or extends the existing incomplete grade to the next semester. Any grade of *I* existing after the stated deadline shall be automatically changed to *E* or *U* according to whether or not the student is enrolled for *A–E* or *S/U* grading. Except for extenuating circumstances approved by the Office of Undergraduate Studies, these converted grades may not be later changed. (Students receiving financial assistance through state awards should refer to *Academic Criteria for State Awards* in the expenses and financial aid section of this bulletin before requesting grades of *I*.)

N Noncredit.

W An indicator assigned by the appropriate administrative officer indicating a student withdrew from the University, withdrew from an entire course load for a summer session, or dropped a course after the last day to add. For information and completeness, the *W* is placed on the permanent academic record. The *W* is not used in any computation of quality point or cumulative average totals.

Z An indicator assigned by the appropriate administrative officer indicating a student enrolled in a course, never attended or failed to attend after the last day to add, and took no official action to drop the course. For information and completeness, the *Z* is placed on the permanent academic record. The *Z* is not used in any computation of quality point or cumulative average totals.

Grade Changes

An instructor may not permit students in an undergraduate course to submit additional work or to be reexamined for the purpose of improving their grades after the course has been completed. Also, The Registrar's Office may not enter a change of grade without the approval of the Dean of Undergraduate Studies, except, of course, for changes of *I* to a final grade.

A grade of *A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E, S,* or *U* may not be changed to a grade of *I*. On a case-by-case basis and for good cause, the Office of the Dean of Undergraduate Studies continues to have the power to allow grade changes for reasons deemed legitimate.

Grading Option Deadline

Students may change their option (*A–E* or *S/U*) for courses not departmentally designated for *S/U* grading until two weeks after the last day to add courses. Changes in grading selections cannot be authorized beyond the date specified. The grading option may be changed by filing the appropriate form with The Registrar's Office by the date specified in the academic calendar. When discussing with an instructor their progress in a course, students should inform the instructor if they are taking the course *S/U*.

Academic Average

The grades of *A, A- B+, B, B-, C+, C, C-, D+, D, D-,* and *E* shall be the only grades used to determine an average. Grades shall be weighted as follows: *A* = 4.0, *A-* = 3.7, *B+* =3.3, *B* = 3.0, *B-* = 2.7, *C+* = 2.3, *C* = 2.0, *C-* = 1.7, *D+* = 1.3, *D* = 1.0, *D-* = 0.7, and *E* = 0.0. The student's academic average is the result of the following calculation:

1. The number of credits for courses receiving *A–E* grades is totaled.
2. Each grade's weight is multiplied by the number of credits for the course receiving that grade.
3. The results of these multiplications are totaled to yield a weighted total.
4. The weighted total is divided by the total number of credits receiving *A–E* grades to yield an academic average.

Student Academic Record

A student's official progress records are maintained by the Registrar's Office. Grades for the semester are available to the student via MyUAlbany following the posting of grades by the Registrar.

Academic Retention Standards

Since the University requires that students have a cumulative grade point average of 2.0 and an average of 2.0 in the major and the minor in order to earn a bachelor's degree, the grade point average is an important indicator of the ability to achieve a bachelor's degree. Thus, the following policies are in effect for students whose performance indicates that they are in danger of failing to meet the conditions necessary to earn a degree.

IMPLEMENTATION NOTE: Although these revised policies have been implemented for *all* undergraduates, entirely replacing the former Academic Probation, Terminal Academic Probation, and Academic Dismissal standards for both non-EOP and EOP students, *no student who matriculated prior to fall 2000 shall be dismissed or deregistered under the new standards if that student's record under the former standards would not have resulted in dismissal or deregistration, respectively.*

Academic Warning

A student whose *semester* grade point average falls below a 2.0 (but above a 1.0) will receive an Academic Warning from the Dean of Undergraduate Studies, with a copy sent to the academic adviser. This action will not subject the student to any further penalty but is intended to remind the student of the University's policies as well as to inform the student of the resources available to ensure good progress in achieving an undergraduate degree.

Academic Probation

1) A student whose *cumulative* grade point average falls below a 2.0 will be placed on Academic Probation for the following semester. A student placed on academic probation will be notified by the Dean of Undergraduate Studies, with a copy sent to the academic adviser, and will be advised of the resources available to assist students in improving their academic standing.

2) Students on Academic Probation will be expected to improve their academic performance immediately. They must raise the cumulative GPA to at least 2.0 to be removed from academic probation. Students who fail to meet this condition will be placed on Terminal Probation in the following semester.

Terminal Probation

1) A student will be placed on Terminal Probation for the following semester if *either* of the following occur:

the student's semester GPA is below 1.0

the student has a cumulative GPA below 2.0 for a second semester

2) Students on Terminal Probation for a semester are *in danger of academic dismissal at the end of that semester*. Therefore, as a condition of continuing their enrollment at Albany, they must complete an "Academic Improvement Plan" to improve their academic performance in consultation with their academic adviser, and must file this plan with the Office of the Dean of Undergraduate Studies by the end of the Add/Drop period. (Failure to file this form could result in immediate deregistration from the University.)

3) If the student achieves a semester GPA and cumulative GPA of at least 2.0, the student will be removed from Terminal Probation.

4) If the student's semester GPA is at least a 2.0 but the cumulative GPA remains below 2.0, the student will remain on Terminal Probation and must continue to meet the conditions described in section 2) above. The student must raise the cumulative GPA to at least 2.0 to be removed from Terminal Probation.

5) If the student earns a semester GPA below a 2.0 while on Terminal Probation, the student will be dismissed.

Academic Dismissal

Academic dismissal will occur only if a student has been on Terminal Probation and fails to earn a semester GPA of at least 2.0. The student's record will have the notation "Academic Dismissal." Students who have been academically dismissed have the right to seek reinstatement to the University by submitting a written petition to the Committee on Academic Standing through the Office of the Dean of Undergraduate Studies, LC 30.

Academic Dismissal Policy for Educational Opportunities Program Students

Students enrolled at the University through the Educational Opportunities Program will be granted an additional semester on Academic Probation before they are subject to Terminal Probation, even if their cumulative GPA is below a 2.0.

Good Academic Standing

The term "in good academic standing" (satisfactory academic standing) means that a student is making satisfactory progress toward a degree and is eligible or has been allowed to register and take academic course work at this campus for the current term. Students placed on "Academic Probation" or "Terminal Academic Probation" are considered to be in good academic standing since they are making satisfactory progress toward a degree and are still authorized to continue studying toward their degrees. Academic Probation only serves as an academic warning that a student is in danger of not meeting minimum academic retention standards and being terminated from the University. Only those students who are officially terminated from the University are considered not to be in good academic standing.

(The above definition should not be confused with the academic standing criteria for eligibility for New York State financial awards as detailed in the *Financial Aid* section of this publication.)

Academic Grievances

The Committee on Academic Standing of the Undergraduate Academic Council is responsible for insuring and reviewing procedures for individual student academic grievances at the school and college level. Most academic grievances are expected to be resolved at the school or college level. However, if (1) the student feels due process was not followed at the school or college level or if (2) the student feels the decision rendered at the school or college level warrants further review, the student may address a petition to the Committee on Academic Standing of the UAC for a review of the case The action of this committee is final except in grievances

arising out of grades assigned due to violations of academic integrity. CAS action on academic integrity grievances will be reviewed by and must be approved by the Vice President for Academic Affairs before implementation.

If the case has also been submitted to the student judicial system for University action, the Vice President for Academic Affairs will consult for the Vice President for Student Affairs before rendering a final decision.

Each school and college shall have established procedures for considering student academic grievances. Copies of the established procedures shall be available to students upon request. Students should contact the office of the dean of the academic unit involved if further information is desired or the Office of the Dean of Undergraduate Studies, LC 30.

Students challenging an academic grade must first discuss their grievances with the instructor involved. If not resolved to the student's satisfaction at this level, the grievance must then be discussed with the appropriate department chair. Failure to obtain satisfactory resolution at this level shall lead to the school or college review as stated in its procedures. Any such requests on the school or college level must be appropriately reviewed and a decision rendered.

Leave for Approved Study

1. Students may apply for permission to pursue a Leave with the Office of the Dean of Undergraduate Studies, LC 30, 518-442-5821. That office shall ascertain that the student has been informed of University residency requirements, including major, minor and senior residency minima. *Students interested in pursuing an approved leave must submit an application and other necessary paperwork* ***prior*** *to the beginning of the semester following their departure from the University.* Completion of the semester prior to the commencement of the leave is required.

2. Study must be in an approved program at another college or university.

3. A leave for approved study is granted for only one semester and can be granted for a maximum of two semesters. A request for a leave implies an intent to return to the University in the next successive semester after completion of the leave.

4. Adviser approval is necessary for the leave to be approved. If the student was admitted through the EOP program, approval of the EOP director is necessary.

5. A student may pursue part-time or full-time course work during the leave.

6. A student who has satisfied the previous conditions and whose University at Albany cumulative average, as well as the GPA in the major and minor, is at least 2.00 at the time the proposed leave would begin will be granted a Leave for Approved Study.

7. A student who has satisfied the previous conditions and whose University at Albany cumulative average is less than 2.00 at the time the proposed leave would begin has the right to seek prior approval for a Leave for Approved Study by written petition to the Committee on Academic Standing.

8. Academically dismissed students are not eligible for leaves for approved study.

Withdrawing from the University

Students may voluntarily depart from the University up to and including the last day of classes in a semester as indicated by the academic calendar.

The date of departure is generally defined as *the date the student signs a departure form* in the Office of the Dean for Undergraduate Studies (LC 30). For students seeking to depart due to medical/ psychological reasons, the date of departure will be set by the Office of the Dean of Undergraduate Studies, in consultation with the University Health Center or University Counseling Center, as appropriate.

Drops will be done for each currently registered course reflecting the departure date. After the last day of classes, the appropriate academic grade will be assigned by the instructor for each registered course, regardless of class attendance. Academic retention standards will be applied.

Departures due to medical/ psychological reasons must be recommended by the University Health Center or University Counseling Center upon review of documentation supplied by a licensed health care practitioner or treatment facility. In order for action to be taken on an application for readmission submitted by a student who departed for medical/psychological reasons, clearance must be granted by the University Health Center or University Counseling Center.

POLICIES CONCERNING WITHDRAWING FROM THE UNIVERSITY

The following are the withdrawal policies and procedures currently in effect for matriculated undergraduates:

a. A student withdrawing from an entire semester's course load must complete a Departure Form in the Office of the Dean of Undergraduate Studies.

b. Students who voluntarily leave the University with a cumulative grade point average of 2.00 or above may automatically return within six semesters from the date of departure.

c. Students who voluntarily leave the University with a cumulative grade point average of less than 2.00 will be withdrawn effective with the date they initiate their departure.

d. A student with a cumulative grade point average of less than 2.0 who withdraws from the University **more than 15 class days after the mid-point of the semester** is not eligible for readmission for the following semester. Should the student wish to petition for readmission for the next term, the petition must be submitted to the Office of the Dean of Undergraduate Studies no later than the last day of finals as published in the Academic Calendar for the semester in which the withdrawal was initiated. (See Academic Calendar.)

e. Grade assignment will be based on the following: If the departure drops occur by the last date to drop without receiving *W*'s, no grade will be recorded. If the departure drops occur after that date, a grade of *W* will be assigned for each currently registered course through the last day of classes for the semester. After the last day of classes, the appropriate academic grade will be assigned by the instructor for each registered course, regardless of class attendance. Academic retention standards will be applied.

f. Retroactive departure/drop dates normally will not be granted. Requests for exceptions will be considered by the Undergraduate Dean's Office (LC 30) *only for extraordinary, fully documented circumstances*.

g. A student who registers and receives grades of "*Z*" for all course work for the semester will incur full financial liability.

h. Departures from the University due to medical reasons, active military duty and disciplinary suspensions or disciplinary dismissals must be administered by the Office of the Dean of Undergraduate Studies (LC 30)

i. A student eligible for an automatic return who fails to register after a period of six semesters will be administratively withdrawn by the University. Such action will require submission of a readmission application should the student wish to return at a future time.

Questions regarding financial obligations or refunds as a result of leaving the University should be directed to the Office of Student Accounts in CC 26 or by calling (518-442-3202). Students living in residence halls who find it necessary to leave the University must contact the Office of Residential Life in State Quad, or call (518-442-5875).

Return/Readmission Procedure

Formerly matriculated undergraduates who left the University with a minimum cumulative grade point average of 2.00 may automatically return within six semesters from the date of departure.

Students who were academically dismissed or whose University at Albany cumulative grade point average is less than a 2.00 must petition the Committee on Academic Standing as part of the readmission process. Applications for readmission as well as petition forms are available from the Office of the Dean of Undergraduates Studies, LC 30 (518-442-5821).

The appropriate subcommittee of the Committee on Admissions and Academic Standing will make a recommendation concerning the readmission of any student who was dismissed for academic reasons and/or whose cumulative grade point average at the University is less than 2.00. The admitting officer of the University may find it necessary to deny readmission to a student for whom there has been a positive recommendation, but the admitting officer of the University shall not readmit any student contrary to the recommendation of the subcommittee of the Committee on Admissions and Academic Standing.

Readmission is based upon the student's prior academic record as well as recommendations from other involved offices.

Returning students who left on academic probation, terminal probation, or who were on special conditions at the time of departure will return to the University under the same academic probationary conditions.

Students who resume study within a six semester period of time will meet degree requirements indicated in the *Undergraduate Bulletin* in effect upon their initial matriculation. Students who resume study after a six-semester period of time will meet degree requirements as indicated by the *Undergraduate Bulletin* in effect when they return.

Students with previous holds or obligations to the University should take measures to clear these obligations as soon as possible.

Returning students who have not been dismissed and who left the University with a cumulative grade point average of 2.00 or better return to the same major being pursued at the time of departure, unless a change of major is initiated.

Formerly matriculated undergraduates who have not yet completed a Baccalaureate degree may only return to the University as matriculated undergraduates. Any requests for exception to this policy will be considered by the Office of the Dean of Undergraduate Studies.

Degrees in Absentia

Formerly matriculated undergraduates who have almost completed their degree and cannot return here to finish remaining requirements may apply for permission to finish their degree in absentia.

Their cumulative University at Albany grade point average, as well as their GPA in the major and minor, must be at least a 2.00. In addition, a waiver of residence requirement(s) and departmental support may be necessary.

An application as well as other necessary forms for this process are available upon request by calling 518-42-5821 or writing the Office of the Dean of Undergraduate Studies (LC 30).

REQUIREMENTS FOR THE BACHELOR'S DEGREE

The University awards the degree of Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) to those matriculated students who have completed an approved sequence of courses and study totaling a minimum of 120 credits and who, by vote of the faculty, are certified as having fulfilled all degree requirements. Matriculated students may fulfill their degree requirements while classified as either full-time or part-time students for individual academic semesters. The following B.A. and B.S. degree requirements must be fulfilled by all students matriculating in 2005-2006.

Bachelor of Arts Requirements

1. A minimum of 120 credits.
2. At least 90 credits in the liberal arts and sciences.
3. The completion of the general education requirements. [The specific general education requirements are determined by the student's matriculation date and basis of admission to the University—see the *General Education* section of this bulletin.]
4. The completion of a writing requirement whereby students must satisfactorily complete with grades of *C* or higher *[for students matriculating Fall 1997 or thereafter; otherwise C- or higher]*, or *S*, two writing intensive courses, including at least one at or above the 300 level (courses meeting this requirement as identified in the course description).
5. 30–36 credits in a major that has been registered with the education department of the state of New York.
6. The completion of a minor consisting of 18–24 graduation credits which must include a minimum of 9 graduation credits in course work requiring one or more prerequisite courses or courses at or above the 300 level. The minor requirements may be combined with the major requirements but the total may not exceed 60 graduation credits.

Bachelor of Science Requirements

1. A minimum of 120 credits.
2. At least 60 credits in the liberal arts and sciences.
3. The completion of the general education requirements. [The specific general education requirements are determined by the student's matriculation date and basis of admission to the University—see the *General Education* section of this bulletin.]

4. The completion of a writing requirement whereby students must satisfactorily complete with grades of *C* or higher *[for students matriculating Fall 1997 or thereafter; otherwise C- or higher]*, or *S*, two writing intensive courses, including at least one at or above the 300 level (courses meeting this requirement as identified in the course description).
5. 30–42 credits, in a major which has been registered with the education department of the state of New York.
6. The completion of a minor consisting of 18–24 graduation credits which must include a minimum of 9 graduation credits in course work requiring one or more prerequisite courses or courses at or above the 300 level. The minor requirements may be combined with the major requirement but the total may not exceed 66 graduation credits.

Grade Point Average Required for Degree

To be eligible for graduation from the University, matriculated students must have achieved a cumulative grade point average of at least 2.00 in all course grades earned at the University.

Grade Point Average in the Major

For students matriculating Fall 1997 and thereafter: Students must achieve a minimum grade point average of at least 2.0 in all University at Albany course work used to fulfill requirements in the major, combined major/minor, or departmental major.

Grade Point Average in the Minor

For students matriculating Fall 1997 and thereafter: Students must achieve a minimum grade point average of at least 2.0 in all University at Albany course work used to fulfill requirements in the minor(s).

Residence Requirements

The University requires degree candidates to earn a minimum of 30 of their last 60 graduation credits in courses at the Albany campus. Degree candidates who complete two approved study abroad semesters during their junior or senior year must earn a minimum of 30 of their last 69 credits in courses at the Albany campus. An "approved" study abroad program is any program from which the University accepts credits.

Major and Minor Residence Credits

Major Residence
For the B.A. and B.S. degrees, a minimum of 18 graduation credits, including 12 credits at or above the 300 level, must be completed in the major on the Albany campus, or through a State University of New York sponsored Study Abroad Program sponsored by a university center or four-year liberal arts college. Study abroad course work completed at SUNY Community, Agriculture, or Technology Colleges may not generally be used to satisfy this requirement.

Minor Residence
For the B.A. and B.S. degrees, a minimum of 6 graduation credits of advanced courses (courses at or above the 300 level or courses which require a prerequisite) must be completed in the minor on the Albany campus, or through a State University of New York sponsored study abroad program sponsored by a university center or four-year liberal arts college. Study abroad course work completed at SUNY Community, Agriculture, or Technology Colleges may not generally be used to satisfy this requirement.

Combined Major/Minor Residence
For the B.A. and B.S. degrees, a minimum of 24 graduation credits, including 12 credits at or above the 300 level, must be completed in a combined major and minor program on the Albany campus, or through a State University of New York sponsored study abroad program sponsored by a university center or four-year liberal arts college. Study abroad course work completed at SUNY Community, Agriculture, or Technology Colleges may not generally be used to satisfy this requirement.

Graduation Application

Degrees are awarded during the fall, spring and summer terms. The student must file a degree application with the Registrar's Office (CC B 25) in accordance with the date specified in the official University academic calendar for the term in which all degree requirements will be completed. All incomplete grades and grades not reported must be resolved before the degree can be awarded. If reasonable attempts to contact the instructor fail, the student with an incomplete or "blank" (not reported) grade may appeal to the Committee on Academic Standing or, if that body is unable to meet to resolve the issue in timely fashion, to the Dean of Undergraduate Studies.

A degree review will be conducted at the end of each term for those students who have properly applied for graduation. The Registrar's Office will notify the student in writing if the degree is not awarded because the degree requirements have not been met. If the student has completed all requirements for the degree, a confirming postcard will be sent verifying the diploma has been ordered.

Waiver of Requirements

In rare and exceptional cases, a waiver of the requirements listed in this section may be granted to an individual student. Petitions for waiver of major or minor requirements should be addressed to the academic unit offering the major or minor. Petitions for waiver of any other requirements in this section should be addressed to the Committee on Academic Standing of the Undergraduate Academic Council and submitted to the Office of Undergraduate Studies, LC 30.

Classification of Courses, Credits

To graduate from the University at Albany, a student must have at least 120 graduation credits, fulfill the requirements of the major(s)/minor(s) chosen by the student, complete all General Education requirements that apply to the student, and fulfill the University, major and minor residence requirements. For a Bachelor of Arts degree, a *minimum of 90 credits* in courses designated "liberal arts and sciences" must be completed; for a Bachelor of Science degree, a *minimum of 60 credits* in courses designated "liberal arts and sciences" must be completed. Courses may be classified as "liberal arts and sciences" or as "*non*-liberal arts and sciences" or as a course carrying *no credit* applicable to graduation.

LIBERAL ARTS AND SCIENCES COURSES

University at Albany undergraduate courses classified as "liberal arts and sciences" have a content, either formal or systematic, that provides the student with an appreciation for and knowledge of the arts and written and spoken expression, humanities, world cultures and language, biological and physical sciences, social and behavioral sciences, mathematics and statistics, computing and information literacy, history, philosophy, or religion, or interdisciplinary studies involving one or more of these areas or otherwise contributing to the student's understanding of the social or physical environment. The University definition of "liberal arts and sciences" also extends to the skill, technique and methods courses, performance and practicum courses, internships, and service learning that serve to enhance a student's abilities and appreciation for study in these areas. In accordance with this definition, the majority of undergraduate courses taught at the University at Albany (as well as comparable courses transferred from another institution or offered in an Albany graduate program) are considered "liberal arts and sciences."

NON-LIBERAL ARTS AND SCIENCES COURSES

Each Albany college and school offering undergraduate courses determines whether its courses are "liberal arts and sciences" or "non-liberal arts and sciences" and submits to the Curriculum and Honors Committee of the Undergraduate Academic Council a rationale for excluding one or more of its courses from its "default" classification. By request of a department or program to the Committee, a course's classification may later be changed. A department or program may also modify the classification of one of its courses or a transferred course in its discipline for an individual student upon petition to the department or program. The "default" classification for each college and school and the list of courses that are *exceptions* to the college's or school's default classification shall be printed in the *Undergraduate Bulletin*. In addition to the "non-liberal arts and sciences" courses mentioned, the following three categories of courses are also classified as "non-liberal arts and sciences" courses.

ROTC COURSES

Students may apply toward their undergraduate degree requirements up to a maximum of twelve credits for ROTC courses completed successfully at the University at Albany and/or from other accredited institutions. All ROTC credit is designated "non-liberal arts and sciences."

PHYSICAL EDUCATION COURSES

Although the University no longer offers physical education courses for credit, students may apply toward their degree a maximum of six credits of physical education activity credits. These and credit for courses in coaching, recreational studies, etc., will ordinarily be designated "non-liberal arts and sciences" credits.

APPLIED ELECTIVE COURSES

The term "Applied Elective" designates a transfer course of a relatively non-theoretical and predominantly "skill" or "application" nature only tangentially connected to the objectives or study of the liberal arts and sciences. Such courses typically are intended to prepare a student for a specific vocational pursuit rather than for future academic, graduate or professional study or practice. Students may apply toward their undergraduate degree requirements up to a maximum of twelve credits from transferred "applied elective" courses. (Cf. "Types of Transfer Credit" section below.)

COURSES YIELDING NO GRADUATION CREDIT

The following types of courses do not carry credit applicable toward graduation at the University at Albany:

a. Developmental courses offered by the Educational Opportunities Program or their transfer equivalents

b. Written and oral language skills courses offered by the Intensive English Language Program or their transfer equivalents.

c. Mathematics courses *at or below* the level of the New York State "Course B" Regents Examination in Mathematics (algebra and geometry, trigonometry, probability and statistics). However, in some cases such courses may fulfill the "Mathematics and Statistics" requirement in the General Education Program.

d. Introduction to typing/keyboarding or shorthand, driver education, or other courses of an elementary manual skill nature with little or no theoretical content.

e. Some religious studies courses: "Religious studies courses transfer if they are not doctrinal, confessional, or sectarian in nature. Religious studies courses from public institutions transfer without special review; religious studies courses from all other institutions will be evaluated by the appropriate departmental faculty." (Quoted material was adopted from the University of Minnesota's policy on transfer credit and is used with their permission.)

f. Courses from institutions or programs determined by the Office of Undergraduate Admissions as not acceptable as a source for transfer credit to the University

Types of Transfer Credit

EQUIVALENT TRANSFER COURSES

A department, school or program may designate a course taken elsewhere as equivalent to one of its courses. It is considered "liberal arts and sciences" if the Albany equivalent is so considered; it is considered "non-liberal arts and sciences" if the Albany equivalent is so considered.

DEPARTMENTAL ELECTIVES

A department, school or program may designate a course taken elsewhere as "departmental elective credit." For example, an English course may be designated AENG000 (an English course not applicable to the major or minor in English), AENG010 (a lower division English course) or AENG030 (an upper division English course). Unless expressly stated otherwise in the *Undergraduate Bulletin*, such credit is considered "liberal arts and sciences" credit if that is the Albany college or school's default classification; it is considered "non-liberal arts and sciences" credit if that is the Albany college or school's default classification.

APPLIED ELECTIVES

A department, school or program may decide whether a transfer course that is in its discipline should be designated as an "applied elective." Courses that are not represented by comparable study in the University at Albany's colleges and schools are generally designated "applied electives" (engineering, architecture, agricultural sciences, pharmacy, legal assistant, etc.). However, courses that appear roughly comparable to arts and sciences offerings (engineering courses comparable to physics, architecture comparable to art history or drawing, etc.) may be designated as "liberal arts and sciences" or may have their designation changed to "liberal arts and sciences" based on a student's appeal. A student may receive a maximum of 12 credits for transferred applied electives.

Limits on Transfer Credits

The following limits and restrictions apply whether or not these credits are taken pre-matriculation or post-matriculation.

MAXIMUM LIMIT ON TRANSFER CREDIT

Since Albany requires at least 30 credits to be completed at the University, the most transfer credit that can be applied toward graduation is 90 credits. (Since some SUNY and other technical and community colleges now award baccalaureate degrees, the University no longer distinguishes between "two-year" and baccalaureate-granting institutions in determining the maximum credits that may be transferred.)

NON-LIBERAL ARTS AND SCIENCES CREDITS

Bachelor of Arts degree programs require a minimum of 90 credits in "liberal arts and sciences." Therefore, for students pursuing the B.A. degree the most credit from "*non*-liberal arts and sciences" courses that can apply to the degree is 30 credits. Bachelor of Science degree programs require a minimum of 60 credits in "liberal arts and sciences." Therefore, for students pursuing the B.S. degree the most credit from "*non*-liberal arts and sciences" courses that can apply to the degree is 60 credits.

Of a student's transfer credits in courses that are designated "*non*-liberal arts and sciences," no more than 6 credits may be in physical education activity courses, no more than 12 credits may be in ROTC courses, and no more than 12 credits may be in courses equated to "applied electives."

Although credits successfully completed at other institutions *after* the student has matriculated will appear on the student's record, the limits and restrictions mentioned above will determine whether or not the student is able to apply all of those credits toward the minimum 120 credits needed for graduation.

Graduation Credits

A student must earn a minimum of 120 acceptable graduation credits to be eligible for graduation from the University. Acceptable graduation credit is as follows:

1. *Credit accepted by transfer.*
2. *Credit earned through approved proficiency examinations.* Such credit may be awarded on the basis of a student's performance on such external examinations as CLEP, RCE, AP, USAFI, etc., or an examination established for this purpose by a University at Albany department, school or program. Proficiency examination credit shall be clearly distinguished as such on a student's academic record, and shall have no bearing on a student's academic average. Proficiency examination credits shall not count within a semester load, hence shall not be counted when determining whether a student is full-time or part-time, and shall not be applied to University, major or minor residence requirements or semester retention standards. Any academic unit at the University may award proficiency credit by examination provided it does so openly and applies standards consistently to all students seeking credit. In no case may award of credit be contingent upon auditing a course (formally or informally), private tutelage (paid or otherwise), or participation in University or extracurricular activities or productions; however, the payment of a modest fee may be charged for administering the examination.

3. *Credit completed with the grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D- or S.* An academic unit may award credit with an *A–E* or *S/U* grade only in a University at Albany course for which the student was formally registered in a fall or spring semester or summer session in accordance with established registration and program adjustment procedures and deadlines.

4. *Some transfer D grades, in accordance with the following policies:*

   For students who matriculated before Fall 2000, credit earned with a grade of *D* or the lowest passing grade will transfer only if such credit is balanced by a *B* or *A* at the same institution. One credit earned with the grade of *B* balances one credit earned with the grade of *D*, and one credit earned with the grade of *A* balances two credits with the grade of *D*.

   For students who matriculate Fall 2000 through Summer 2001, *pre*matriculation credit earned with a grade of *D* or the lowest passing grade will transfer only if such credit is balanced by a *B* or *A* at the same institution. *D* grades earned in courses within the major/minor must be balanced by grades of *B* or *A* earned within the major/minor at the same institution. ***Post*matriculation credit graded *D* will not transfer.**

   For students who matriculate Fall 2001 and thereafter, no credit graded *D* from another institution will transfer.

Major and Minor Credits

For students matriculating fall 1997 and thereafter: A University at Albany grade of *D-* is minimally acceptable for graduation credit in the major and minor. Note, however, that a 2.0 average within each major and minor is a requirement for graduation.

For credits acquired at other institutions and *for University at Albany credits for students matriculating before Fall 1997:* A student may fulfill the requirements of a major or a minor or a combined major and minor by earning graduation credit as defined previously, except that credit with the grade of *D* may be used to fulfill the requirements of a major, minor, or combined major/minor only if balanced at the same institution by credit with grades of *A* or *B* earned within the major, minor, or combined major/minor respectively.

Students matriculating in Fall 2000 through Summer 2001 can transfer in balanced *D*'s from *pre*matriculation course work, but they cannot transfer any *D*'s for *post*matriculation transfer courses.

Students matriculating in Fall 2001 and thereafter cannot transfer in any grades of *D*.

LIBERAL ARTS AND SCIENCES COURSES

The following undergraduate courses offered by the specified school or college during 2005-2006 are considered liberal arts and sciences courses for the purposes of degree requirements for the B.A. and B.S. degrees.

College of Arts and Sciences:
All courses except A Eaj 423, A Eco 495, A Heb 450, A Mat 204, A Mus 315, A Thr 315

College of Computing and Information:
All I Csi except I Csi 198;
I Ist 100, 301, 361, 499W

School of Business:
B Bus 250, B Law 200, B Law 220, B Mgt 341, B Mgt 481, B Mkt 351, B Itm 215, B Itm 220

School of Criminal Justice:
All courses

School of Education:
E Edu 275, 375; E Est 120, 300, 301, 497; E Psy 420, 460; E Tap 402, 455

Nelson A. Rockefeller College of Public Affairs& Policy:
All R Pad courses *except* R Pad 110, 111, 210, 211
All R Pos and R Pub courses

School of Social Welfare:
R Ssw 200, 210, 220, 301, 322, 408, 409, 421, 450, 499

Division of Physical Education, Athletics, and Recreation:
no courses

School of Public Health:
H Epi 460; all H Hpm; all H Sph

Former General Education Honors Program Tutorials:
All courses

University-wide Courses:
All U Fsp courses, all U Uni courses, and all U Unl courses.

The chart on the following page lists all University at Albany majors and whether the major leads to a B.A. or B.S. degree.

The charts on the page after that list all the "BAMA" programs—combined baccalaureate + master's programs that are designed to assist students interested in obtaining a graduate degree as quickly as possible.

UNDERGRADUATE MAJORS	HEGIS Code	B.A. Deg	B.S. Deg	General Prog	Teaching Prog
School of Business:					
Accounting	0502		X	X	
Business Administration	0506		X	X	
School of Criminal Justice:					
Criminal Justice	2105	X		X	
College of Arts and Sciences:					
Actuarial and Mathematical Sciences	1799		X	X	
African/Afro-American Studies	2211	X		X	
Anthropology	2202	X		X	
Art	1002	X		X	
Asian Studies	0301	X		X	
Atmospheric Science	1913		X	X	
Biology	0401	X	X	X	
Chemistry	1905	X	X	X	
Chinese Studies	1107	X		X	
Economics	2204	X	X	X	
English	1501	X		X	
French	1102	X		X	
Geography	2206	X		X	
Geology	1914		X	X	
Greek & Roman Civilization	2205	X		X	
History	2205	X		X	
Interdisciplinary Majors					
(Art History)	4901	X		X	
(Biochemistry & Molecular Biology)	4901		X	X	
(Broadcast Meteorology)	4901		X	X	
(Earth and Atmospheric Sciences)	4901	X		X	
(East Asian Studies)	4901	X		X	
(Environmental Science)	4901		X	X	
(Human Biology)	4901		X	X	
(Japanese Studies)	4901	X		X	
(Medieval & Renaissance Studies)	4901	X		X	
(Religious Studies)	4901	X		X	
(Urban Studies and Planning)	4901	X		X	
Italian	1104	X		X	
Judaic Studies	0399	X		X	
Latin American Studies	0308	X		X	
Linguistics	1505	X		X	
Mathematics	1701	X	X	X	
Music	1005	X		X	
Philosophy	1509	X		X	
Physics	1902		X	X	
Psychology	2001	X		X	
Puerto Rican Studies	0399	X		X	
Rhetoric and Communication	1506	X		X	
Russian	1106	X		X	
Russian & East European Studies	0307	X		X	
Sociology	2208	X		X	
Spanish	1105	X		X	
Theatre	1007	X		X	
Women's Studies	4903	X		X	
College of Computing and Information:					
Computer Science	0701	X	X	X	
Computer Science & Applied Mathematics	0701		X	X	
Interdisciplinary Major					
(Information Science)	4901	X		X	
Graduate School of Public Affairs:					
Political Science	2207	X		X	
Public Policy	2102	X		X	
School of Social Welfare:					
Social Welfare	2104		X	X	
University-Wide:					
Interdisciplinary Studies	4901	X	X	X	

Combined Bachelor's/Master's in Business Administration (M.B.A.) Programs

Majors	HEGIS Codes	Degrees
College of Arts and Sciences		
African/Afro-American Studies	2211/0506	B.A./M.B.A.
Anthropology	2202/0506	B.A./M.B.A.
Art	1002/0506	B.A./M.B.A.
Asian Studies	0301/0506	B.A./M.B.A.
Biology	0401/0506	B.A./M.B.A.
Chinese Studies	1107/0506	B.A./M.B.A.
Economics	2204/0506	B.A./M.B.A.
English	1501/0506	B.A./M.B.A.
French	1102/0506	B.A./M.B.A.
Geography	2206/0506	B.A./M.B.A.
Greek & Roman Civilization	2205/0506	B.A./M.B.A.
History	2205/0506	B.A./M.B.A.
Interdisciplinary Studies	4901/0506	B.A./M.B.A.
Interdisciplinary Studies	4901/0506	B.S./M.B.A.
Italian	1104/0506	B.A./M.B.A.
Judaic Studies	0399/0506	B.A./M.B.A.
Latin American Studies	0308/0506	B.A./M.B.A.
Linguistics	1505/0506	B.A./M.B.A.
Mathematics	1701/0506	B.A./M.B.A.
Music	1105/0506	B.A./M.B.A.
Philosophy	1509/0506	B.A./M.B.A.
Psychology	2001/0506	B.A./M.B.A.
Puerto Rican Studies	0399/0506	B.A./M.B.A.
Rhetoric and Communication	1506/0506	B.A./M.B.A.
Russian	1106/0506	B.A./M.B.A.
Russian and East European St	0307/0506	B.A./M.B.A.
Sociology	2208/0506	B.A./M.B.A.
Spanish	1105/0506	B.A./M.B.A.
Theatre	1107/0506	B.A./M.B.A.
Women's Studies	4903/0506	B.A./M.B.A.
School of Criminal Justice		
Criminal Justice	2105/0506	B.A./M.B.A
Nelson A. Rockefeller College		
Political Science	2207/0506	B.A./M.B.A.

Combined Bachelor's/Master's in Health Policy and Management Programs

Majors	HEGIS Codes	Degrees
College of Arts and Sciences		
Economics/Health Policy and Management	2204/1214	B.A./M.S.
Economics/Health Policy and Management	2204/1214	B.S./M.S.
Psychology/Health Policy and Management	2001/1214	B.A./M.S.
Sociology/Health Policy and Management	2208/1214	B.A./M.S.

Combined Bachelor's/Master's Degree Programs

Majors	HEGIS Codes	Degrees
Atmos Sci/Atmos Sci	1913/1913	B.S./M.S.
Biology/Biology	0401/0401	B.S./M.S.
Chemistry/Chemistry	1905/1905	B.S./M.S.
Computer Science/ Computer Science	0701/0701	B.S./M.S.
Computer Science and Applied Math/Mathematics	0701/1701	B.S./M.A.
Criminal Justice/ Criminal Justice	2105/2105	B.A./M.A.
Economics/Public Administration	2204/2102	B.S./M.P.A.
English/English	1501/1501	B.A./M.A.
French/French	1102/1102	B.A./M.A.
Geography/Geography	2206/2206	B.A./M.A.
Geology/Geology	1914/1914	B.S./M.S.
History/History	2205/2205	B.A./M.A.
Linguistics/Teaching English to Speakers of Other Languages	1505/1508	B.A./M.S.
Mathematics/Mathematics	1701/1701	B.A./M.A.
Mathematics/Mathematics	1701/1701	B.S./M.A.
Philosophy/Philosophy	1509/1509	B.A./M.A.
Physics/Physics	1902/1902	B.S./M.S.
Political Sci/Political Sci	2207/2207	B.A./M.A.
Political Sci/Public Admin	2207/2102	B.A./M.P.A.
Psychology/Counseling	2001/0826	B.A./M.S.
Psychology/Rehab Counseling	2001/2199	B.A./M.S.
Public Policy/Public Policy	2102/2102	B.A./M.A.
Rhetoric & Communication/ Rhetoric & Communication	1506/1506	B.A./M.A.
Russian/Russian	1106/1106	B.A./M.A.
Sociology/Public Admin	2208/2102	B.A./M.P.A.
Sociology/Sociology	2208/2208	B.A./M.A.
Spanish/Spanish	1105/1105	B.A./M.A.
Theatre/Theatre	1007/1007	B.A./M A.
Women's St/Women's St	4903/4903	B.A./M.A.
Any undergraduate B.A. major (except Accounting)/ Library Science	1/1601	B.A./M.A.
Any undergraduate B.S. major (except Accounting)/ Library Science	1/4901	B.A./M.S.

1 HEGIS code depends on undergraduate major.

REGULATIONS CONCERNING MAJORS

The University offers majors in the General Program through the schools and colleges indicated here. In addition, there currently exist unique departmental program majors in art, music, and theatre that complement the regular University major options in each of these areas.

Some majors are available through an honors program or a combined bachelor's/master's degree program.

Approved faculty-initiated interdisciplinary majors are also included in the University's curricular offerings. In addition, students may design their own interdisciplinary major in accordance with procedures established by the Interdisciplinary Studies Committee of the Undergraduate Academic Council.

Declaration of Major

Freshmen and transfer students are admitted to the University and not to a particular department, college, or school. Normally, students are expected to declare their intended major when they have earned 24 graduation credits. By the time they have accumulated 42 graduation credits, students must have officially declared a major or have applied for admission to a restricted major. For most majors, students need only complete a Declaration of Major form with their advisers and a minimum of 24 graduation credits to be officially enrolled in the school or college offering their major. Other majors, however, are restricted in the sense that students must be granted formal departmental or school approval or satisfy stated admissions criteria before being officially classified as that major.

Currently, admission to the following majors is restricted: accounting, business administration, criminal justice, mathematics, psychology, rhetoric and communication, and social welfare. In addition, students must obtain approval to enter the Faculty-Initiated Interdisciplinary Majors in Biochemistry and Molecular Biology, Information Science, and the special departmental program majors in art or music.

Selection to these restricted majors will differ depending on the degree of competition generated by other applicants and/or the completion of specific course requirements. For further details on the specific requirements and selection processes for each of these majors, please refer to the appropriate department or school description in this bulletin.

Multiple Majors

Students may elect more than one major, designating which is to be considered the "first major," the "second major," etc. The *first major* listed shall be from the department from which the student elects to receive advisement. The faculty of the school or college that offers the *first major* shall recommend the student for the appropriate degree. For example, a student completing the three majors Geology, History, and Philosophy would receive a B.S. degree if the first major were Geology or a B.A. degree if the first major were History or Philosophy.

For each major, students must complete the major requirements as outlined in this bulletin. However, for a student with two or more majors, a specific course that is applicable to more than one of the majors may be applied toward each of the majors to which it is applicable. For example, a student with two majors in Accounting and Economics may "double count" calculus and some economics courses, applying the credits toward both majors; if the student also had a third major in Computer Science, the calculus course A Mat 112 would "triple count," applying to all three majors.

NOTE: The display of more than the *first* and *second* majors on the student's official transcript will not be possible before fall 2005. Until the full listing becomes possible, students desiring to declare a third or subsequent major must do so in the Office of the Dean of Undergraduate Studies, LC 30. Once satisfactory completion of the third or additional majors has been verified, a separate official document will be issued by the Dean of Undergraduate Studies verifying which additional majors (beyond the first two) have been completed.

The Student-Initiated Interdisciplinary Major

In addition to existing majors offered by the University's departments, schools and programs, a "Student-Initiated Interdisciplinary Major" option is available through the Undergraduate Academic Council's Interdisciplinary Studies Committee. This option is designed to allow highly motivated students to meet special educational goals not available from the many existing majors at the University.

In the development of an Interdisciplinary Major the student and prospective faculty sponsors are asked to insure its intellectual merit by considering the following questions: Will the proposed major make it possible to undertake future disciplined inquiry such as that which is found in graduate or professional study? Will the plan promote mastery of the methodological tools relevant to the subject matter? Are there sufficient bodies of scholarly literature to allow for in-depth study in the major's disciplines" Will the plan allow for gaining significant knowledge to read and evaluate professional and scholarly literature in the major's disciplines?

The following information will assist in the formulation of a major.

Non-Duplication of Existing Majors: The proposed major must involve course work in at least two different departments or schools. Moreover, the proposal must not duplicate or nearly duplicate opportunities available to University at Albany students through existing major programs.

Coherence: The proposed major must consist of a coherent, integrated program of studies. As with any other major, there must be some relationship between courses to be undertaken as well as sufficient depth of study in the area under consideration. It would also be helpful to know if models exist on other campuses for the proposed major. This information will assist the student in constructing a program of studies and the citation of an existing program, will support the application for such a major.

Credits: The proposed major must consist of at least 36 but not more than 66 credits. If the major includes fewer than 54 credits, the student will be applying for a major only and will need a separate minor to meet minimum graduation requirements. If the major includes 54 or more credits, the student will be applying for a combined major and minor program and, therefore, no separate minor will be needed.

Upper Division Course Work: At least one half of the credits in the proposed major must be at the 300 level or above.

Independent Study: The proposed major may include a maximum of 25% of independent study course work.

B.A. or B.S. Degree: The course work in the Interdisciplinary major, will normally dictate the type of bachelor's degree to be earned by the student.

Faculty Sponsorship: The proposal must have a primary and a secondary faculty sponsor. The primary sponsor must also agree to serve as the student's major adviser for the proposed program. The two sponsors must be members of the teaching faculty and must come from two different academic units (departments or schools) offering courses included in the major.

Student who believe they might like to construct their own major should begin plans as soon as possible, but the application for the major cannot be filed until the student has completed at least 30 graduation credits.

Once a student has tentatively decided on the theme for the proposed study, the Undergraduate Bulletin should be reviewed to verify that no existing major encompasses that theme. The Bulletin and the Schedule of Classes should also be used to identify possible courses which might be included in the proposed major and, based on the courses they teach, possible faculty who might be willing to serve as sponsors for the major.

Before deciding on all the details of the proposed major, the student should speak with several faculty for the following reasons: (a) to determine the likelihood of finding two faculty sponsors for the program; (b) to solicit suggestions on how to further refine, limit, or expand the chosen theme; (c) to solicit further suggestions of individual courses or sequences of courses which might be included in the major; and (d) to determine whether or not the student's goals in creating the major are likely to be met by the combination of course chosen.

Further information and application procedures and forms may be obtained by contacting Mr. Richard Collier in the Office of the Dean of Undergraduate Studies, LC 30 (518-437-3747).

REGULATIONS CONCERNING MINORS

Minors Defined, Titles

A minor consists of 18–24 graduation credits which must include a minimum of 9 graduation credits of "advanced course work" (defined as course work requiring at least one prerequisite course and/or courses at or above the 300 level.)

No student may use a minor title that is the same as the title of the student's major.

Only the following are acceptable minor titles to appear on the academic record:

"Combined with Major" for approved combined major and minor programs

Titles approved by the Curriculum Committee or by the Interdisciplinary Studies Committee of the Undergraduate Academic Council

"Interdisciplinary" if approved by the Interdisciplinary Studies Committee of the Undergraduate Academic Council

Students *Required* to Complete a Minor:

A student is required to complete a minor if the student has only one major and that major is neither an approved "combined major and minor" nor an approved "departmental major."

If the student with a single, non-combined, non-departmental major has only *one* minor, the same course may *not* be used to fulfill the requirements of both the major and the discrete minor. I.e., no "double counting" between the major and minor is allowed.

However, if that student has two or more minors, the same course may be "double counted" toward the major and *one* of the minors. ("Double counting" among minors is never allowed.)

Students Not Required to Complete a Minor:

A student with two or more majors or a major that is either an approved "combined major and minor" or an approved "departmental major" is not required to have a discrete minor, but the student may elect to have one or more minors listed on the academic record.

If the student does elect one or more minors, the same course may be "double counted" toward the major (or even more than one of the majors) and toward *one* of the minors. ("Double counting" among minors is never allowed.)

Similarly, if the student in a "combined major and minor program" elects one or more minors, the same course may be "double counted" toward the "minor" requirements of the combined major and toward *one* of the minors. Naturally, students in a combined major and minor program who complete one or more discrete minors nevertheless must complete all requirements in the combined major program.

NOTE: For students with two or more majors, the display of more than the *first* and *second* majors on the student's official transcript will not be possible before fall 2003. Until the full listing becomes possible, students with multiple majors desiring to declare one or more minors must do so in the Office of the Dean of Undergraduate Studies, LC 30. Once satisfactory completion of the minor(s) has been verified, a separate official document will be issued by the Dean of Undergraduate Studies verifying which minor or minors have been completed.

Multiple Minors

Students may declare two or more minors, but *the same course may not be applied to more than one of the minors.* (I.e., "double counting" among minors is never allowed.) However, the same course may be applied to *one* of the minors and to one (or more) of the applicable majors.

NOTE: For students with one major and more than two minors, the display of more than the *first* and *second* minors on the student's official transcript will not be possible before fall 2003. Until the full listing becomes possible, students with one major desiring to declare a third or subsequent minor must do so in the Office of the Dean of Undergraduate Studies, LC 30. Once satisfactory completion of the additional minor(s) has been verified, a separate official document will be issued by the Dean of Undergraduate Studies verifying which additional minor or minors have been completed. [For students with multiple majors and multiple minors, see the note at the end of in the preceding section "Students Not Required to Complete a Minor."]

APPROVED MINORS

Listed here are the minor titles that have been approved by the Undergraduate Academic Council. Action of the Council also mandates that the following may not be used as a minor title: *social welfare*.

AFRICANA STUDIES A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level) including one course from among the following: A Aas 142, 219 or 219Z, 286, 287 and 490.

ANTHROPOLOGY A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level). Students are required to take A Ant 100 and one of the following core courses: A Ant 110, 104, 106, 108 or 108, or A Ant 220.

ART A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) from course work with an A Art prefix. Six (6) of the required 18 credits may be from courses with an A Arh prefix or from other courses that have been approved for the faculty-initiated interdisciplinary major in art history.

ART HISTORY A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) including A Arh 170 and 171, and 6 additional credits from course work with an A Arh prefix. The remaining 6 credits may be selected from: A Arh courses; A Ant 268; A Cas 240; A Cla 207, A Cla 208, 209, 301, 302, 303 (or 303Z), 307, 310, 311, 401, 402, 403, 405, 406, 407, 490 and 497; A Eac 280; A His 263Z, 264Z, 302Z, 303Z 364Z; A Rel 200; and A Thr 380.

ASIAN STUDIES A minimum of 21 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) including A His 176, A His 177 or 177Z and one of the following courses: A His 381 or 381Z or 382 or 382Z. The remaining 12 credits to be selected from the following courses, must include at least one course in at least two of the following regions: South Asia, East Asia, Southwest Asia.

South Asia: A His 377 or 377Z, 378 or 378Z, A Phi 342, R Pos 358, (graduate courses: A His 578, R Pos 558).

East Asia: A His 379 or 379Z, 380 or 380Z, A Eac 210, A Eac 211, A Eac 212. A Eac 220, A Phi 344, A Phi 346.

Southwest Asia: A His 383 or 383Z; R Pos 359; A Jst 341Z; A His 381 or 381Z and 382 or 382Z; A Ant 243.

Other: A Ant 332, colloquia, independent study, or independent research courses as appropriate, to be approved by the director of Asian studies.

ATMOSPHERIC SCIENCE A minimum of 19 graduation credits from course work with an A Atm prefix, including A Atm 210 or 210Z, 211; and at least 6 credits from all 300-level and higher A Atm courses; A Atm 490, 497, 499 are excluded. Appropriate prerequisite courses in mathematics and physics are necessary to complete the required minor courses.

BIOETHICS: A minimum of 18 graduation credits including an introductory ethics course (A Phi 114 or 115 or 212); an introductory course in biology (A Bio 110Z or 110); Moral Problems in Medicine (A Phi 338); 3 credits at 300-level or higher in ethical and/or political theory (A Phi 320, 321, 326, 425, 474 or R Pos 301, 302, 306, 307, 308, 310); and 6 credits from advanced related courses.

Advanced related courses include: A Ant 312, 360, 361, 364, 365, 418, 450; A Bio 205, 212, 214, 311, 318, A Eco 381; A Gog 310, A Phi 417; A Psy 329, A Psy 385, 386, 387; A Soc 359; R Crj 405, 428; R Pos 328, U Uni 310.

Advanced related graduate courses include: A Ant 511, 512, 516, 517, 518; A Bio 511, 519, A Eco 509, 511, 512, A Phi 505, 506, 517, H Epi 501, 502, H Hpm 501, 511, R Pos 502, R Pub 502. Students may use other courses to fulfill the related courses requirement at the discretion of the director of the program, Professor Bonnie Steinbock.

BIOLOGY A minimum of 18 graduation credits, including A Bio 110 or 110Z, 111, 212Y. Additional credits are selected from biology courses that yield biology credit toward the biology major.

BUSINESS A minimum of 18 graduation credits as follows: B Acc 211; B Itm 215 (or I Csi 101, or I Csi 201); A Mat108 (or A Eco 320, or B Itm 220); and any three of the following courses: B Acc 222; B Bus 250; B Fin 300, B Law 321, B Mgt 341, B Mkt 310, and B Itm 330.

Students majoring in criminal justice, economics, linguistics, mathematics, psychology, public affairs or sociology who complete a statistics course in the major may substitute either B Law 200 or 220 for the statistics requirement in the Business minor.

Students majoring in computer science who complete I Csi 201 in the major may substitute either B Law 200 or B Law 220 for the B Itm 215 basic programming requirement in the Business minor.

Students majoring in rhetoric and communication who complete B Itm 220, A Mat 108, B Itm 215, I Csi 101, or I Csi 201 in their major may substitute either B Law 200 or 220 in the Business minor. When both the statistics and computer requirements are involved, either B Law 200 or 220 may substitute for statistics in the Business minor and an additional major course may substitute for computer science in the major.

CHEMISTRY A minimum of 22 graduation credits as follows: A Chm 120 or 130 and 121 or 131, 122, 216, 217, 225 and an additional 3 credits from A Chm 320 441, 342, 340.

CHINESE STUDIES A minimum of 21 graduation credits of which 15 must be A Eac 102, 201, and 202. The remaining 6 credits may be earned from any A Eac or A Eas course except A Eac 101 and A Eas 220.

COGNITIVE SCIENCE A minimum of 18 graduation credits, (9 credits or more of which must be in course work at or above the 300 level and/or in courses requiring a prerequisite) to include: A Lin 301, 3 courses from: I Csi 201, A Lin 321, A Phi 210, A Psy 365; and 6 credits from the following list: I Csi 101, 201, 210, 310, 409; A Lin 322, 421, or 421Z, 422; A Phi 332, 415, 418, 422, 432; A Psy 210, 211, 381, 382, or 382Z.

COMPUTER SCIENCE A minimum of 19 graduation credits of which at least 13 credits must have an I Csi prefix. The courses taken must include I Csi 201, 310 and any other I Csi course at the 300-level or higher; plus at least 9 credits from the following list of courses: one but not both of I Csi 101 and B Itm 215 ; any other course with an I Csi prefix; A Phy 353, 454; A Mat 220, 313, 367, 372 or 372Z, 374, 401; A Phi 432; any one of A Atm 498, A Bio 440, A Chm 411.

CRIMINAL JUSTICE STUDIES A minimum of 18 graduation credits (9 credits or more of which must be in course work at or above the 300 level and/or in courses requiring a prerequisite) in course work from among the following: any R Crj courses; A Soc 203, 283, 380.

ECONOMICS A minimum of 18 graduation credits in course work with an A Eco prefix as follows: A Eco 110, 111, and 12 additional credits at or above the 300 level.

EDUCATIONAL STUDIES Students are required to complete a minimum of 18 credits of course work offered by the School of Education. This includes a minimum of 12 credits at or above the 300 level.

For student matriculating in Fall 2005 and after, at least 3 credits of E Edu 390 (Community Service) or the E Cpy Middle Earth Sequence **are required**. No more than 6 credits may be fulfilled through E Edu 390.

ELECTRONICS A minimum of 20 graduation credits as follows: A Phy 140 or 141, 145, 150 or 151, 155, 240 or 241, 415, 416, and 353.

ENGLISH A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level from course work with an A Eng prefix.)

FILM STUDIES A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) including A Arh 260 and 15 credits from the following: A Arh 261, 263, 264, 361, 362, 363, 364, 367, 368, 460, 461 (A Wss 461), 491, A Com 378*, A Eas 140, A Eng 243*, 243Z, 355, 419*, A Fre 208, 238 (A Arh 238), 281, 315, 415, A Ita 318, A Jst 225 (A His 225), A Lcs 315, A Por 318 (A Lcs 318), A Rus 280, 380, A Spn 314 (A Lcs 314), 418, A Thr 230, 407, A Wss 280, 281*. (*When topic focuses on film.)

FRENCH A minimum of 18 graduation credits from course work with an A Fre prefix above A Fre 101 including A Fre 341Z. No more than 3 credits of courses conducted in English may be used to satisfy the requirements of the minor. Students who begin their French studies at or above the 200 level are encouraged to meet with the coordinator of advisement for French Studies, in constructing a minor.

GEOGRAPHY A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) from course work with an A Gog prefix.

GEOLOGY A minimum of 20 graduation credits. Required courses include A Geo 100 or 100Z, 106, 230, 250; and 9 credits at or above the 300 level and/or in Geology courses requiring at least one prerequisite course.

GREEK AND ROMAN CIVILIZATION A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) from among the following: any course with an A Cla, A Clc, A Clg, or A Cll prefix; A Phi 310.

HEBREW A minimum of 18 graduation credits in course work with an A Heb prefix above the 102 level. Students who begin with A Heb 101 and/or 102 must complete 15 graduation credits above the 102 level. No more than 4 credits of A Heb 450 may be applied to the minor.

HISTORY A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level) in course work with an A His prefix including no more than 12 credits from any one of the geographic areas of concentration listed in the Undergraduate Bulletin. A student may, on petition to the Director of Undergraduate Studies in the history department, count toward the minor one relevant course of no more than 4 credits taken in a department other than history.

INTERNATIONAL PERSPECTIVES A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) following one of the tracks below. Appropriate courses from SUNY overseas academic programs may be substituted for any of the courses listed with approval from Professor Savitt, Associate Director of International Education, who will also consider approving other courses which would enhance these concentrations.

Third-World Track: NOTE: No more than 6 credits with the same prefix may be used in this track.

a) 3 credits from A Ant 108 or 108Z, A Cas 150;
b) 3 credits from A Aas 150, A Aas 287 or A His 287, A Ant 145 or A His 145 or A Lcs 145, A Ant 243 or A Jst 243, A Eco 361 or A Lcs 361, A Fre 208, A Fre 281, A His 158 or 158Z, A His 177 or 177Z, A Lcs 100 or 100Z;
c) 6 credits from Theory Courses: A Ant 361 or 361Z, A Cas 141; A Eco 330 or 330Z; A Gog 160 or R Pos 350 or R Pub 350;
d) 6 credits from Geographic Region Courses: A Aas 269 or A Ant 269 or A Lcs 269, A Aas 270 or A Gog 270, A Aas 322, A Aas 342 or A Ant 342, A Ant 146 or 146Z or A Lcs 150 or 150Z, A Lcs 250 or 250Z or A Gog 250/250Z, A Ant 341 or 341Z or A Lcs 341 or 341Z; A Eac 470Z or A Gog 470Z; His 170 or A Lcs 102, A His 367 or 367Z, A His 369/369Z or A Lcs 369, A His 371 or 371Z or A Lcs 371; A Lcs 115 or A Por 115, R Pos 355.

Social and Political Systems Track:

a) 6 credits in A Rus 162 or 162Z and R Pos 102;
b) 12 credits from A Eco 313 or 313Z; A His 353 or 353Z, 355 or 355Z; A Jst 359 or R Pos 359; R Pos 310, 350 or R Pub 350, 452Z.

NOTE: Political Science majors should *not* choose this track because of the excessive concentration in Political Science courses.

Global Issues Track: NOTE: No more than 6 credits with the same prefix may be used in this track.

18 credits from A Aas 150, 240 or A Lcs 240 or A Wss 240; A Ant 100, 361 or 361Z, 363, 381 or 381Z or A Wss 381 or 381Z; A Atm 102, 300Z; A Bio 311 or A Gog 310 or U Uni 310; A Eco 330 or 330Z; A His 296, 366, or 366Z, 454 or 454Z, 455 or 455Z, 456 or 456Z, 460 or 460Z; A Soc 344 or 344Z or A Wss 344 or 344Z; A Wss 360, 433 or 433Z or R Pos 433Z; E Edu 375; R Pos 472Z, 473Z; R Pub 395 or R Pos 395.

ITALIAN A minimum of 18 graduation credits from course work with an A Ita prefix above A Ita 100, including A Ita 206, 207, 301Z or 315.

JAPANESE STUDIES A minimum of 21 graduation credits of which 15 must be A Eaj 102, 201, and 202. The remaining 6 credits may be earned from any A Eaj or A Eas course except A Eaj 101 and A Eas 220.

JOURNALISM A minimum of 18 graduation credits, including A Jrl 300 or 300Z and an advanced-level writing course to be selected from the following: A Eng 300Z, 308Z, 309Z (for students interested in scientific, political or economic journalistic writing) or 400Z.

The remaining credits are to be selected from other writing courses cited above and/or from A Jrl 364, 365, 397, 400; R Pos 205, 365, 427Z; A Com 238, 265, 336 (when the topic is "Rhetoric of the New Journalism"); A Soc 255, and independent study in various departments when the subject involves journalism. Students may include other courses to prepare themselves for a specialized branch of journalism, but no more than two courses in this category may be included in the minimum 18 credits for the minor.

Approval of the director is required for such courses to be included. Skill in writing is a specific requirement for the minor. This must be demonstrated by the end of the junior year through submission of a substantial sample of the student's writing to the director of the journalism program. Therefore, the signature of the director is required for students wishing to declare this minor. On the basis of the student's previous experience and ability, the requirement of A Jrl 300 may be waived by the director of the program.

JUDAIC STUDIES A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level) from course work in the Department of Judaic Studies or other relevant departments. No more than 4 credits from among A Heb 450 or A Jst 450 or 490 may be applied to the minor.

KOREAN STUDIES A minimum of 21 graduation credits of which 15 must be A Eak 102, 201 and 202. The remaining 6 credits may be earned from any A Eak or A Eas course except A Eak 101 and A Eas 220.

LATIN AMERICAN AND CARIBBEAN STUDIES A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level) to include: A Lcs 100 or 100Z; A Lcs 150 or 150Z or 201 or 302; A Lcs 102 or 269; and 9 additional credits in course work with an A Lcs prefix.

LIBRARY AND INFORMATION SCIENCE A minimum of 18 graduation credits including I Csi 101 or 201 or B Itm 215; I Ist 523 (various suffixes); I Ist 601; I Ist 602, and two additional I Ist electives at the 500 level or higher, as advised. **Open only to students in combined bachelor/master IST programs in the Department of Information Studies.**

LINGUISTICS A minimum of 18 graduation credits, including A Lin 220, A Lin 321 or 322, and 6 additional credits in courses with an A Lin prefix. (A Lin 289 may not be used to satisfy the requirements for the minor.) The remaining credits may be selected from courses with an A Lin prefix or from the following courses which are approved electives within the linguistics major: A Ant 424; A Clc 125; A Com 373, 465; I Csi 101, 201, or 310; A Eng 311; A Fre 306, 406, 450; A Heb 203; A Phi 210, 332, 415, 432; A Por 402; A Psy 365, 381; A Spn 401, 402, 405; one of the following: A Psy 210, A Mat 108, or A Soc 221.

MATHEMATICS A minimum of 18 graduation credits in courses with an A Mat prefix numbered 105 or higher. These credits must include a minimum of 12 credits at or above the 200 level.

MEDICAL ANTHROPOLOGY A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) as follows: A Ant 110; at least 6 credits from the series A Ant 119, 364, 365, 418 or 418Z, and 450Z; at least 3 credits from the series A Ant 311, 311Z, 319, 414, or 414Z; additional courses may include the following: A Bio 117, 209, 308, 407; and A Soc 359.

MEDIEVAL & RENAISSANCE STUDIES A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) including 3 credits from History courses, 3 credits from Literature and Philosophy courses, 3 credits from Art and Music courses. The remaining 9 credits are to be selected from any of the approved courses listed below.

History Core Courses: A His 338, 391 (when appropriate).

History Elective Courses: A His 235 or 235Z; A Jst 343 or 343Z; A Spn 313.

Literature and Philosophy Courses: A Eng 289, 291, 341, 345, 348, 421, 422, 425; A Ita 421, 441; A Jst 430; A Phi 311, 312; A Spn 311, 482.

Art and Music Courses: A Arh 331, 332, 341, 342; A Mus 205, 230, 287 (when appropriate).

MUSIC A minimum of 18 graduation credits to include A Mus 100, one course chosen from 185, 186, 187, or 287; 230, 231, 245, 247.

ORGANIZATION STUDIES A minimum of 18 graduation credits selected from the following courses: A Com 369; A Eco 370; A Psy 341/341Z; A Psy 450; A Soc 342/342Z; A Soc 357; A Soc 450Z; A Soc 494; R Pad 302; R Pad 303; R Pad 329. A student may petition the director of the minor program to take a course not listed. Prerequisites for courses in the minor: A Com 369 – A Com 265 or permission of instructor; A Eco 370 – A Eco 110 and A Eco 111; A Psy 341/341Z – A Psy 101, 210 or equivalent statistics course or permission of instructor; A Soc 342/342Z, Soc 357, Soc 450Z – A Soc 115 or 115 or permission of instructor, R Pad 302 – only one of R Pad 302 and R Pub 302 may be taken for credit; R Pad 303 – junior or senior class standing; R Pad 329 – only one of R Pad 329 and R Pub 329 can be taken for credit – prerequisites: R Pos 101 or 101Z and 102, or junior or senior class standing.

PHILOSOPHY A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) from course work with an A Phi prefix, including at least two of the following: A Phi 110, 210, 212, 310, 312.

PHYSICS A minimum of 18 graduation credits as follows: A Phy 140 or 141, 150 or 151, 240 or 241, and 250; and at least two courses with an A Phy prefix at the 300-level or above.

POLITICAL SCIENCE A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) from course work with an R Pos prefix, including R Pos 101.

PORTUGUESE A minimum of 18 graduation credits from course work with an A Por prefix.

PSYCHOLOGY A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) from course work with an A Psy prefix, including A Psy 101 or 102.

PUBLIC POLICY 18 credits, including. R Pub 140, R Pad 303, R Pad 329, R Pub 340/R Pos 340, and two courses chosen from the following courses: R Pad 204, R Pad 302, R Pub 303/R Pad 304, R Pad 307, R Pub 316, 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.

RELIGIOUS STUDIES A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) including A Phi 214 and one of the following methodological courses: A Ant 363, A Phi 322. Of the remaining credits, 6 credits must be chosen from core courses, the remainder from either core or supplementary courses or, with the approval of the director of the program, other course offerings. No more than 9 credits from any one department may be included in the minimum 18 credits required for the minor.

Core Courses A Rel 100, 299, 397, 499; A Aas 341; 363; A Clc 402; A Clc 403; A Eac 344; A Eng 221; A Heb 203, 390; A His 235 or 235Z, 324; A Jst 150, 280, 281Z, 335, 430; A Phi 216, 322, 342, 344, 346, 412; A Spn 313. In addition, special topics courses (e.g., A Eng 378, A Jst 326, A Jst 499, A Phi 340, A Psy 450 or 450Z) may be included when the given topic directly concerns religious studies.

Supplementary courses: A Ant 243, 364; A Arh 303 (or 303Z); A Cla 207Z or 207; A Clc 105Z or 105; A Clg 103 or A Rel 103, A Clg 104 or A Rel 104; A Cll 403; A Eng 289, 348; A Gog 402 or 402Z; A His 339, 381, 425, 463; A Cas 160Z, 222; A Ita 421; A Jst 251, 252, 253, 341Z, 342Z, 343 or 343Z; A Phy 201Z or 201; A Rus 251; R Ssw 220.

RHETORIC AND COMMUNICATION A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) from course work with an A Com prefix.

RUSSIAN AND EAST EUROPEAN STUDIES A minimum of 18 graduation credits from among the following with no more than 6 credits from any one prefix: A Gog 371; A His 352 or 352Z, 353 or 353Z, 354 or 354Z, 355 or 355Z; R Pos 354, 356, 452Z; A Rus 161 or 161Z, 251, 252, 253.

RUSSIAN A minimum of 18 graduation credits in courses with A Rus prefix as advised with at least 9 credits in course work at the 300 level or above and/or in courses requiring at least one prerequisite course.

SOCIOLOGY A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level) from course work with an A Soc prefix, including A Soc 115 or 115Z.

SPANISH A minimum of 18 graduation credits from course work with an A Spn prefix above A Spn 100, including A Spn 205 or 206, 207 (or an additional 3 credit Spanish course above the 101 level), and 301 or 301Z.

STATISTICS A minimum of 18 hours graduation credits in courses with an A Mat prefix numbered 105 or above, including either (1) A Mat 367, 368, and 369 or (2) A Mat 367, 467, and 468. NOTE: This minor is *not open to students with a major in Mathematics.*

THEATRE A minimum of 18 graduation credits from course work with an A Thr prefix, 9 or more of which must be in courses at or above the 300 level. Internship credits (A Thr 390 and 490) may not be used to satisfy minor requirements.

Students are urged to seek departmental advisement in planning their minors and in selecting courses. General suggestions for planning a minor follow:

Students interested in performance are advised to take A Thr 130 or 135 or 235, 221 or 222, 240, and 9 credits from the following: A Thr 300, 310, 320, 322 or 322Z, 340, 341, 343, 345, 350, 351, 406Z, 440, 446, 447, and 449.

Students interested in design and technical theatre are advised to take A Thr 130 or 135, and 15 credits from the following, 9 of which must be at or above the 300 level: A Thr 210Z, 235, 250, 260, 263, 270, 280, 315, 360, 365, 370, 371, 375, 380, 385, 386, 448, 465 and 470.

Students interested in literature, history and theory are advised to take A Thr 221 and 222 and 12 credits from the following, 9 of which must be at or above the 300 level: A Thr 210Z, 225, 320, 322 or 322Z, 406Z, 430, 455, and 456.

URBAN EDUCATION A minimum of 21 graduation credits, including the 12-credit core (E Edu 275 or A Rel 275; E Edu 375; E Edu 400 or E Edu 401; E Edu 427) and 9 elective credits as advised by the minor adviser in the Office of Urban Education (442-5150).

The following are examples of some courses that might be used as electives in this minor: A Aas 221, 240, 331, 333, 370, 440; A Ant 119, 146, 343, 351/351Z, 372/372Z, 424; A Com 371; A Eas 321; A Eco 341/341Z; A Gog 125, 220, 321; A His 300/300Z, 318/318Z, 325/325Z; A Lcs 201, 240, 282, 302, 321; A Pln 220, 425; A Soc 282, 371/371Z, 373, 375, 440Z; A Spn 322; A Wss 240. Other courses, transfer work, specific topics courses, etc. may also be used if approved by the minor adviser in the Office of Urban Education (Ed B20).

URBAN STUDIES AND PLANNING A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level) as follows: A Gog 125, A Gog 225 or 225Z, and either A Gog 220 or A Pln 220; and 3 courses from A Ant 334, 372 or 372Z; A Eas 321; A Eco 341 or 341Z, 456Z; E Edu 400, 401, 427; A Gog 321, 324, 330, 480 495, 496; A His 303Z, 317 or 317Z, 318 or 318Z; A Lcs 321; A Pln 315Z, 320 or 320Z, 330, 425, 426, 430, 432, 436, 437, 443, 449, 451, 452 (formerly 450), 455, 456, 474, 475, 476, 485, 490, 490, 497; R Pos 321, 323, 424; R Pub 321; A Soc 371, 373, 375, 473Z.

U.S. LATINO STUDIES A minimum of 18 required credits in LCS courses. At least 9 of these credits should be at the 300 level or above.

Required courses for the minor. 9 credits to include the following courses: A Lcs 100, 201, and 269. Nine additional credits from the following courses: A Lcs 318, 357, 359, 374, 402, 415, and 475, or any other appropriate LCS courses as advised.

WOMEN'S STUDIES A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level), including either A Wss 101/101Z or A Wss 220/220Z or A Wss 240/240Z. In addition to A Wss prefix courses, any course cross-listed with Wss (from Africana Studies, Anthropology, Art, Classics, East Asian Studies, English, Judaic Studies, Latin American, Caribbean, and U.S. Latino Studies, Philosophy, Political Science, or Sociology) will count towards the requirement, as will A His 256 and A His 293. Special Topics courses in other departments that focus on women's issues are also acceptable with the approval of the Chair of the Women's Studies Department or when offered as A Wss 299, 399, or 498.

Student-Initiated Interdisciplinary Minors

A student wishing a minor for which no existing title is appropriate must submit a proposed minor to the Interdisciplinary Studies Committee. The subject area and the combination of courses must be interdisciplinary in nature and must have been approved by the student's major adviser before consideration by the Interdisciplinary Studies Committee. If approved, the minor will be listed as "Interdisciplinary" on the Academic Record.

The proposed minor must consist of 18-24 graduation credits which must include a *minimum of 9 credits in course work requiring one or more prerequisite courses or courses at or above the 300 level.*

For an interdisciplinary minor, there must be course work from at least *two* different departments/programs/schools; it must have a faculty sponsor who is familiar with the focus of the minor.

Further information and application procedures may be obtained by contacting Mr. Richard Collier in the Office of the Dean of Undergraduate Studies, LC 30, 518-437-3747.

THE GENERAL EDUCATION PROGRAM

The General Education Program applies to all students admitted to the University with basis of admission "FRESHMAN" in fall 2000 and thereafter and with basis of admission "TRANSFER" in fall 2002 or thereafter if the transfer student first matriculated at a college or university in fall 2000 or thereafter.

Students who transferred to Albany before fall 2002 or who matriculated at Albany or elsewhere before fall 2000 are required to fulfill the upper division Writing requirement but are *not* required to meet the other requirements of the General Education Program.

The General Education Program at the University at Albany proposes a set of knowledge areas, perspectives, and competencies considered by the University to be central to the intellectual development of every undergraduate. The Program is divided into three areas–Disciplinary Perspectives, Cultural and Historical Perspectives, and Communication and Reasoning Competencies.

The General Education Program is intended to provide students with a foundation that both prepares them for continued work within their chosen major and minor fields and gives them the intellectual habits that will enable them to become lifelong learners. Courses within the program are designed not only to enhance students' knowledge, but also to provide them as well with new ways of thinking and with the ability to engage in critical analysis and creative activity.

Courses in the area of *Disciplinary Perspectives* emphasize multiple perspectives, enabling students to understand that subjects may be approached in a variety of ways and that different disciplines approach subjects in different ways. These courses prepare students for careers that will put them into contact with persons from different disciplinary backgrounds.

Courses in the area of *Cultural and Historical Perspectives* are designed to help students develop an understanding of their own identity and of their relation to various communities, and to increase their ability to interact effectively with persons from different cultural and regional backgrounds. Courses that focus on U.S. History and U.S. Diversity and Pluralism enable students to explore the U.S. as a nation, how it has developed, and how it relates to other areas of the world. Courses that focus on cultures, regions, and nations beyond the U.S. and on global and cross-cultural issues enable students to recognize the complexity and interconnectedness of the larger world.

Finally, courses in the area of *Communication and Reasoning Competencies* are designed to provide students with an enhanced ability to communicate with others, both through the written and spoken word, and to enable them to take advantage of computing technology as a medium of communication. Courses in this area are also designed to develop students' ability to reason in a variety of symbolic systems and contexts.

Students are encouraged to reflect on their General Education Program, to explore the relation of requirements to each other, to measure any given course against the stated goals for its specific category and for the program, and to use the experience of General Education to develop their own understanding of what constitutes a meaningful university education.

The characteristics of and the rationale and goals for the specific requirements of the General Education Program are discussed in greater detail below.

Characteristics of General Education Courses

The General Education Program as a whole has the following characteristics. Different categories within the Program emphasize different characteristics.

General education offers explicit understandings of the procedures and practices of disciplines and interdisciplinary fields.

General education provides multiple perspectives on the subject matter, reflecting the intellectual and cultural diversity within and beyond the University.

General education emphasizes active learning in an engaged environment that enables students to become producers as well as consumers of knowledge.

General education promotes critical thinking about the assumptions, goals, and methods of various fields of academic study and the interpretive, analytic, and evaluative competencies central to intellectual development.

The General Education Program at the University at Albany consists of a **minimum of 30 credits of coursework** in the following areas: disciplinary perspectives, cultural and historical perspectives, and communication and reasoning competencies.

The General Education Program is summarized in the following table:

Requirements of the Program

Disciplinary Perspectives:	
Arts	(min. 3 crs)
Humanities	(min. 3 crs)
Natural Sciences	(min. 6 crs)
Social Sciences	(min. 6 crs)
Cultural and Historical Perspectives:	
U.S. Historical Perspectives	(min. 3 crs)
Europe	(min. 3 crs)
Regions beyond Europe	(min. 3 crs)
Global and Cross-Cultural Studies	(min. 3 crs)
U.S. Diversity and Pluralism	(min. 3 crs)
Communication & Reasoning Competencies:	
Information Literacy	(min. 1 course)
Oral Discourse	(min. 1 course)
Written Discourse:	
Lower-level Writing	(min. 1 course)
Upper-level Writing	(min. 1 course)
Mathematics and Statistics: one semester of collegiate study, or the equivalent, of mathematics at or above the level of pre-calculus and/or probability, statistics, and data analysis	
Foreign Language: two semesters of collegiate study, or the equivalent, of a foreign language	

While the majority of General Education courses are at the 100 and 200 level, particularly in the category of Disciplinary Perspectives, the General Education Program at the University at Albany is conceived as extending throughout the four years of undergraduate study. Indeed, certain requirements, such as those in U.S. History, Global and Cross-Cultural Studies, and Oral Discourse, may be more appropriately completed during the junior and senior year. Students are encouraged, however, to complete the requirements in the category of Disciplinary Perspectives during their first two years. In addition, the Information Literacy and the lower-level writing requirement are expected to be completed within the freshman or sophomore year.

Students may not use the same course to fulfill both the Arts and the Humanities categories. Otherwise, if a course fulfills more than one category, students may use the course to fulfill all of those categories. Although such "double counting" may reduce the number of credits needed to fulfill General Education, to graduate from the University each student must have satisfactorily completed a minimum of thirty (30) graduation credits in courses designated as General Education requirements. If a course fulfilling a General Education category also meets a major or minor requirement, there is no prohibition against counting the course toward General Education and the major or minor.

Overview of the General Education Categories

The humanities and arts, natural sciences, and social sciences are commonly considered to be the core of a liberal arts education. Courses in the category of *Disciplinary Perspectives* are designed to familiarize students with the objectives, assumptions, subject matters, methods, and boundaries of knowledge organized in terms of academic disciplines. Requirements in this category seek to introduce students to a broad range of disciplinary and interdisciplinary perspectives and areas of knowledge.

Equally central to a liberal arts education is an understanding of history—the recognition that the world we inhabit today had its origins in and has been shaped by the events of the past, and that to understand our current situation we must try as best we can to understand the past. Of similar importance is an understanding of the origins, development and significance of human cultures, and the recognition of cultural distinctiveness and multiplicity. Courses in the category of *Cultural and Historical Perspectives* are designed to increase students' understanding of the history of this nation (U.S.), of its cultural diversity (U.S. Diversity and Pluralism), of histories and cultures that have played a major role in the development of the U.S. (Europe), and of cultures and histories beyond those of the U.S. and Europe (Regions beyond Europe).

In addition, these courses seek to introduce students to the complex intersections of the local and global, and to the different perspectives that emerge from a focus on the national, the regional, the global, and the cross-cultural. 21st century students will inhabit an environment increasingly characterized by global dynamics in which decisions made in the United States will affect the lives of people elsewhere and decisions made elsewhere will affect the lives of people in the United States. Moreover, they will inhabit an environment increasingly shaped by forces that transcend national borders and that are reconfiguring the globe's regions and cultures in the service of various economic and political interests. Courses approved for Global and Cross-Cultural Studies provide students with an opportunity to examine the global forces that give rise to and shape nations, cultures and regions, and to explore the larger perspectives that emerge from cross-cultural comparisons. The *Foreign Language* requirement is also designed to enhance students' global awareness and to expand their knowledge of different cultures.

The *U.S. Diversity and Pluralism* requirement reflects the University at Albany's long-standing commitment to respect for difference, to civic dialogue as a means of negotiating conflicts in cultural and political values arising from human diversity, to understanding the relation of cultural pluralism to political democracy, and to the development of socially responsible citizens. Courses in this category are designed to introduce students to the diversity of cultures that make up the United States, as well as to the historical, political, and economic forces that have led these cultures to develop differently and to be accorded different significance. Approved courses frequently focus on key issues of current concern (e.g., the gay rights movement), setting these issues in the context of how a democratic society defines majorities and minorities and understands the rights and responsibilities of each.

The General Education Program is designed to provide students with a set of competencies essential both for academic success and for becoming effective citizens of the 21st century, including the requirement in *Mathematics and Statistics*, the *Information Literacy* requirement, and the *Written and Oral Discourse* requirements.

Definition of Each General Education Category

DISCIPLINARY PERSPECTIVES CATEGORIES

THE ARTS: Approved courses provide instruction in or about a medium of creative expression. Courses may focus on the physical practice and techniques of the medium, on its critical and theoretical interpretation, on its historical development, or on a combination of these approaches. Courses explicate the methods used to study and critique the medium as a vital element of personal or cultural expression and exchange.

Approved courses generally fall into one of four categories (for majors and/or non-majors):

Courses about the development and interpretation of a medium:
- (1) introductions to the disciplines;
- (2) introductions to subfields in the disciplines;

Courses on the physical practice of a medium (studio art, creative writing, music composition or performance, dance, and theatre acting, directing or stagecraft):
- (3) instructional courses on the skills and methods required and their critical evaluation;
- (4) courses focused upon performance.

Note: The requirement calls for three credits. In the case of categories 3 and 4 (skills and performance), where approved courses may bear only one or two credits, the requirement may be fulfilled through two or three courses with a minimum total of three credits.

HUMANITIES: Approved courses are concerned with defining and disputing that which is understood to be quintessentially "human": studying language, texts, thought, and culture; their definition, interpretation, and historical development; and their reflection of human values, beliefs, and traditions. Courses in a variety of disciplines explicate the underlying assumptions, methods of study, practices, theories, and disputes appropriate to those disciplines.

Approved courses generally fall into one of three categories (all open to majors and non-majors):
- (1) introductions to basic materials and methods in the disciplines;
- (2) introductions to subfields or groupings of materials in the disciplines;
- (3) literature and culture courses taught in a foreign language higher than the third-semester level.

NATURAL SCIENCES: Approved courses show how understandings of natural phenomena are obtained using the scientific method, including data collection, hypothesis development, employment of mathematical analysis, and critical evaluation of evidence. Courses provide an overview of major principles and concepts underpinning a discipline's current base of knowledge and discuss major topics at the current frontiers of disciplinary knowledge. Courses show how answers to fundamental questions in science can change the world in which we live and often explore how social issues can influence scientific research. Opportunities for scientific inquiry within laboratory and/or field settings may be provided.

Approved courses generally fall into one of three categories:
- (1) introductions to scientific disciplines, designed for majors, non-majors, or both;
- (2) introductions to disciplinary subfields, designed for majors, non-majors, or both;
- (3) courses open to majors and non-majors on broad topics that are addressed by one or more scientific disciplines and which may focus on the application of science to practical issues.

SOCIAL SCIENCES: Approved courses provide theory and instruction on the role of institutions, groups and individuals in society. The focus of these courses is on the interaction of social, economic, political, geographic, linguistic, religious, and/or cultural factors, with emphasis on the ways humans understand the complex nature of their existence. Courses include discussion of skills and practices used by the social sciences: data collection, hypothesis development, employment of mathematical analysis, and critical evaluation of evidence. Opportunities to experience social science methods in the field may be provided.

Approved courses generally fall into one of three categories:

(1) introductions to the various disciplines of the social sciences;

(2) introductions to disciplinary subfields, designed for majors, non-majors, or both;

(3) courses open to majors and non-majors on broad topics that are addressed by one or more social scientific disciplines.

CULTURAL AND HISTORICAL PERSPECTIVES CATEGORIES

U.S.: Approved courses focus on specific narratives or themes in the historical unfolding of the United States, including political, economic, social, cultural and/or intellectual dimensions. All courses will feature an explicitly historical organization; deal with topics of national, as opposed to regional or local, import; and consider a topic of sufficient specificity for the course to be coherent, but over a period long enough to ensure that the historical dynamic is clearly visible. Students should acquire knowledge of substance and methods for comprehending the narratives or themes presented.

Certain of these courses will balance topical focus and chronological breadth. A student who has achieved a score of 85 or above on the Regents Examination in "United States History and Government" will be considered to have fulfilled the chronological breadth criterion. Therefore, such a student has the choice of fulfilling the requirement by completing a course chosen from the basic list available to all students or from a list of more specialized courses. Each of the more specialized courses covers to some extent a knowledge of common institutions in American society and how they have affected different groups, provides an understanding of America's evolving relationship with the rest of the world, and deals substantially with issues of American history.

EUROPE: Approved courses focus on the development and distinctive features of the institutions, economies, societies, and cultures of Europe. Approved courses offer either an explicitly historical approach or emphasize the narratives whereby European cultures have come to gain their specific identity. Preferably, approved courses will have a broad cultural or historical perspective; courses with a more narrow chronological focus or a more specialized narrative topic will relate these interests to larger issues in the history and cultural development of Europe.

REGIONS BEYOND EUROPE: Approved courses focus on specific cultures (other than those of the United States and Europe) or the world's regions. Courses emphasize the features and processes whereby cultures and regions gain their specific identity. Approved courses will balance topical focus with chronological breadth. Courses may also engage students in considerations of the "local" as opposed to the "global."

GLOBAL AND CROSS-CULTURAL STUDIES: Approved courses engage students in comparative and integrative analyses. Courses offer global perspectives on historical or contemporary events; comparisons between societies, regions, or nations; or models for engaging in global and cross-cultural study. Courses emphasize the dynamic interaction between and among cultures, regions, and nations, and the global forces that give rise to and define cultures, regions, and nations.

U.S. DIVERSITY AND PLURALISM: Approved courses focus primarily on contemporary experiences in the United States. Courses offer students perspectives on the diversity and pluralism of U.S. society with respect to one or more of the following: age, class, disability, ethnicity, gender, race, religion, and sexual orientation. Given that categories of diversity and pluralism intersect, approved courses will, wherever possible, deal with more than one category.

Approved courses provide students with substantial knowledge of diversity and pluralism as expressed through social, political, ideological, aesthetic, or other aspects of human endeavor. Drawing on the experience of specific groups, courses explore the theories, dynamics, mechanisms, and results of diversity and pluralism, including the sources and manifestations of controversies and conflicts.

Opportunities for student writing and discussion are central to the objectives of the courses in this category. Whenever possible, courses will include at least one writing component, discussion sections, breakout sessions, in-class groups or comparable mechanisms permitting discussion.

COMMUNICATION AND REASONING COMPETENCIES CATEGORIES

INFORMATION LITERACY: Approved courses introduce students to various ways in which information is organized and structured and to the process of finding, using, producing, and distributing information in a variety of media formats, including traditional print as well as computer databases. Students acquire experience with resources available on the Internet and learn to evaluate the quality of information, to use information ethically and professionally, and to adjust to rapidly changing technology tools. Students must complete this requirement within the freshman or sophomore year.

Approved Criteria for Information Literacy Courses: Courses that satisfy the Information Literacy requirement will have three characteristics:

Classroom activities on finding, evaluating, citing, and using information in print and electronic sources from the University Libraries, World Wide Web, and other sources. Courses should address questions concerning the ethical use of information, copyrights, and other related issues that promote critical reflection.

Assignments, course work, or tutorials that make extensive use of the University Libraries, World Wide Web, and other information sources. Assignments should include finding, evaluating, and citing information sources.

At least one research project that requires students to find, evaluate, cite, and use information presented in diverse formats from multiple sources and to integrate this information within a single textual, visual, or digital document.

WRITTEN DISCOURSE: Students must satisfactorily complete with grades of *C* or higher or *S* a lower division Writing Intensive course, which is expected to be completed within the freshman or sophomore year, and a Writing Intensive course at or above the 300 level, normally completed within the student's major. These courses use writing as an important tool in the discipline studied and are not designed primarily to teach the technical aspects of writing. The emphasis is on using writing as a means of sharpening critical thinking in and understanding of the subject.

Approved courses must meet each of the following four criteria:

A Substantial Body of Finished Work: This is generally expected to be a total of 20+ double-spaced pages in at least two, preferably more, submissions. It may be in a variety of forms—journal, reports, essays, research papers, etc.—not all of which need to be graded.

Opportunity for Students to Receive Assistance in Progress: Such assistance may take several forms, from visits to the Writing Center (HU-140) to conferences with the instructor.

Opportunity to Revise Some Pieces: As revision is an essential characteristic of good writing, students should be able to revise some portion of their work.

Response to Student Writing: Such response may take several forms—from extended comments from the instructor to peer evaluation in student groups. It is expected, however, that the instructor will respond in detail to some extended work of the student.

Note: Transfer students who enter the University with credit for an "English Composition" course or a two-semester combined literature and writing course will be considered to have completed the lower-level writing intensive requirement at this University.

ORAL DISCOURSE: Approved courses provide opportunities for students to develop the oral communication skills they need to participate more effectively in public and academic debates and discussions. Courses offer opportunities to participate in a variety of communication contexts and to reflect on the principles and theory relevant to specific oral communication activities. Approved courses include instruction on presentation, as well as feedback and evaluation of oral performance. Feedback can occur in various forms, including peer evaluation in student groups, but it is expected that the instructor will also provide feedback to students on their performance. To fulfill both the spirit and the letter of this requirement, wherever possible courses should have no more than 25 students enrolled.

Approved courses generally have a minimum of two exercises in which oral performance is required and graded. An oral performance exercise can be accomplished in any of the following activities, either live or in a crafted recording:

- A discussion within a group, where each member will be required to make 3-5 "paragraph-length" contributions in the course of the discussion
- A question and answer dialogic process where the student fields a succession of questions or asks a succession of questions that build on and comment upon prior answers
- A rehearsal theatrical presentation or interpretive reading
- A stand-up monologue presentation of a minimum of 3-5 minutes
- A debate where each participant speaks for a minimum of 3-5 minutes

Students will be made aware of the criteria that will be used for evaluation of their oral performances Examples of criteria that may be used include persuasiveness, organization, presentation of evidence, validity of argument, contact with the audience, vocal punctuation and expressiveness, oral language style suited to the exercise, appropriate volume and pace of speech, poise and comfort, vocal fluency, eye contact, and active listening.. The final grade in oral intensive courses will include the grade for oral performance as a key component.

MATHEMATICS AND STATISTICS: Approved courses introduce students to or extend their knowledge of pre-calculus, calculus, discrete mathematics, probability, statistics and/or data analysis. Courses may be offered in the Department of Mathematics and Statistics and in other departments that have expertise in quantitative reasoning and data analysis and that offer appropriate courses, particularly in statistics or discrete structures. A student who has achieved a score of 85 or above on the Regents "Math B" Exam (former "Mathematics Course III" Exam) or on a recognized standardized examination indicating readiness to enter pre-calculus will be considered to have fulfilled this requirement.

FOREIGN LANGUAGE: Basic proficiency in the understanding and use of an ancient or modern human language other than English as demonstrated by:

- the satisfactory completion of the *second college semester* (i.e., level Elementary II) of foreign language study or its equivalent; or
- passing a Regents "Checkpoint B" Examination or a Regents-approved equivalent with a score of 85 or above; or
- demonstration of competency in a language other than English, including languages not currently offered for formal instruction at this university; or
- satisfactory completion of at least one college semester in a study abroad program in a country where English is not the primary language of instruction.

Transition and Implementation

A. Students admitted to the University whose basis of admission is "FRESHMAN":

The requirements will apply to all students whose basis of admission is *"freshman" who matriculate at the University in Fall 2000 or thereafter*.

B. Students admitted to the University whose basis of admission is "TRANSFER":

The requirements do <u>not</u> apply to students whose basis of admission is "transfer" who matriculated at an accredited college or university *prior to Fall 2000*; these students instead are required to meet the "Continuing" (1992) General Education requirements for transfer students.

The requirements will apply to all other students whose basis of admission is *"transfer" and who matriculate at the University in Fall 2002 or thereafter.*

For at least the next few years, the Office of Undergraduate Studies will provide through the print and web versions of the *Undergraduate Bulletin* and through other media as deemed necessary, a full description for both the 1992-2000 and the 2000+ general education requirements. Students who feel their placement within either system of general education requirements is inappropriate to their circumstances or may cause undue hardship may appeal to the General Education Committee through the Office of Undergraduate Studies.

In accordance with the Trustees' policies, if a student from a SUNY state-operated campus or SUNY community college has fulfilled, as determined by the policies of the other SUNY campus, one or more of the Trustees-mandated general educational categories, the University at Albany will also consider the student to have fulfilled that category or those categories. This is true even if 1) Albany requires more credits or courses for the given category; 2) the requirement is fulfilled by a course whose Albany equivalent does not fulfill the same requirement; 3) the student received a non-transferable but minimally passing grade in the course; 4) due to limits on total transferable credits, the student is unable to include that course among those transferred to Albany; 5) the student was waived from the requirement based on high school achievement or other standards different from those employed by Albany; or 6) the student was covered by a blanket waiver of the requirement by the SUNY Provost because the other SUNY campus was not yet able to implement the given requirement.

The same principle of reciprocity should apply to students who transfer from non-SUNY schools. If a course approved for transfer from a non-SUNY school is deemed to be equivalent to a University at Albany course that meets a general education requirement, the student shall be considered to have fulfilled the Albany general education category represented by that course. This is true even if 1) Albany requires more credits or courses for the given category; 2) the student receives a non-transferable but minimally passing grade in the course; or 3) due to limits on total transferable credits, the student is unable to include that course among those transferred to Albany.

The foregoing conditions only apply to prematriculation credits.

The only exception to the policies outlined above are the University's Global and Cross-Cultural Studies requirement, the U.S. Diversity and Pluralism requirement, and the upper division Writing Intensive requirement. These requirements shall be considered "local" campus requirements, independent of the SUNY Trustees' system of General Education, and shall be required of all students whose basis of admission is "transfer" who matriculate at the University in fall 2002 or thereafter. Students may continue to present credit for courses the University deems equivalent to these requirements, but for the transfer course to fulfill the upper division writing requirement it must be completed with a grade of *C* or better or a grade of *S*.

Students who feel they have not been appropriately accorded equivalence for any given course or courses are encouraged to consult with their academic adviser; if the academic adviser determines that the student has not been awarded appropriate equivalency, the student or the adviser may then appeal the decision through established procedures.

Students who believe their transfer work or academic circumstances may justify a waiver or substitution for part of the general education requirements may appeal to the General Education Committee through the Office of Undergraduate Studies (LC 30). As the requirements are implemented, the units considering transfer equivalencies should, if there is demonstrable ambiguity, decide in favor of the transfer student.

C. Transfer Credit D Grades:

Except for the University's writing requirements, for which a grade of *C* or higher or *S* is required, either *pre-* or *post*matriculation transfer work graded *D+*, *D* or *D-* in a course that applies to one or more of the University's General Education requirements may be applied toward fulfilling the requirements, even if the student receives no graduation credit for the course.

Administration of the Program

The Dean of Undergraduate Studies is responsible for the administration of the program, including interpretation of legislation, assessing the number of seats required and communicating that information to Deans, evaluation of courses, faculty development and program assessment. The Dean shall also have the explicit authority to grant waivers and make appropriate substitutions for individual students, and to decertify courses that do not meet the program's standards. The Dean shall have sufficient material and human resources to meet these responsibilities.

The General Education Committee, appointed by the Dean, will advise the Dean on these matters. The General Education Committee shall have between 12 and 15 members, with broad representation across the University, and shall be chaired by the Associate Dean for Undergraduate Studies with specific responsibility for the General Education Program.

Course proposals originate in departments or programs, pass through college and school curriculum committees where appropriate, and are reviewed by the General Education Committee. It is the responsibility of the Dean and of the General Education Committee to insure that course proposals meet the values and criteria of the General Education Program. New course proposals must also be approved by the Undergraduate Academic Council of the University Senate; revisions to existing courses designed to qualify them for the general education program will be reviewed only by the General Education Committee.

The General Education Committee will review approved courses on a regular cycle of three years. At the end of the review process, the committee will continue the course for another three-year cycle, suggest revisions necessary for its continuance, or designate the course to be discontinued as a general education course, effective at the end of the spring term of the next academic year. Any decision to discontinue a course must provide sufficient opportunity for appeal and revision.

General Education Courses

The *most up-to-date* information on courses approved for General Education categories can be found on the General Education website's "General Education Lookup" page:

(http://www.albany.edu/gened/search/search.shtml).

On myualbany, the "Search Class Schedules" capability also allows students to search for courses in a *term* that fulfill one or more of these General Education categories. This same search capability exists from the University's homepage:

http://www.albany.edu/schedule_of_classes/

to find courses that meet one or more of the General Education requirements.

In addition, sections of courses that fulfill the categories Writing Intensive, Oral Discourse, and Information Literacy can be identified by the *suffix* of the course number:

Information Literacy

A section of a University at Albany course will fulfill the Information Literacy requirement if the course number ends in the suffix **X** or **V** or **U** or **T**.

Oral Discourse:

A section of a University at Albany course will fulfill the Oral Discourse requirement if the course number ends in the suffix **Y** or **W** or **U** or **T**.

Writing Intensive

A section of a University at Albany course will fulfill the Writing Intensive requirement if the course number ends in the suffix **Z** or **W** or **V** or **T**.

A 100- or 200-level course with one of those suffixes may be used to meet the lower division requirements; a 300-level or above course with one of those suffixes, the upper division requirement.

NOTE:

More than one printed and electronic version of approved course lists for the New General Education Program appeared in the past year. Students who believed they were fulfilling a requirement by taking a course that no longer appears on the list for that requirement category should bring this to the attention of the Dean of Undergraduate Studies, LC 30.

PROGRAMS AND COURSES

Information concerning specific programs of study may be found by referring to the sections in this bulletin headed University-Wide Offerings, College of Arts and Science, School of Business, School of Criminal Justice, School of Education, Educational Opportunities Program, Office of General Studies, College of Computing and Information, Office of International Programs, Nelson A. Rockefeller College of Public Affairs and Policy, School of Public Health, and School of Social Welfare).

Unit of Academic Credit

Generally, one credit represents the equivalent of one hour of lecture or recitation or at least two hours of laboratory work each week for one semester or the equivalent in honors study.

The number following each course title; e.g., (3), indicates the credits offered for that course.

Significance of Course Number

Each course offered by the University is assigned a designation and a number according to a plan that is outlined here. The specific course designation and number appears in the bulletin directly in front of the course title.

Each course designation consists of three separate units: (1) the school designation; (2) the subject or departmental designation; and (3) the course number.

The school or college offering a course is identified by a single letter as noted here.

- A College of Arts and Sciences
- B School of Business
- C College of Nanoscale Science and Engineering
- D former Division of Physical Education, Athletics, and Recreation
- E School of Education
- G International Studies
- H School of Public Health
- O Educational Opportunities Program
- R School of Criminal Justice, School of Information Science and Policy, Rockefeller College of Public Affairs and Policy, and School of Social Welfare
- T former General Education Honors Program Honors Tutorials
- U University-Wide Offerings
- X Regional Cross-Registration

The subject or departmental designation consists of three letters representing an abbreviation for the subject or the department offering the course.

Course Levels

Students ordinarily enroll in courses at the level appropriate to their class. The course number is a three-digit number assigned to the course by the academic unit offering the course. The first digit reflects the level at which the course is taught.

Some courses are given the designation a or b after the course number, indicating the first and second half, respectively, of a two-semester sequence. The level designations are noted here.

000-099 Noncredit courses [Exception: transfer courses having no counterpart at the University are sometimes evaluated as AHIS010, AENG030, etc., meaning 100-level History elective, 300-level English elective, and so on.]

100-299 Lower-division courses, with **200-299** primarily for sophomores. Courses designed to present a large body of information without expecting a mastery of detail (e.g., survey courses in history or literature) or to present general theoretical or methodological approaches (e.g., foundation courses in the social, natural and physical sciences) or to teach skills or techniques at an introductory level (e.g., general physical education) are considered to be lower division. Lower-division courses may be expected to include elementary and may include intermediate levels of subject matter competency but not advanced levels.

300-499 Upper-division courses, with **400-499** primarily for seniors. Courses offered primarily for those who are in the third and fourth years of their university education. The content should go beyond the introductory or survey level and, in the judgment of the faculty, will require prior academic achievement and experience.

500-599 First-year graduate courses (open to seniors with appropriate background and consent of major department chairs and the course instructors).

600-699 First-year graduate courses (open to superior seniors with the approval of their advisers and the written consent of their department chairs and the course instructors).

700+ Advanced graduate courses ordinarily beyond the master's degree and open only to graduate students.

Letter Suffixes for General Education Courses

The *General Education Program* employs the suffixes T, U, V, W, X, Y, and *Z* to identify writing intensive courses.

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
- [BE] = Regions Beyond Europe
- [DP] = U.S. Diversity and Pluralism
- [EU] = Europe
- [FL] = Foreign Language
- [GC] = Global/Cross-Cultural
- [HU] = Humanities
- [IL] = Information Literacy
- [MS] = Mathematics/Statistics
- [NS] = Natural Sciences
- [OD] = Oral Discourse
- [SS] = Social Sciences
- [US] = U.S. History
- [US*] = U.S. History expanded list
- [WI] = Writing Intensive

Equivalent Courses

If a course is cross-listed (considered equivalent) with a course from another department or school, the equivalent course is listed in parentheses after the course number with an equals sign.

Therefore, if a course fulfills a requirement for a major, minor, or general education category, *all* courses cross-listed with that course shall be considered to fulfill the same requirement.

Students who have received graduation credit for a cross-listed course may not also receive graduation credit for the equivalent courses(s) listed in parentheses.

If a course has had its number changed within the past four years, the prior number is listed in parentheses after the current course number. Unless expressly allowed to do so in the course description, students who have received graduation credit for a course under a previous course number may not also receive graduation credit for the same course under a new course number.

Repeatable Courses

If a course may be repeated for graduation credit, this will be indicated in the course description. Sometimes the repeatability is restricted and this is also indicated in the course description: "may be repeated once for credit," "may be repeated if topic differs," etc.

If the description does not indicate the course can be repeated for credit, then a student who takes and passes the same course more than once will only receive graduation credit for that course once.

THE UNIVERSITY IN THE HIGH SCHOOL PROGRAM

Gregory I. Stevens, Ph.D., Director

Karen L. Chico Hurst, M.B.A., Associate Director

The University in the High School Program, under the direction and sponsorship of the College of Arts and Sciences, is a partnership program between the University at Albany and participating secondary schools throughout New York State.

The Program allows qualified students to earn college credit while still in high school. By entering college with previously earned credits, they can hasten their graduation from college or explore a wider range of academic areas during a regular college sequence.

The following course work is currently available to program participants (see individual department, schools, or programs for course descriptions).The "S-U' option is not available in UHS courses. Other courses may be considered upon request:

Department of Art
A Art 105 Beginning Drawing
A Art 110 Two Dimensional Design
A Art 115 Three Dimensional Design
A Clc 110 Classical Roots: Great ideas of Greece and Rome

Department of Biological Sciences
A Bio 100 Contemporary Biology
A Bio 102 General Biological Sciences
A Bio 117 Nutrition

School of Business
B Acc 211 Financial Accounting

Department of Chemistry
A Chm 100 Chemical ABC's: Atoms, Bonds, and Citizen Consumers
A Chm 120 General Chemistry I
A Chm 124 Lab
A Chm 121 General Chemistry II
A Chm 125 Lab

Classics Program
See Department of Art
See Department of Languages, Literatures, and Cultures

Department of Communication
A Com 238 Introduction to Mass Communication

Department of Earth and Atmospheric Science
A Atm 100 The Atmosphere
A Geo 100 Planet Earth
A Geo 102 Planet Earth with Laboratory

Department of East Asian Studies
A Eac 201 Intermediate Chinese I

Department of Economics
A Eco 110 Principles of Economics I– Microeconomics
A Eco 111 Principles of Economics II– Macroeconomics
A Eco 202 The American Economy: Its Structure and Institutions

Department of English
A Eng 121 Reading Literature
A Eng 122 Reading Prose Fiction
A Eng 144 Reading Shakespeare
A Eng 222 Masterpieces of Literature
A Eng 226 Focus on a Literary Theme, Form or Mode
A Eng 243 Literature and Film
A Eng 296 Classics of Western Literature II: Ancient Epic to Modern Novel

Department of History
A His 100 American Political and Social History I
A His 101 American Political and Social History II
A His 130 History of European Civilization I

Department of Judaic Studies
A Jst 221 The American Jewish Experience

Department of Languages, Literatures and Cultures
A Cll 102 Elementary Latin II
A Cll 201 Introduction to Latin Literature I
A Fre 221 Intermediate French I
A Fre 222 Intermediate French II
A Ita 103 Intermediate Italian I
A Ita 104 Intermediate Italian II
A Rus 201 Intermediate Russian I
A Rus 202 Intermediate Russian II
A Spn 103 Intermediate Spanish I
A Spn 104 Intermediate Spanish II
A Spn 105 Spanish for Bilinguals I
A Spn 205 Spanish for Bilinguals II

Department of Mathematics and Statistics
A Mat 100 Precalculus Math
A Mat 101 Algebra and Calculus I
A Mat 108 Elementary Statistics
A Mat 111 Algebra and Calculus II
A Mat 112 Calculus I
A Mat 113 Calculus II
A Mat 214 Calculus of Several Variables
A Mat 220 Linear Algebra

Department of Music
A Mus 100 Introduction to Music
A Mus 110 Basic Music Theory
A Mus 140 Theory I

Department of Physics
A Phy 100 Contemporary Astronomy-The Cosmic Connection
A Phy 105 General Physics I
A Phy 108 General Physics II
A Phy 140 Introductory Physics I
A Phy 150 Introductory Physics II

Department of Psychology
A Psy 101 Introduction to Psychology
A Psy 203 Psychology of Child Development

Department of Sociology
A Soc 115 Introduction to Sociology

Department of Theatre
A Thr 107 Introduction to Dramatic Art
A Thr 210Z Play Analysis

Humanities Topics
A Cas 198 Special Topics in the Humanities

College of Computing and Information: Department of Computer Science
I Csi 101 Elements of Computing
I Csi 102 Microcomputer Software
I Csi 201 Introduction to Computer Science

Rockefeller College: Department of Political Science
R Pos 101 American Politics

School of Criminal Justice
R Crj 202 Introduction to Law and Criminal Justice

School of Public Health
H Sph 201 Introduction to Public Health

Science Research
A Cas 109 Intermediate Science Research
A Cas 110 Intermediate Methods of Research
A Cas 209 Advanced Science Research
A Cas 210 Advanced Methods of Research

THE COLLEGE OF ARTS AND SCIENCES

Dean
Joan Wick- Pelletier

Associate Dean, Academics
Jeanette Altarriba

Associate Dean, Research
Lawrence Schell

Assistant Dean, Facilities Management
Elizabeth Gaffney

Assistant Dean, Administrative Services
Dona Parker

Assistant Dean, Budget and Personnel
Steven Galime

Assistant Dean, Academic Program
Gregory Stevens

Assistant Dean, Development
Michael Messitt

The College of Arts and Sciences comprises the students and faculty of 25 departments offering majors and minors, as well as those working in a variety of cooperative interdisciplinary programs. These include the arts, computational sciences, humanistic studies, physical sciences, and social sciences. Study in the Arts and Sciences provides students with a liberal education, including knowledge and skills applicable to further study and to occupations in a great variety of fields.

The presence of research faculty and graduate students in the programs of the College affords undergraduate students the opportunity to study with scholars and researchers working at the cutting edge of their disciplines. Qualified advanced undergraduates, in accordance with University policy, may enroll in appropriate graduate courses.

Fields of study leading to majors in the College are actuarial and mathematical sciences, Africana studies, anthropology, art, Asian studies, atmospheric science, biology, chemistry, Chinese studies, computer science, computer science and applied mathematics, economics, English, French, geography, geology, Greek and Roman civilization, history, Italian, Judaic studies, Latin American studies, linguistics, mathematics, music, philosophy, physics, psychology, Puerto Rican studies, rhetoric and communication, Russian, Russian and East European studies, sociology, Spanish, theatre, urban studies and planning, and women's studies.

In addition, the college is responsible for interdisciplinary majors with concentrations in art history, biochemistry and molecular biology, earth and atmospheric science, East Asian studies, human biology, Japanese studies, medieval and Renaissance studies, and religious studies; and for minor programs in cognitive science, film studies, journalism, Hebrew, Japanese studies, and Portuguese.

For purposes of degree requirements for the B.A. and B.S. degrees, the following undergraduate courses offered by the college are defined as liberal arts and sciences: all courses except A Eaj 423, A Eco 495, A Heb 450, A Mat 204, A Mus 315, A Rus 395, A Thr 315.

Courses in this section are preceded by the prefix letter *A*.

Foreign Language Study Placement Policies

Foreign language placement is based on a student's current level of competence, as determined by placement procedures developed by the University's foreign language departments. Regulations covering foreign language placement and credit may be obtained from departmental offices offering the language in question.

The department, through a departmental representative, will assess the active skills in that language and will make a final placement decision for each student no later than the second class meeting of the course being recommended. A student may not earn graduation credit for a course in a language sequence if it is a prerequisite to a course for which graduation credit has already been earned.

Students earning advanced placement credits from high school will be expected to register for the next course in the language sequence. Those earning credit in University in the High School course work must consult with the appropriate department chair for placement in the next course in that language's sequence.

Courses in Arts and Sciences

A Cas 101 Understanding Language (3)
Non-technical introduction to the nature and role of human language in everyday life. Topics include factors which give rise to regional and social varieties, ways in which language is exploited (for example, in advertising and government,) and linguistic aspects of such fields as education, literature and computer science. Enrollment limited to freshmen and sophomores. May not be offered in 2005-2006.

A Cas 103 Perspectives on Globalization (3)
An introduction to multidisciplinary perspectives on globalization processes including, among other topics, the economic configuration of the world economy, the changing nature of the state, the transformation of home and households in transnationalism, biological constraints and environmental problems, and the impact of and responses to globalization throughout the world. The course presents the perspectives of the social sciences, humanities and natural sciences, and encourages discussion and critical thinking. This is a team-taught course. [GC]

A Cas 109 Intermediate Science Research (2)
Students learn research methodology in the natural and social sciences by accessing scientific databases, by using on-line bibliographic search techniques, consulting doctoral-level research scholars, developing hypotheses and performing experiments to test them, and by writing research papers and making presentations at scientific symposia. It is expected that the students will have done many of these activities in the prerequisite high school course, and in this course emphasis in placed upon the formulation of hypotheses and initiation of experiments in consultation with mentors. Prerequisite(s): completion of one year of an approved course in science research at the high-school level; permission of instructor; may not be taken by students enrolled in college. Offered summer session only.

A Cas 110 Intermediate Methods of Research (4)
Students learn research methodology in the natural and social sciences by accessing scientific databases by using on-line bibliographic search techniques, consulting doctoral-level research scholars, developing hypotheses and performing experiments to test them, and writing research papers and making presentations at scientific symposia. It is expected that the students will have done many of these activities in the prerequisite high school course, and in this course emphasis is placed upon performing experiments in consultation with mentors. Students are expected to spend at least three hours per week outside of class. Prerequisite(s): Completion of one year of an approved course in science research at the high-school level; permission of instructor; may not be taken by students enrolled in college; available for year-long course of study only.

A Cas 111 Beginning Fundamentals of Research (2)
Students learn research methodology in the natural and social sciences. Students access scientific databases by using on-line bibliographic search techniques, consult doctoral level research scholars, develop hypotheses and perform experiments to test them, and write research papers and make presentations at scientific symposia. This course emphasizes the first group of these activities, up to the actual performance of experiments, but some students may go further. Students are expected to spend at least three hours working on class work per week outside of class. May be repeated once for credit.

A Cas 125 A Diversity of Voices in Literature and the Arts: Creating Ourselves and Our Cultures (3)
Examines the emergence of American literary and other creative endeavors from the diverse experiences and heritages of the American peoples. The course focuses on creative works that explore and create representations of the self in relation to individual and group identity, and on the ways that cultural values and ideologies influence creative expression. [DP]

A Cas 131 Diversity and Equity in America (3)
What are the sources, extent, and consequences of diversity in American society? Using various approaches in the social and behavioral sciences, this course compares the American beliefs about equality with evidence of unequal treatment of groups labeled on the basis of race, ethnicity, gender, and religion. The course also considers how group conformity, stereotyping, and prejudice affect individuals in their everyday lives. [DP]

A Cas 141 Concepts of Race and Culture in the Modern World (3)
This course considers the complex dynamics of global human diversity from the vantage point of the various social sciences. It explores the use of race, nationality, ethnicity, culture, and gender as focal concepts in the critical analysis of human behavior and interaction in the modern world. Cross-cultural and cross-national aspects of these issues are of central concern to the course. [DP if taken *before* Fall 2004; GC]

A Cas 150 Cultural Diversity and the Human Condition (3)
Interdisciplinary study of selected cultures or societies focusing on six themes: family and social structure; religion and cultural values and traditions; art and nature; continuity; change and their global implications; work and play; health, ecology, science/technology. Each semester two or more cultures, including at least one non-Western culture, will be compared and contrasted with each other and with contemporary U.S. experiences. Examples will include Brazil, China, France, India, Mexico, Peru, Russia and West Africa. May be repeated once for credit when content differs. May be taken only by freshmen and sophomores. [DP, if taken *before* Fall 2004; GC]

A Cas 198 Special Topics in the Humanities (1–4)
Special group studies which provide students and faculty with the opportunity to explore significant themes, issues and problems from a broadly humanistic and interdisciplinary perspective. May be repeated for credit provided the subject matter is not repeated.

A Cas 202 Understanding the Arts (3)
Interdisciplinary course designed to foster an awareness and understanding of the significance of great works of Western art, music and literature. Students will study how to perceive and analyze works of art drawn from various periods. Categories include: architecture, sculpture, painting, music, drama, poetry and fiction.

A Cas 209 Advanced Science Research (2)
Continuation of work undertaken in A Cas 109 or equivalent with emphasis placed upon the completion of experiments in consultation with mentors. Students will consult with their teachers as necessary, but will not meet in a formal classroom period. Prerequisite(s): Satisfactory completion of A Cas 109 or completion of two years of an approved science research course at the high school level; permission of instructor; may not be taken by students enrolled in college; offered summer session only.

A Cas 210 Advanced Methods of Research (4)
Continuation of work undertaken in A Cas 110 or equivalent with emphasis placed upon the communication of results. Students are expected to spend at least three hours per week outside of class. Prerequisite(s): Satisfactory completion of A Cas 110 or completion of two years of an approved science research course at the high school level; permission of instructor; may not be taken by students enrolled in college; students must be enrolled throughout an entire academic year to obtain credit.

A Cas 211 Intermediate Fundamentals of Research (2)
Students learn research methodology in the natural and social sciences. Students access scientific databases by using on-line bibliographic search techniques, consult doctoral level research scholars, develop hypotheses and perform experiments to test them, and write research papers and make presentations at scientific symposia. In this course emphasis is placed upon performing experiments and the communication of results. Students are expected to spend at least three hours per week working on class work outside of class. May be repeated once for credit. Prerequisite(s): completion of A Cas 111.

A Cas 220 Literatures of the World I (3)
Major works in English translation from literatures of ancient Mediterranean (Judaic, Graeco-Roman), China, Italy, France, Germany, Spain, and francophone world. The first-semester course feeds into the second-semester course, but either semester may be taken alone. The course is team taught by faculty from the respective literature departments. May not be offered during 2005-2006.

A Cas 221 Literatures of the World II (3)
Major works in English translation from more recent literatures of Hebrew, China, Italy, France, Germany, Spain, and francophone worlds. The first semester course feeds into the second semester course, but either semester may be taken alone. The course is team taught by faculty from the respective literature departments. May not be offered during 2005-2006.

A Cas 240 Images and Issues of Diversity in the Visual Arts (3)
This course will look at the visual arts produced in selected subcultures and will consider the ways in which such social identities as race, class, gender and age are represented. The course focuses on the relationship of artists and their work to cultural and critical history, on social conditions under which these artists create, and the effect of these conditions on the themes, content, forms and shape of the reality in their art. [DP]

A Cas 360Z Passion and Choice (3)
Through film drama, fiction and philosophy, this team-taught course will focus generally on the inner and outer dynamics of the individual as he/she interacts with the world and culture, and will take up such issues as the authority of reason versus the authority of the passions; personal responsibility versus allegiance to society; wealth as redemption and corruption; finding one's personal myth; and gender identity and the quest for happiness. May not be offered during 2005-2006. [WI]

A Cas 390 New York State Theatre Institute Internship (1–15)
A full- or part-time program involving academic study through classes, individualized instruction and written projects, and supervised applied experiences structured around the Institute's theatrical productions and its residencies in New York State schools. These internships emphasize interdisciplinary learning about the arts in society, in the education of children, and the arts' aesthetic, technical, and business aspects. **Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher.** Open to qualified majors in diverse fields or undeclared majors through a competitive selection process. Applications should be made to the Arts and Sciences faculty coordinator by November 1 or April 1 for the following terms. Prerequisite(s): permission of instructor. *S/U* graded.

A Cas 497 & 497Z Special Topics in the Humanities (1–4)
Special group studies which provide students and faculty with the opportunity to explore, on an advanced level, significant themes, issues, and problems from a broadly humanistic and interdisciplinary perspective. A Cas 497Z is the writing intensive version of 497; A Cas 497 and/or 497Z may be repeated for credit provided the topic differs. Prerequisite(s): junior or senior class standing or permission of instructor. [WI]

DEPARTMENT OF AFRICANA STUDIES

Faculty
Visiting Professor
Allen Ballard, Ph.D. (Collins Fellow)
Harvard University
Professors
Iris Berger, Ph.D.
University of Wisconsin
Leonard A. Slade, Jr., Ph.D., L.H.D. (Collins Fellow) (Department Chair)
University of Illinois
Jogindar S. Uppal, Ph.D.
University of Minnesota
Associate Professors
Helen R. Desfosses, Ph.D. (Collins Fellow)
Boston University
George A. Levesque, Ph.D.
State University of New York at Binghamton
Kwadwo A. Sarfoh, Ph.D.
University of Cincinnati
Marcia E. Sutherland, Ph.D.
Howard University
Assistant Professors
Sharon Parkinson, Ph.D.
Purdue University
Oscar Williams, Ph.D.
The Ohio State University
Adjuncts (estimated): 6
Graduate Assistants (estimated): 6

The objective of the department is to provide a multi- and interdisciplinary education in African/African-American studies and related fields. Students are expected to possess the knowledge and skills necessary to understand the social, political, economic, psychological, and historical consequences of institutional arrangements as they affect the life experiences of African/African-American people.

The department offers full programs leading to the B.A. and M.A. degrees. Students may specialize in African studies and African-American studies. Sub-areas in African studies are the history, economics, politics, and culture of the following regions: Eastern Africa, Central Africa, West Africa, and Southern Africa. Sub-areas in African-American studies include: African-American history and culture, urban economic development, central city politics and institutions, African-American literature and criticism, and urban planning. Though the major concentrations are Africa and the United States, students may design programs that will enhance their knowledge of other Black cultures; e.g., the Caribbean and Haitian.

Students are prepared for careers in teaching, counseling, state and local social welfare programs, urban planning, administrative program direction, and international relations.

Special Programs and Opportunities

Undergraduate students in the department are provided an opportunity to apply theory through community projects, both within formal courses and other such special programs that may be designed by the department. Students participating in the latter may work directly with New York legislators or legislative committees. For further information contact the Department. Students are also provided an ongoing colloquium series featuring locally and nationally known African and African-American scholars. The senior seminar enables students and faculty to explore common research interests.

Degree Requirements for the Major in African/Afro-American Studies

General Program B.A: A minimum of 36 credits (at least 12 credits of which must be at the 300 level or above) including A Aas 142, 219 or 219Z, 286 or 287, and 490. The additional department courses, as advised, must include 6 credits at the 200 level and 6 credits at the 300 level or above.

Courses

A Aas 110 (= A Thr 110) The Black Theatre in America (3)
Study of the historic background of Black involvement in the American theatre and of the role and functioning of the Black theatre in Contemporary American society. Only one of A Aas 110 and A Thr 110 may be taken for credit.

A Aas 142 African/African-American Literature (3)
Survey of Black authors from diverse cultures and an analysis of their relationship to Black thought. [DP HU]

A Aas 150 Life in the Third World (3)
Introduction to cultural variation and fragmentation among third-world developing communities. Some lectures and discussions are led by third-world graduate students. Whenever possible, distinguished visitors from third-world countries are also involved in the course.

A Aas 209 (= A Mus 209) Black American Music (3)
An introduction to Black American Music. Study will include music from West Africa as well as musical/social influences throughout American history. Musical styles will include spirituals, gospel, blues, jazz and classical.

A Aas 213 History of Civil Rights Movement (3)
This course is designed to introduce the student to the historical development and maturation of the movement for civil rights in the United States. It will examine the development of resistance movements and the philosophies of those involved within the movements during the antebellum, Post Civil war and contemporary times. [DP US*]

A Aas 219 Introduction to African/African-American History (3)
Survey of the cultural and historical background of African-American from their African heritage to their present role in American society. A Aas 219Z is the writing intensive version of A Aas 219; only one may be taken for credit.

A Aas 219Z Introduction to African/African-American History (3)
A Aas 219Z is the writing intensive version of A Aas 219; only one may be taken for credit. [WI]

A Aas 220 Black and White in America (3)
In America Blacks and Whites have been organically connected by the space of national geography and centuries of time. With current events an ever-present concern, this course explores the cultural significance and the social meaning of the long and ever-changing relations between black and white Americans and its import for the national welfare. [DP US*]

A Aas 220Z (formerly T Aas 220Z) Black and White in America (4)
A Aas 220Z is the Writing Intensive version of A Aas 220. Only one may be taken for graduation credit. [WI]

A Aas 221 The Economic Structure of the Black Community (3)
Analysis of old and contemporary models of Black entrepreneurship and formal economic organization and its effect in the community.

A Aas 224 Cities as People (3)
Survey of the human aspects of the urban environment, historically and in practical terms today, with an emphasis upon the central city's opportunity for field research in urban life.

A Aas 240 (= A Lcs 240 & A Wss 240)/ A Aas 240Z (= A Lcs 240Z & A Wss 240Z) Classism, Racism and Sexism: Issues (3)
Analyzes the connections between and among classism, racism and sexism, their mutually reinforcing nature, and the tensions arising from their interrelations. Particular attention will be given to the ideological and personal aspects of these phenomena, as well as to their institutional guises in American society. A Aas 240Z is the writing intensive version of A Aas 240; only one of A Aas/Lcs/Wss 240/240Z may be taken for credit. [240 = DP][240Z = DP WI]

A Aas 269 (= A Lcs 269 and A Ant 269) The Caribbean: Peoples, History, and Cultures (3)
Peoples, history and cultures of the 20th century. Special emphasis will be placed on responses to colonialism and nationalism. Same as A Lcs 269 and A Ant 269. Only one of A Aas 269, A Lcs 269, & A Ant 269 may be taken for credit. [BE]

A Aas 270 (= A Gog 270) Geography of Africa (3)
Geographic analysis of the continent of Africa. The diversity of the African continent is stressed by examining its physical environment; resources; social, cultural, economic and political systems. Emphasizes the demographic as well as spatial planning aspects of geography. Only one of A Aas 270 & A Gog 270 may be taken for credit.

A Aas 275 (= A Arh 275) African Art (3)
Study of art produced on the west coast and central region of sub-Saharan Africa. Includes a wide range of artistic styles, with particular attention given to artifact designs and to their functional or ceremonial use in particular societies. Also explores the impact of African art on European and American Modernism.

A Aas 286 (= A His 286) African Civilizations (3)
Africa from prehistoric times to 1800 with emphasis on sub-Saharan Africa, the development of indigenous states and their response to Western and Eastern contacts. Only one of A Aas 286 & A His 286 may be taken for credit. [BE]

A Aas 287 (= A His 287) Africa in the Modern World (3)
Africa since 1800: exploration. the end of the slave trade, the development of interior states, European partition, the colonial period, and the rise of independent Africa. Only one of A Aas 287 & A His 287 may be taken for credit. [BE]

A Aas 311 History of Slavery in the Western Hemisphere (3)
The institution of slavery and its effects in the Western Hemisphere, its origins, bases of continuance, and contemporary residuals. Prerequisite(s): A His 100 or 100Z, and 101 or 101Z.

A Aas 320 Black Nationalism: Political Perspective in Africa (3)
Examination of selected freedom movements in Black Africa with a focus upon one-party politics and the continuing tensions between socialism and democracy. Prerequisite(s): A Aas 219 or 219Z.

A Aas 322 Developing African Nations (3)
Systems analysis of the contemporary social, political, cultural, and economic institutions crucial to the economic maturation of developing African nations. Prerequisite(s): A Aas 219 or 219Z; A Aas 286 and 287 recommended.

A Aas 325 Introduction to Research Methods (3)
An introduction to paradigms, theories and models on research and the Black community. Emphasis will be placed on methodological concerns of validity, reliability, instrument development, data collection, data analysis and reporting of research outcomes. The ethics of research on people of African descent will be discussed.

A Aas 331 The African/African-American Family (3)
In-depth study of the African/African-American family as an institution, the dynamics of intra-family relations and the effects of social institutions on Black family life. Prerequisite(s): A Soc 115.

A Aas 333 The Black Community: Continuity & Change (3)
Overview of the socio-historic factors which impact upon the current conditions of the African-American community. Prerequisite(s): A Aas 219 or 219Z or permission of instructor.

A Aas 340 The Black Essay (3)
Essays written by Black American writers in the 19th and 20th centuries. Prerequisite(s): A Aas 142.

A Aas 341 African/African-American Religion (3)
Analysis of the relationship of the religion of Black people to Black culture. Prerequisite(s): A Aas 219 or 219Z.

A Aas 342 (= A Ant 342) Sub-Saharan Africa: Peoples and Cultures (3)
Culture areas of Africa south of the Sahara. Historical and geographic background studies of selected societies. Culture change and contact during the colonial and postcolonial periods. Only one of A Aas 342 & A Ant 342 may be taken for credit. Prerequisite(s): A Aas 286.

A Aas 345 The Black Novel: Black Perspectives (3)
Systematic study of the novel written by Black Americans from the Harlem Renaissance to the present. The novels studied express the cultural, political, and socio-historical consciousness of the writers to demonstrate their awareness of the struggle of Black people. Prerequisite(s): A Aas 142.

A Aas 355Z Introduction to African and African-American Poetry (3)
Intensive study of poetry drawn from the black experience. Emphasis on aesthetic forms, meanings, tone, diction, imagery, symbol, sentences, rhythm, rhyme, allusion, etc. Common characteristics of black poetry will also be discussed. [WI]

A Aas 370 The Psychology of the Black Experience (3)
In-depth examination of the extant psychological literature on blacks. Analyzes varying themes, theories, perspectives, and research that relate to the psychology of blacks. Focuses on the contemporary work of black behavioral scientists involved in the quest for scholarly self-determination and for redefinition of the psychological fabric of the black experience. Selected topics are identity, personality, motivation, achievement, and mental health. Prerequisite(s): junior or senior class standing.

A Aas 375 Black Popular Culture (3)
The course explores the historical and contemporary constructions of "blackness" within the popular realms of film, television, and popular music and the relationship of those constructs to the realities of African-American life and culture.

A Aas 386 (= A His 386) Race and Conflict in South Africa (3)
Study of the historical origins and development of racial conflict in South Africa with a concentration on economic, political, social and religious change in the 20th century. Topics will include changing state structures and ideologies, the impact of industrialization, transformations of rural and urban life, African religious movements, political and religious connections with Black Americans, gender relations, and changing forms of popular resistance against white domination. Only one of A Aas 386 & A His 386 may be taken for credit. Prerequisite(s): 3 credits of A His or A Aas course work, or junior or senior class standing. [BE]

A Aas 386Z (= A His 386) Race and Conflict in South Africa (4)
A Aas 386Z is the writing intensive version of A Aas 386; only one may be taken for credit. Prerequisite(s): 3 credits of A His or A Aas course work, or junior or senior class standing. [WI] [BE]

A Aas 393 Topics in African History (1-4)
Specific topics to be examined will be announced during advance registration. May be repeated for credit. Prerequisite(s): junior or senior class standing or 3 credits in history.

A Aas 393Z Topics in African History (3-4)
Specific topics to be examined will be announced during advance registration. May be repeated for credit. Prerequisite(s): junior or senior class standing or 3 credits in history. [WI]

A Aas 400 The Law and African-America (3)
The central city as a center of dominance, inner city legal problems as an aspect of social control. Students examine selected central city agencies related to law enforcement. Alternate possibilities for reform and improvement are explored. Term project required.

A Aas 416 Contemporary Black Women and Their Fiction (3)
Evaluation of the style, technique, content, and nature of the discourse in which contemporary Black women writers are engaged. Readings include at least one work by Toni Cade Bambara, Gloria Naylor, Toni Morrison, Paule Marshall, Gayle Jones, and Alice Walker. Only one of A Aas 416 & A Wss 416 may be taken for credit. Prerequisite(s): senior class standing, at least one literature course, and permission of instructor.

A Aas 430 Black Social and Political Thought in the Americas (3)
Seminar on the social and political ideas and strategies of selected African/African-Americans from the late 18th century to the present. Prerequisite(s): junior or senior class standing.

A Aas 432 The African-American Woman: Contemporary Issues (3)
Socio-historic look at the American women of the African diaspora with particular attention to: (1) Black Liberation; (2) feminist movements; (3) sex role socialization; and (4) issues of sexism and racism. Prerequisite(s): A Aas 219 or 219Z, or permission of instructor.

A Aas 435 Blacks and the American Political Process (3)
An examination of the American political process as it impacts upon the Black community in the United States. Prerequisite(s): junior or senior class standing.

A Aas 440 (= A His 440 and A Wss 440) Black Women in United States History (3)
This seminar will examine the history of black women in the United States from the slave era through the post World War II reform movements. It will focus upon the range of demands black women faced during the Gilded and Progressive eras—their participation in the suffrage movement, black struggles for liberation, cultural expressions, labor force, etc. Only one of A Aas 440, A Wss 440 and A His 440 may be taken for credit.

A Aas 446 (= A Spn 446) Literature and Human Rights (3)
A study of selected works of Spanish and Spanish-American literature that deal with the subject of human rights throughout history. Topics to be studies may include such things as social protest, censored texts, women's writing, the literature of exile, minority portrayals, and slavery. Prerequisite(s): A Spn 312 and 316.

A Aas 490 Senior Seminar for African/African-American Studies Majors (3)
An extensive examination of critical issues involving the experiences of Africans and African Americans in historical, cultural, and social contexts. A central theme will be selected for each semester's work. Students will synthesize and apply knowledge acquired in the major and will discuss their experiences. Attention will also be given to the interrelationships of the values and ideas indigenous to African/African-American Studies, with a discussion of these with a senior faculty member. Students will review basic research methodology and will evaluate their experiences in a 20-page research paper. Prerequisite(s): major in the department and completion of 18 credit hours in the major. [OD]

A Aas 498 Topics in African Studies (3)
Specific topics to be examined are announced during advance registration. May be repeated for credit. Prerequisite(s): junior or senior class standing.

A Aas 499 Topics in African-American Studies (3)
Specific topics to be examined are announced during advance registration. May be repeated for credit. Prerequisite(s): junior or senior class standing.

DEPARTMENT OF ANTHROPOLOGY

Faculty

Distinguished Teaching Professor Emeritus
Gary H. Gossen, Ph.D.
Harvard University
Professor Emeritae/i
Robert M. Carmack, Ph.D.
University of California, Los Angeles
Peter T. Furst, Ph.D.
University of California, Los Angeles
Gary A. Wright, Ph.D.
University of Michigan
Richard G. Wilkinson, Ph.D.
University of Michigan
Associate Professor Emeritae/i
George J. Klima, Ph.D.
University of California, Berkeley
Dwight T. Wallace, Ph.D.
University of California, Berkeley
Distinguished Service Professor
Ernest A. Scatton, Ph.D.
Harvard University
Professors
George A. Broadwell, Ph.D.
UCLA
Louise Burkhart, Ph.D.
Yale University
James P. Collins, Ph.D. (Department Chair)
University of California, Berkeley
Timothy B. Gage, Ph.D.
Pennsylvania State University
Robert W. Jarvenpa, Ph.D.
University of Minnesota
John S. Justeson, Ph.D.
Stanford University
Lawrence M. Schell, Ph.D.
University of Pennsylvania
Michael E. Smith, Ph.D.
University of Illinois, Urbana
Associate Professors
Lee S. Bickmore, Ph.D.
University of California, Los Angeles
George Aaron Broadwell, Ph.D.
University of California, Los Angeles
Tom D. Brutsaert, Ph.D.
Cornell University
Gail H. Landsman, Ph.D.
Catholic University of America
Marilyn Masson, Ph.D.
University of Texas, Austin
Stuart Swiny, Ph.D.
University of London
James W. Wessman, Ph.D.
University of Connecticut
Assistant Professors
Walter E. Little, Ph.D.
University of Illinois
Sean M. Rafferty, Ph.D.
Binghamton University
David Strait, Ph.D.
SUNY Stony Brook
Associate Curator of Anthropology
Hetty Jo Brumbach, Ph.D.
University at Albany
Adjunct Faculty
Edward Fitzgerald, Ph.D.
Yale University
John P. Hart, Ph.D.
Northwestern University
Karen Hartgen, M.A.
University at Albany
Robert Kuhn, Ph.D.
University at Albany
Elizabeth Marshall, Ph.D.
University of North Carolina, Charlotte
Carolyn Lee Olsen, Ph.D.
University of Michigan
Carol Raemsch, Ph.D.
University at Albany
Brenda P. Rosenbaum
University at Albany
Alice D. Stark, Ph.D.
Yale University
Adjuncts (estimated): 9
Teaching Assistants (estimated): 18

Anthropology is the study of humankind, of ancient and modern people and their ways of living. From its first establishment as a professional discipline, anthropology has been defined in terms of its holistic, cross-cultural, and evolutionary approaches. By systematically analyzing differences and similarities among human groups over time and space, anthropologists achieve the fullest possible understanding of human nature, human diversity, and the forces that govern change in cultural and biological characteristics.

The Anthropology Department provides undergraduates with a wide variety of courses, field and laboratory experiences, and guided research in each of the four major subfields of the discipline: archaeology, biological (physical) anthropology, ethnology (cultural anthropology), and linguistics.

The department offers two majors: a B.A. in anthropology and a Faculty-Initiated Interdisciplinary Major with a concentration in human biology (in conjunction with the department of Biological Sciences).

Students are offered special opportunities for the study of past and present cultures in Mesoamerica, North America, and elsewhere through the research programs of the anthropology faculty.

The major prepares students for graduate studies in anthropology (the department has M.A. and cognate M.A. programs, and a doctoral program), as well as laying a broad scientific and liberal foundation for entering the professions, arts, or other occupations in the modern world.

Many new career opportunities are developing in addition to traditional anthropological careers in college teaching, museum curation, and public archaeology. For example, the diverse ethnic composition of American society is making cross-cultural awareness a matter of increasing importance for careers in business, law, journalism, medicine, public policy, and primary and secondary education.

The B.A. degree in anthropology also offers excellent preparation for careers in international business, public health, politics, and diplomacy. Moreover, many local, state federal, and international agencies are seeking personnel who have sensitivity to cultural diversity.

Anthropology also provides a holistic perspective of and systematic training in the impact of human activity and values on the environment. The study of cross-cultural factors affecting the delivery of health care can be important to a career in health services.

Finally, a degree in biological anthropology is a good foundation for graduate work in genetic epidemiology and other specialties within the field of public health.

Special Programs or Opportunities

Programs in archaeological, bio-anthropological, and ethnological fieldwork are available, with the Northeast and Mesoamerica being the most frequent locations. The archaeology program provides intensive training and/or research opportunities through research programs in Mexico, Belize, and New York State. Laboratory research experience, both in formal courses and as independent projects, is available in archaeology and biological anthropology.

Degree Requirements for the Major in Anthropology

General Program B.A.: A minimum of 36 credits in anthropology including A Ant 110, 104, 108 or 108Z, and 106 or 220. Of the 24 additional credits in anthropology, no more than 6 may be at the 100 level and at least 12 must be at the 300 level or above.

Honors Program

Outstanding anthropology students are encouraged to consider the department's honors program, which is designed to give them the opportunity to work closely with members of the faculty on research and writing projects. Declared majors in anthropology are eligible to apply, provided that they have completed 12 or more credits in the department with a grade point average in the major of at least 3.50. They must also have an overall grade point average of at least 3.25. To participate in the program, students should contact their adviser during their junior year or at the beginning of their senior year. Students should plan their course work in consultation with their

faculty adviser.

Students in the honors program must fulfill the requirements for the major plus the following requirements:

1. Among the 36 credits of course work in anthropology required for the major, students in the honors program must complete at least one course at the 300 or 400 level in each of three different subdisciplines (archaeology, cultural anthropology, biological anthropology, linguistics), for a total of 12 credits:

   Biological Anthropology: 310, 311, 312, 313, 319, 414, 416, 418.

   Linguistics: 321, 322, 325, 421, 422, 423, 424, 425, 434.

   Archaeology: 330, 331, 332, 333, 334, 335, 338, 339, 430, 431, 433, 435, 438.

   Ethnology: 340, 341, 343, 351, 355, 360, 361, 363, 364, 365, 372, 381, 390, 450, 480.

2. Students must write an honors thesis based upon original research under the direction of an anthropology faculty member. Any anthropology faculty member knowledgeable in your topic may supervise a thesis project. A written proposal for the intended project must be formally approved by that faculty member and the departmental Undergraduate Affairs Committee during the semester prior to the semester in which the thesis is completed. Students will enroll in A Ant 482 and 482, "Senior Honors Thesis Seminar," during the fall and spring of their senior year. The six credits from these courses can be counted toward the 36 credits required for the Anthropology major.

3. Research skill. Students will complete 6 credits of coursework in a research skill appropriate for anthropological research. Examples include, but are not limited to, foreign languages, statistics or other quantitative courses, and anthropological methods courses. The research skill courses must be approved by the Undergraduate Affairs Committee.

To graduate with "honors in anthropology," students must achieve an overall grade point average of 3.25 and a minimum grade point average of 3.50 in the major, in addition to the above requirements.

Degree Requirements for the Faculty-Initiated Interdisciplinary Major with a Concentration in Human Biology are listed in the Human Biology Program section of this bulletin.

Courses

A Ant 100 Culture, Society, and Biology (3)
Introduction to the issue of human diversity, the course poses the question of what it means to be human. Through study of biological anthropology, archaeology, linguistics, and ethnology, students will explore the range of diversity within our shared humanity, and seek explanations that might account for it. Only one of A Ant 100, 100 or 100 may be taken for credit. [DP if taken *before* Fall 2004.]

A Ant 104 Archaeology (3)
Introduction to the methods used by archaeologists to study ancient sites and artifacts. Topics include archaeological fieldwork, laboratory analysis, dating, interpretation of artifacts, and the reconstruction of past cultural patterns. Examples include studies of ancient and recent societies. Two lectures, one laboratory period per week.

A Ant 108Z Cultural Anthropology (3)
A Ant 108Z is the writing intensive version of A Ant 108; only one may be taken for credit. [GC SS WI]

A Ant 108 Cultural Anthropology (3)
Survey of the theory, methods, and goals of cultural anthropology, emphasizing the nature of culture and the varied forms in which it is expressed among the peoples of the world. Two lectures, one discussion period per week. A Ant 108Z is the writing intensive version of A Ant 108; only one may be taken for credit. [GC SS]

A Ant 110 Introduction to Human Evolution (3)
Introduction to human evolution. This course spans the human fossil record from "Lucy" to Cro-Magnon. Topics include our primate past and the evolution of upright walking. The steady increase in our ancestors' brain size is explored along with the cultural correlates of biological evolution such as stone tools, language origins and cave art. [NS]

A Ant 111 Introduction to the Primates (3)
Survey of the basic morphology and behavior of nonhuman primates. Prosimian and anthropoid primates are studied in terms of their comparative morphology and behavior, with reference to these same features among humans. [NS]

A Ant 119 The City and Human Health (3)
Survey of the history of health and disease from the earliest humans before the development of settlements to contemporary populations living in industrialized cities. Emphasizes the role of culture and behavior in disease. [NS]

A Ant 131 (= A Cla 131) Ancient Peoples of the World (3)
Ancient cultures from around the world will be presented and analyzed from the available archaeological data. The gradual development of civilization in both the Old and New Worlds will be the focus of the course. Only one of A Ant 131 & A Cla 131 may be taken for credit. [SS]

A Ant 140 Anthropological Survey of World Cultures (3)
In-depth survey of selected ancient, historical, and modern world cultures. Major themes include production of goods and services, authority systems, legal processes, and religious and ritual life. A Ant 140Z is the writing intensive version of A Ant 140; only one may be taken for credit.

A Ant 140Z Anthropological Survey of World Cultures (3)
A Ant 140Z is the writing intensive version of A Ant 140; only one may be taken for credit. Offered every semester. [WI]

A Ant 145 (= A His 145 and A Lcs 145) Continuity and Change in Latin America (3)
Introduction to the historical development of Latin America's diverse cultural heritage and to its contemporary institutions and civilization. Broadly interdisciplinary perspective reflecting diverse approaches and fields. Only one of A Ant 145, A His 145, & A Lcs 145 may be taken for credit. [BE]

A Ant 146 (= A Lcs 150) Puerto Rico: People, History, and Culture (3)
Survey of Puerto Rican culture on the island from the prehispanic era to the 20th century. Special emphasis will be placed on the change of sovereignty in 1898, the national question, class and culture, and migration. A Ant 146Z and A Lcs 150Z are writing intensive versions of A Ant 146 and A Lcs 150; only one of the four courses may be taken for credit.

A Ant 146Z (= A Lcs 150Z) Puerto Rico: People, History, and Culture (3)
A Ant 146Z and A Lcs 150Z are writing intensive versions of A Ant 146 and A Lcs 150; only one of the four courses may be taken for credit. [WI]

A Ant 160Z Symbol and Human Nature (3)
A Ant 160Z is the writing intensive version of A Ant 160; only one may be taken for credit. [WI]

A Ant 160 Symbol and Human Nature (3)
Introduction to ideas in the social sciences and humanities pertaining to the central place of symbolic behavior in human evolution, human nature, and contemporary human communities. Comparative perspective, including both Western and non-Western materials. Opportunity for fieldwork in the local community. A Ant 160Z is the writing intensive version of A Ant 160; only one may be taken for credit. [SS]

A Ant 172 Community and Self (3)
What is the "self"? Individual and social diversity are considered cross-culturally, in conjunction with personal identity, class, nationality, and ethnicity. Implications for the students' own lives are discussed, as well as questions of freedom and authority in America. [DP]

A Ant 175 (= A Rel 175) Anthropology and Folklore (3)
Introduction to the study of folklore as an aspect of culture, symbolically expressing people's identity, beliefs and values. The focus is on oral text traditions—myths, folktales, and legends. Topics in folk custom and ritual, folk music and folk art are also included. Includes folklore from Western and non-Western cultures. Only one of A Ant 175 and A Rel 175 may be taken for credit. [HU]

A Ant 189Z Writing in Anthropology (Lower Division) (1)
Students who are concurrently registered in any 100- or 200-level anthropology course, may with permission of the instructor of that course, enroll in A Ant 189Z and fulfill a writing intensive version of that other course. The writing intensive version will involve: 1) a body of written work beyond that normally required by the companion course, 2) opportunities for students to receive assistance in progress, and 3) an opportunity for students to revise some pieces. [WI]

A Ant 197 Special Topics in Anthropology (1–4)
Study of a selected topic in anthropology. May be repeated for credit when topic differs. Consult class schedule for specific topic.

A Ant 211 (formerly A Ant 411) Human Population Biology (3)
Biological variation in human populations, with emphasis on genetics, adaptability, demography and related aspects of population dynamics. Two lectures and one lab per week. Prerequisite(s): A Ant 110 or A Bio 110Z.

A Ant 220 (= A Lin 220 and A Eng 217) Introduction to Linguistics (3)
Introduction to the study of language, including examination of the characteristics and structural principles of natural language. After exploring the basic characteristics of sound, word formation and sentence structure, these principles are applied to such topics as: language variation, language change, psycholinguistics, pragmatics, and animal communication. Only one of A Ant 220, A Lin 220, & A Eng 217 may be taken for credit. [SS]

A Ant 233 (= A Lcs 233) Aztecs, Incas and Mayas (3)
Introductory survey of the archaeology and ethnohistory of the three best-known indigenous civilizations of the New World. Each is presented in terms of prehistoric background and evolution, social organization, politics and economics, religion and art. Consideration is given to the Spanish conquest of these three groups and to their modern legacies. Only one of A Ant 233 & A Lcs 233 may be taken for credit. [BE]

A Ant 236 American Indian Archaeology (3)
Introductory survey of the prehistory of North America and Mesoamerica. Emphasis on the prehistoric developments in the Eastern Woodlands, Plains, Southwest, Mexico, and the Arctic. An introduction to current theoretical issues as applied in these culture areas. [BE]

A Ant 240 The North American Indian (3)
The nature and distribution of North American Indian cultures from the pre-Columbian period to the present. Prerequisite(s): A Ant 100, or A Ant 108Z, or 108. [BE SS]

A Ant 243 (= A Jst 243) Peoples and Cultures of the Middle East (3)
The main features of the "Middle Eastern culture continent." A comparison of selected societies in Southwest Asia and North Africa. The impact of modernization on preindustrial cities and peasantries in the area. A Ant 243Z is the writing intensive version of A Ant 243 and A Jst 243; only one of these courses may be taken for credit. [BE]

A Ant 243Z (= A Jst 243) Peoples and Cultures of the Middle East (3)
The main features of the "Middle Eastern culture continent." A comparison of selected societies in Southwest Asia and North Africa. The impact of modernization on preindustrial cities and peasantries in the area. A Ant 243Z is the writing intensive version of A Ant 243 and A Jst 243; only one of these courses may be taken for credit. [BE WI]

A Ant 268 (= A Lcs 268) Ethnology of Pre-Columbian Art (3)
Survey of the art and architecture of the pre-Columbian Mesoamerican civilizations, from the origins of the Olmec civilization (c. 1500 B.C.) through the native art produced under Spanish colonial rule in the 16th century. The objects are viewed in relation to their cultural and historical context. Issues of collection and exhibition are also discussed. Only one of A Ant 268 & A Lcs 268 may be taken for credit. [AR HU]

A Ant 269 (= A Aas 269 and A Lcs 269) The Caribbean: Peoples, History and Cultures (3)
Peoples, history and cultures of the 20th century Caribbean. Special emphasis will be placed on responses to colonialism and nationalism. Only one of A Ant 269, A Aas 269, & A Lcs 269 may be taken for credit. [BE]

A Ant 310 Human Paleontology (3)
Examination of the human fossil record and of the major theories dealing with fossil record. Prerequisite(s): A Geo 230 or A Geo 230Z or permission of the instructor.

A Ant 311 (formerly A Ant 413) Functional Anatomy of the Human Skeleton (4)
Laboratory course in skeletal and dental identification and analysis, with emphasis on the interaction of the muscular and skeletal systems. A Ant 311Z is the writing intensive version of A Ant 311; only one may be taken for credit. Prerequisite(s): A Ant 110 or A Bio 325.

A Ant 311Z (formerly A Ant 413Z) Functional Anatomy of the Human Skeleton (4)
A Ant 311Z is the writing intensive version of A Ant 311; only one may be taken for credit. Prerequisite(s): junior or senior class standing. [WI]

A Ant 312 (= A Bio 318; formerly A Ant 412/A Bio 419) Human Population Genetics (3)
Population genetics theory is the foundation of evolutionary biology and contributes heavily to modern ideas in ecology, systematics, and agriculture. This course is an introduction to that theory with special emphasis on evolution. Only one of A Ant 312 and A Bio 318 may be taken for credit. Prerequisite(s): A Ant 211 or A Bio 205 or 212.

A Ant 317 (= A Bio 307) Exercise Physiology (3)
This course will provide a broad introduction t the field of exercise physiology. Topics covered will include cellular energy metabolism, pulmonary and cardiovascular responses to exercise, muscle physiology, training, nutrition, bode composition, and exercise testing. Students will spend some time in the human performance laboratory where the focus will on be applied exercise physiology and performance testing. Specialized topics include exercise at high altitude, temperature regulation, sports nutrition, exercise performance during the growth and development period, and the relationship of exercise and physical activity to human health and disease. Prerequisite(s): A Bio 110 and A Bio 111.

A Ant 319 Physical Growth and Development (3)
Analysis of the pattern of human growth during the prenatal and postnatal periods and their variation around the world. The course focuses on the influence of social factors, nutrition, alcohol and cigarette use, race/ethnicity, pollution, and features of the physical environment which modify growth patterns. Prerequisite(s): A Ant 100, or A Bio 110 and 111, or A Bio 102 or A Bio 103Z or 103.

A Ant 321 (= A Lin 321) Introduction to Syntax (3)
The human ability to produce and understand an infinite number of different sentences is one of the most remarkable capabilities we have. The study of the structure of sentences is called *syntax*, and this course is an introduction to syntactic theory. The particular approach we will be pursuing is called *generative grammar*, the approach to syntax pioneered by linguists such as Noam Chomsky. Chomsky argues that all humans are born with an unconscious knowledge of Universal Grammar, the basis on which the grammars of all languages are built. Through a detailed examination of English sentence structure, we will investigate the connections between English syntax and Universal Grammar. Only one of A Lin 321 & A Ant 321 may be taken for credit. Prerequisite(s): A Ant 220 or permission of instructor.

A Ant 322 (= A Lin 322) Introduction to Phonology (3)
Introduction to the description and analysis of human speech sounds and their organization. Introduction to articulatory phonetics and the International Phonetic Alphabet followed by examination and generative phonological analysis of data from English and a wide range of other languages. Only one of A Ant 322 & A Lin 322 may be taken for credit. Prerequisite(s): A Ant 220 or permission of instructor.

A Ant 325 (= A Lin 325) Sociolinguistics (3)
Introduction to the study of language as a social phenomenon. Includes basic sociolinguistic concepts, interactional sociolinguistics, social dialects, Black English, diglossia, bilingualism, and bilingual education. Only one of A Ant 325 & A Lin 325 may be taken for credit. Prerequisite(s): A Ant 220 or permission of instructor.

A Ant 330 Topics in Archaeology (3)
Survey of a topic in archaeology or regional prehistory for upper division students. May be repeated for credit when topic differs. Consult class schedule for specific topic. Prerequisite(s): A Ant 104.

A Ant 331 Early Civilization of the Old World (3)
The development of early complex societies in the Old World, including the origins of agriculture, urbanism, states, and empires. Examines the nature of the archaeological evidence for these developments and its interpretation, employing case studies drawn from the Near East, the Indian Subcontinent, and China. Prerequisite(s): junior or senior class standing.

A Ant 332 Ethnoarchaeology (3)
Ethnoarchaeology combines the archaeologist's interest in material culture with the cultural anthropologist's interest in ongoing behavior. Included are the archaeology of living populations, action archaeology, experimental and replication studies, formation processes, and ethnographic analogy, among other subjects. Prerequisite(s): A Ant 104 or permission of instructor.

A Ant 333 Iroquois Archaeology and Ethnohistory (3)
An intensive survey of the archaeology, history, and ethnology of the Iroquois. Coverage begins with the first appearance of the Iroquois in the region and continues to modern reservation life. A Ant 333Z is the writing intensive version of A Ant 333; only one may be taken for credit. Prerequisite(s): A Ant 104.

A Ant 333Z Iroquois Archaeology and Ethnohistory (3)
A Ant 333Z is the writing intensive version of A Ant 333; only one may be taken for credit. Prerequisite(s): A Ant 104. [WI]

A Ant 334 The Earliest Cities (3)
Comparative treatment of the earliest urban settlements around the world. Case studies include Mesopotamia, Egypt, Sub-Saharan Africa, China, Southeast Asia, Mesoamerica, and the Andes. Cities are compared in terms of planning, political roles, religious features, economic patterns, and their rise and fall. Also covers archaeological methods for the study of early cities. Prerequisite(s): A Ant 104

A Ant 335 Introduction to Archaeological Field Techniques (3)
Introduction to data gathering techniques used by archaeologists in the field. Taught prior to A Ant 338 as basic training for students concentrating in archaeology. Prerequisite(s): A Ant 104 or permission of instructor.

A Ant 338 Archaeological Field Research (6)
Directed archaeological excavation of selected sites, including experience in site location, mapping, excavation, preservation, analysis, classification, and interpretation. A Ant 338Z is the writing intensive version of A Ant 338; only one may be taken for credit. Prerequisite(s): A Ant 335 or permission of instructor.

A Ant 338Z Archaeological Field Research (6)
A Ant 338Z is the writing intensive version of A Ant 338; only one may be taken for credit. Prerequisite(s): A Ant 335 or permission of instructor. [WI]

A Ant 339 Archaeological Lab Techniques (3)
Survey and practical application of laboratory techniques using materials from the University collections. Emphasis on physical and chemical analysis, classification, and specialized analysis. A Ant 339Z is the writing intensive version of A Ant 339; only one may be taken for credit. Prerequisite(s): A Ant 104.

A Ant 339Z Archaeological Lab Techniques (3)
A Ant 339Z is the writing intensive version of A Ant 339; only one may be taken for credit. Prerequisite(s): A Ant 104. [WI]

A Ant 340 Topics in Ethnology (3)
Survey of the cultures of one of the major regions of the world. May be repeated for credit when topic differs. Consult class schedule for specific topic. Prerequisite(s): A Ant 108Z or 108.

A Ant 341 (= A Lcs 341) Ethnology of Mesoamerica (3)
Survey of the cultures and history of the native peoples of Mexico and Central America. Beginning with the documents created by and about native peoples around the time of the Spanish invasion, the course follows the experiences of these societies through the colonial period and up to the present. A Ant 341Z & A Lcs 341Z are writing intensive versions of A Ant 341 & A Lcs 341; only one of the four courses may be taken for credit. Prerequisite(s): A Ant 100 or 108 or 108Z. [BE SS]

A Ant 341Z (= A Lcs 341Z) Ethnology of Mesoamerica (3)
A Ant 341Z & A Lcs 341Z are writing intensive versions of A Ant 341 & A Lcs 341; only one of the four courses may be taken for credit. Prerequisite(s): A Ant 100 or 108 or 108Z. [BE SS WI]

A Ant 343 Native American Literature (3)
Survey of the literature of the native peoples of North America and Mesoamerica, from early colonial times to the present. Readings include oral narratives, songs, autobiography, and contemporary poetry and fiction. Discussion focuses on the use of texts for cultural analysis, Native American literary aesthetics, and the survival of native literary traditions. A Ant 343Z is the writing intensive version of A Ant 343; only one may be taken for credit. Prerequisite(s): junior or senior class standing.

A Ant 343Z Native American Literature (3)
A Ant 343Z is the writing intensive version of A Ant 343; only one may be taken for credit. Prerequisite(s): junior or senior class standing. [WI]

A Ant 351 Ethnicity in North America (3)
Analysis of ethnicity, assimilation and pluralism with regard to one or more North American ethnic group(s). Social, political, economic and symbolic adaptations. Consideration of relative merits of integration and separation in modern society. This course is cross-listed with A Jst 351 & 351Z when Jewish ethnicity and assimilation are a major focus of those courses. When cross-listed, A Jst 351Z & A Ant 351Z are writing intensive versions of A Jst 351 & A Ant 351; only one of the four courses may be taken for credit. A Ant 351Z is the writing intensive version of A Ant 351; only one may be taken for credit. Prerequisite(s): junior or senior class standing and permission of instructor. [DP US*]

A Ant 351Z Ethnicity in North America (3)
This course is cross-listed with A Jst 351 & 351Z when Jewish ethnicity and assimilation are a major focus of those courses. When cross-listed, A Jst 351Z & A Ant 351Z are writing intensive versions of A Jst 351 & A Ant 351; only one of the four courses may be taken for credit. A Ant 351Z is the writing intensive version of A Ant 351; only one may be taken for credit. Prerequisite(s): junior or senior class standing and permission of instructor. [DP US WI]

A Ant 355 Environment, Economy and Culture (3)
Cross-cultural survey of the systematic relations between environment, behavior and culture. Analysis of production and exchange systems at hunting and gathering, agricultural, and industrial stages of social evolution. Environmental and economic disruption, perception and management in cultural perspective. A Ant 355Z is the writing intensive version of A Ant 355; only one may be taken for credit. Prerequisite(s): A Ant 108 or 108Z or 102 or 104 or permission of instructor.

A Ant 355Z Environment, Economy and Culture (3)
A Ant 355Z is the writing intensive version of A Ant 355; only one may be taken for credit. Prerequisite(s): A Ant 108 or 108Z or 102 or 104 or permission of instructor. [WI]

A Ant 360 Social Anthropology (3)
Comparative study of social systems, tribal, traditional, and modern societies. Deals with economic, kinship, political, and other aspects of social structure. Social systems in functionalist, evolutionary, and dialectic perspectives. Combines in one course kinship, political, economic, and stratificational anthropology. Prerequisite(s): A Ant 108 or 108Z. A Ant 360Z is the writing intensive version of A Ant 360; only one may be taken for credit.

A Ant 360Z Social Anthropology (3)
A Ant 360Z is the writing intensive version of A Ant 360; only one may be taken for credit. [WI]

A Ant 361 Anthropology and Public Policy (3)
The practical application of anthropological theory and research to policy areas such as economic development, environment, welfare, and mass media. The ethics of applied anthropology. A Ant 361Z is the writing intensive version of A Ant 361; only one may be taken for credit. Prerequisite(s): 3 credits in anthropology or political science or sociology.

A Ant 361Z Anthropology and Public Policy (3)
A Ant 361Z is the writing intensive version of A Ant 361; only one may be taken for credit. Prerequisite(s): 3 credits in anthropology or political science or sociology. [WI]

A Ant 363 (= A Rel 363) Ethnology of Religion (3)
Topical and theoretical survey of anthropological approaches to understanding human religious expression. Topics include myth, ritual, world view, shamanism, gender, and religious change. Emphasizes the religions of non-literate, non-Western peoples but also includes examples from major world religions and contemporary Western societies. Prerequisite(s): A Ant 100 or 108, or A Phi 214.

A Ant 364 Anthropology of Health and Health Care (3)
Introduction to medical anthropology. Cross-cultural examination of different views of health, disease, healing and curing, their effect on medical care and maintenance of health of individuals and communities. Analyses of interface of modern medicine with traditional systems and dilemmas caused by the application of recent medical advances in our own culture. Prerequisite(s): 3 credits in anthropology or biology.

A Ant 365 (= A Wss 365) The Anthropology of New Reproductive Technologies (3)
A cross-cultural perspective on how new reproductive technologies (including invitro-fertilization, surrogacy, ultrasound, prenatal screening for disability, sex selection, fetal surgery, and neonatal intensive care) are transforming the experience of procreation and challenging cultural notions of kinship, personhood, and what it means to be human. Prerequisite(s): 3 credits in anthropology, philosophy, or women studies.

A Ant 372 Urban Anthropology (3)
Introduction to urban anthropology. Emphasis on rural-urban migrations, adjustment and assimilation of urban migrants, urban kinship and family structure, poverty culture, rural-urban typologies, and the application of anthropological methods to the study of urban societies. A Ant 372Z is the writing intensive version of A Ant 372; only one may be taken for credit. Prerequisite(s): one course in anthropology, sociology, political science or geography.

A Ant 372Z Urban Anthropology (3)
A Ant 372Z is the writing intensive version of A Ant 372; only one may be taken for credit. Prerequisite(s): one course in anthropology, sociology, political science or geography. [WI]

A Ant 381 (= A Wss 381) Anthropology of Gender (3)
Cross-cultural analysis of gender roles. Focuses on non-Western societies, using data from other societies to better understand the gender system of our own culture. Issues include status of women and

men, the meaning of "femaleness" and "maleness", and women and health care systems. A Ant 381Z and A Wss 381Z are writing intensive versions of A Ant 381 and A Wss 381; only one of the four courses may be taken for credit. Prerequisite(s): one course in anthropology or sociology.

A Ant 381Z (= A Wss 381Z) Anthropology of Gender (4)
A Ant 381Z and A Wss 381Z are writing intensive versions of A Ant 381 and A Wss 381; only one of the four courses may be taken for credit. Prerequisite(s): one course in anthropology or sociology. [WI]

A Ant 389Z Writing in Anthropology (Upper Division) (1)
Students who are concurrently registered in any 300- or 400-level anthropology course, may with permission of the instructor of that course, enroll in A Ant 389Z and fulfill a writing intensive version of that other course. The writing intensive version will involve: 1) a body of written work beyond that normally required by the companion course, 2) opportunities for students to receive assistance in progress, and 3) an opportunity for students to revise some pieces. [WI]

A Ant 390 Ethnological Theory (3)
Historical survey of theoretical approaches to the study of culture, with emphasis on contemporary trends. Recommended for majors planning graduate work. Content may vary with instructor. Prerequisite(s): A Ant 108 or A Ant 108Z.

A Ant 414 (formerly A Ant 313) Demographic Anthropology (3)
Demographic theory as it applies to anthropological populations, with emphases on birth, death and growth rates, population size and dispersion, mating, and migration. Aspects of historical and paleodemography accompany analyses of living populations. A Ant 414Z is the writing intensive version of A Ant 414; only one may be taken for credit. Prerequisite(s): A Ant 110 and 211.

A Ant 414Z (formerly A Ant 313Z) Demographic Anthropology (3)
A Ant 414Z is the writing intensive version of A Ant 414; only one may be taken for credit. Prerequisite(s): A Ant 110 and 211. [WI]

A Ant 415 Nutritional Anthropology (3)
This course provides an introduction to the biological, ecological, and social factors influencing diet and nutrition. Basic nutritional physiology and biochemistry are presented in the first part of the course. Later topics include paleonutrition as well as nutritional issues of contemporary human population groups. The core focus is on the concept of energy balance. Time is spent in the metabolic laboratory learning how to measure metabolic energy expenditure and assess nutritional status in humans. Students participate in the collection and analysis of individual and class data on nutritional intake and energy expenditure, with an emphasis on basic techniques of data presentations, analysis, and interpretation. Prerequisite(s): A Ant 211

A Ant 416 Topics in Human Biology (3)
Selected topics in biological anthropology. May be repeated for credit when topic differs. Consult class schedule for specific topic. Prerequisite(s): A Ant 110 and 211.

A Ant 418 Biomedical Anthropology (3)
Anthropological study of health and disease patterns in human populations with emphasis on human-made influences on the health of contemporary societies. The effects of societal and cultural factors on disease patterns, and the assessment of health status through epidemiological and anthropological methods are explored. A Ant 418Z is the writing intensive version of A Ant 418; only one may be taken for credit. Prerequisites: A Ant 119N.

A Ant 418Z Biomedical Anthropology (3)
A Ant 418Z is the writing intensive version of A Ant 418; only one may be taken for credit. Prerequisite(s): A Ant 119. [WI]

A Ant 421Z (formerly 421; = Lin 421Z) Advanced Syntax (3)
This course continues the investigation of the relationship between the grammars of particular languages and Universal Grammar. We will examine the syntax of several languages from around the world asking ourselves the following questions: a.) How do the principles that organize the grammars of other languages around the world compare to English? b.) What grammatical properties are true for all languages? We will discuss the answers to these questions in the light of generative grammar. Only one of A Lin 421Z and A Ant 421Z may be taken for credit. The former A Lin 421 & A Ant 421 do not yield writing intensive credit, Prerequisite(s): A Lin 321 with grade of *C* or higher. [WI]

A Ant 422 (= A Lin 422) Advanced Phonology (3)
Advanced studies in generative phonological theory, with a focus on the analysis of prosodic phenomena such as stress, tone, and accent. Discussion of recent theoretical trends in phonology. Only one of A Ant 422 & A Lin 422 may be taken for credit. Prerequisite(s): A Ant 322 with grade of *C* or higher.

A Ant 423 Linguistic Structures (3)
Investigation of the structure of a selected language, language family, or language area. Prerequisite(s): a prior course in linguistics or consent of instructor. [OD]

A Ant 424 Language and Culture (3)
Study of the nature of the interrelationships that exist between linguistic behavior and other aspects of culture. Prerequisite(s): A Lin 220 or A Ant 221 or permission of instructor.

A Ant 425 (= A Lin 425) Comparative and Historical Linguistics (3)
Language development and change. Language classification, linguistic reconstruction. Prerequisite(s): A Ant 220 or A Lin 220 or consent of instructor.

A Ant 430 Archaeological Theory (3)
Advanced theory and method in archaeology, emphasizing topics such as quantitative applications, spatial analysis, cultural processes, systems analysis, the application of dating techniques, and the reconstruction of extinct cultures. Prerequisite(s): A Ant 104.

A Ant 431 Seminar in Social Archaeology (3)
Seminar on selected topics in the archaeological study of past social organization. Topics will vary. Examples include settlement patterns, household organization, economic processes, urbanism, and world systems. Topics will be approached in terms of methods, theories, and comparative analysis. May be repeated for credit.

A Ant 433 Mesoamerican Archaeology (3)
Archaeological study of the ancient peoples and cultures of Mesoamerica from the earliest inhabitants to the Spanish conquest. Coverage is chronological and evolutionary, with application of anthropological models of cultural change. Emphasis on the major transformation such as the origin of agriculture, the rise of cities, and the expansion of states and empires. Prerequisite(s): A Ant 104 or equivalent or permission of instructor.

A Ant 434 Seminar in Mesoamerican Writing Systems (3)
Seminar on selected Mesoamerican writing systems. Focus varies, but Classic Mayan writing is usually emphasized. Topics include the structure and evolution of the scripts; relations between writing and other communication systems; and anthropological research using hieroglyphic evidence. May be repeated for credit. Prerequisite(s): course work in Mesoamerican archaeology, ethnology, or linguistics is recommended.

A Ant 435 Archaeological Surveys (3)
Survey of the archaeology of a selected region of the world. Topics vary according to the regional specialty of the professor in charge. May be repeated for credit when topic differs. Prerequisite(s): A Ant 104.

A Ant 438 Museum Research and Curation (3)
The course emphasizes collections management and research with existing collections, including database management, basic museum methods for anthropologists, and approaches to problems of using data collected by other researchers. Students design and complete projects using existing collections. Prerequisite(s): A Ant 104.

A Ant 450 Medical Anthropology (3)
Advanced medical anthropology. In-depth examination of selected issues and conflicting values pertaining to health care. Presentations, frequently by outside speakers actively working in their fields, on alternative medical belief systems as well as moral and ethic dilemmas caused by developments in modern medicine. Emphasizes practical applications for health care providers. A Ant 450Z is the writing intensive version of A Ant 450; only one may be taken for credit. Prerequisite(s): junior or senior class standing and permission of instructor.

A Ant 450Z Medical Anthropology (3)
A Ant 450Z is the writing intensive version of A Ant 450; only one may be taken for credit. Prerequisite(s): junior or senior class standing and permission of instructor. [WI]

A Ant 480 Introduction to Ethnographic Field Research (3)
Ethnographic fieldwork experience for qualified undergraduates. Study of fieldwork methodology and principles together with actual fieldwork on selected topics under faculty supervision. Prerequisite(s): junior or senior class standing and permission of instructor.

A Ant 481 (= A Lcs 491) Research Projects (3–6)
Introduction to basic research skills required to answer questions on human behavior, with special emphasis on cross-cultural communication and learning and dynamics of cross-cultural interaction. Specific research projects familiarize students with the basic research methods including data collection, processing, and analysis. Only one of A Ant 481 &A Lcs 491 may be taken for credit. Prerequisite(s): junior or senior class standing and permission of instructor.

A Ant 482 Senior Honor Thesis Seminar (3)
Students in the honors program should enroll in both A Ant 482 for a total of 6 credits during the fall and spring of their senior year. Students will write an honors thesis under the supervision of a member of the Anthropology Department, present periodic progress reports, and deliver an oral summary of the completed thesis. Prerequisite(s): admission to the Anthropology Department honors program.

A Ant 490 (= A Cla 490) Internship in Archaeological Conservation and Documentation (3–9)

Supervised placement in an agency engaged in conservation and documentation of archaeological artifacts, such as the New York State Museum or State Conservation Laboratory. Provides practical experience and cannot be counted among the 9 elective credits above the 300 level required for Mediterranean archaeology majors. Anthropology majors may use up to 3 credits toward major elective credit. May be taken by majors in Greek and Roman civilization and anthropology only. **Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher.** *S/U* graded. Prerequisite(s): permission of instructor.

A Ant 493 Fieldwork in Mesoamerica: An Orientation (1)

General overview of the social and economic contexts of an ethnographic field site in Mesoamerica. Emphasis is on the pragmatics of living in another cultural setting and preparing for a one-month intensive ethnographic research project. Discusses IRB guidelines and the specific ethnographic field project. Specific content of the course varies according to location of ethnographic project and location of that project. Prerequisite: Consent of instructor. *S/U* graded.

A Ant 497 Topics in Anthropology (3)

Advanced course on selected topic in anthropology. May focus on geographic or theoretical area. May be repeated for credit when topic differs. Prerequisite(s): junior or senior class standing and permission of instructor.

A Ant 498 Independent Study in Anthropology (1–6), (1–6)

Independent reading or research on selected topics under the direction of a faculty member. May be repeated for credit. Prerequisite(s): junior or senior class standing.

A Ant 499 Senior Seminar in Anthropology (3)

Seminar on selected topics in anthropology, Open to seniors with permission of instructor. Recommended for majors planning graduate work. May be repeated for credit.

DEPARTMENT OF ART

Faculty
Professors Emeritae/i
Dennis Byng, M.S.
University of Wisconsin
Richard Callner, M.F.A.
Columbia University
Robert Cartmell, M.F.A.
University of Iowa
Edward P. Cowley, M.A.
Columbia University
Mojmir S. Frinta, Ph.D.
University of Michigan
Arthur G. Lennig, Ph.D.
University of Wisconsin
Thom O'Connor, M.F.A.
Cranbrook Academy
Paul W. Wallace, Ph.D.
Indiana University
William H. Wilson, M.F.A.
Cranbrook Academy
Professors
Roberta M. Bernstein, Ph.D. (Collins Fellow)
Columbia University
Phyllis J. Galembo, M.F.A.
University of Wisconsin
Edward A. Mayer, M.F.A.
University of Wisconsin
John C. Overbeck, Ph.D.
University of Cincinnati
Associate Professors
David Carbone, M.F.A.
Brooklyn College, CUNY
JoAnne Carson, M.F.A. (Department Chair)
University of Chicago
Sarah R. Cohen, Ph.D.
Yale University
Rachel Dressler, Ph.D.
Columbia University
Mark A. Greenwold, M.F.A.
Indiana University
Daniel Goodwin, M.F.A.
Hunter College
Yvette Mattern, M.F.A.
Columbia University
Marja Vallila, M.F.A.
Cornell University
Michael R. Werner, Ph.D.
Stanford University
Assistant Professors
Leona Christie, M.F.A.
University of Washington
Sculpture Technician
Roger Bisbing, M.F.A.
Syracuse University
Adjuncts (estimated): 6
Teaching Assistants (estimated): 18

The Department of Art offers a 36 credit major in art, a departmental art major of 60 credits, and a 36 credit Faculty-initiated interdisciplinary major in art history. In addition students can minor in art or art history; the department also directs the interdisciplinary minor in Film Studies. The foundation of the studio art majors is a core curriculum in drawing, two- and three-dimensional design, and art history; areas of concentration are painting and drawing, sculpture, printmaking, and photography. The interdisciplinary major in art history offers a range of courses drawn from offerings in art history with the art department, and from other departments and programs in the College of Arts and Sciences, including classics, history, and East Asian studies. The University Art Museum offers a wide variety of exhibitions that enhance and extend the art department's offerings.

Careers

In addition to the traditional careers in fine art, commercial art, art history and criticism, students who immerse themselves in our art curriculum emerge with an understanding of visual literacy at a time when our culture as a whole is becoming increasingly dependent upon visual communication. Career paths include various positions in art museums and galleries, art conservation, art therapy, furniture design, industrial design, interior design, stage and costume design, graphic design, film production, TV production, medical and anthropological illustration, and animation.

Degree Requirements for the Major in Art

General Program B.A.: 36 credits, including at least 12 credits at the 300 level or above, to be distributed as follows: 18 credits are core requirements: A Art 105, 110, 115, 205 and A Arh 170 and 171; 18 credits are from electives with an Art prefix; 3 of these credits may be from any course that applies to the art history major (see below).

Degree Requirements for the Departmental Major in Art

General Program B.A.: 60 credits including a 27-credit core requirement consisting of A Art 105, 110, 115, 205, 220, 230, 240 or 242, 244 and 305; 12 credits in art history consisting of A Arh170 and 171 and 6 credits from courses that apply to the art history major (see below); 6 credits in studio art electives; and a 15-credit concentration in either painting and drawing, sculpture, printmaking, or photography.

Admission to Departmental Major in Art
The 60-credit art major is aimed at encouraging students who demonstrate both an unusual degree of accomplishment and potential. In the second semester of their sophomore year, or thereafter, students should submit from 12 to 20 works of art, in a portfolio or sheet of slides, to the Art Department for review. The portfolio should reflect a student's intended area of focus: painting and drawing, sculpture, printmaking or photography. The portfolio review is intended to give students an opportunity to demonstrate a maturing level of visual culture and the emergence of an artistic voice. Ultimately, an exemplary portfolio will display a high level of visual literacy and technical ability at the service of individual expression. This orientation will lead a student to further study at art school or at graduate school. Portfolios should be submitted to the art department secretary during the seventh week of the semester.

If a student is accepted as a 60-credit art major, the student should seek advisement from the undergraduate adviser and the faculty member they work with most to determine a set of personal goals within their remaining course of study.

Honors Program in the Departmental Major in Art

The Honors Program is designed for the exceptionally talented and committed student of art. Successful completion of the program is excellent preparation for graduate work in the Fine Arts. Studio space for Honors Students is limited. Successful completion of the program earns an Honors Certificate in Art and a nomination for graduating with "Honors in Art" from the University.

Students may present a portfolio for admission to the Honors Program to the Undergraduate Director in the second semester of their junior year or the first semester of their senior year. In order to be eligible for admission to the Honors Program, a student must be accepted as a 60-credit major and have completed at least 12 credits of studio course work. An applicant should have an overall grade point average of 3.25 or higher and a 3.5 or higher in all courses applicable toward the major. Applicants must submit a portfolio of 10 works in their area of concentration. The portfolio must demonstrate visual literacy, technical mastery, creative potential, and the drive and maturity to work independently in order to cultivate a distinctive personal direction. The Honors Committee may waive the entry requirements where appropriate. Decisions of the Honors Committee are final and are not subject to review or appeal.

Students in the Honors Program are required to complete a minimum of 60 credits, meeting all the requirements of the major. In addition, students must complete an Honors Project for 6-12 credits of studio course work and complete A Art 496, the Mentor Tutorial. The Honors Project mentor will be a member of the faculty who regularly works with the student in the student's area of concentration. Critiques will be conducted during regular course offerings. An overall grade point average of 3.25 or higher and an average of 3.5 or higher in all courses applicable toward the major must be maintained in each semester of the program. Students dismissed from the program cannot be readmitted unless the grades on which dismissal is based were in error and are officially changed.

Degree Requirements for the Faculty-Initiated Interdisciplinary Major with a Concentration in Art History

The purpose of the major in Art History is to introduce students to the principles and methods of art history, and to encourage their intellectual exploration of art and architecture in historical culture. Advisement and internship supervision are conducted in the Art Department.

General Program B.A.: A minimum of 36 credits: Within the requirements for the major, a student must take a minimum of 6 credits in courses with an A Cla prefix.

Required core courses (9 credits): A Arh 170, A Arh 17I; 3 credits from: A Arh 450, 480, 499.

Lower Division Electives 9 credits from: A Arh 230, 260, 261; 262; 265, 266, 280, 281, 298; A Ant 268; A Cas 240; A Cla 207, 208, 209; A His 263, 264; A Rel 200.

Upper Division Electives 18 credits, of which no more than 6 credits can be from A Cla courses, from: A Arh 331, 332 or 332Z, 341, 342 or 342Z, 350 or 350Z, 351 or 351Z, 352 or 352Z, 361,362, 363, 364 365 or 365Z, 366 or 366Z, 432, 442, 450 or 450Z, 460, 466, 467 or 467Z, 468 or 468Z, 475 or 475Z, 480, 490, 491; 497, 498; A Cla 301, 302, 303 or 303Z, 307, 310, 311, 401, 402, 403, 405, 406, 407, 490, 497; A His 302Z; 303Z; 364Z; A Thr 380.

Honors Program in Art History

Honors students in Art History will take a structured sequence of coursework focusing upon the main areas of study offered in the Art History curriculum. They must take at least one three-credit course each in the following areas of Western Art History: Ancient (A Cla 207, A Cla 208, A Cla 209, A Cla 301, A Cla 302, A Cla 303, A Cla 307, A Cla 310, A Cla 311, A Cla 401, A Cla 402, A Cla 403, A Cla 405, A Cla 406, A Cla 407); Medieval (A Arh 331, A Arh 332, A Arh 442); Early Modern (Renaissance, Baroque, and Eighteenth Century: A Arh 342, 350, A Arh 351, A Arh 352, A Arh 450); Modern and Contemporary (A Arh 365, A Arh 366, A Arh 468); Film and Photography (A Arh 260, A Arh 261, A Arh 265, A Arh 266, A Arh 361, A Arh 362, A Arh 363, A Arh 364. In addition, they must take at least one three-credit course in non-Western Art History (A Arh 280, A Ant 268, A Arh 281, A Arh 480).

Honors students in Art History are required to take a research seminar, in which they will perform special work devoted to Honors: A Arh 499 "Research Seminar: Special Topics," A Arh 450 "Art and Society in Early Modern France," A Arh 480 "Yűan and Sung Painting," or equivalent seminars as they are developed. The special Honors work in the seminar will entail at least *two* of the following features: use primary sources; conduct research in languages other than English; build on an annotated bibliography to develop an historiographic analysis; or conduct research on a primary object in a museum or archaeological setting, using archival documentation when appropriate.

Honors students in Art History will also be required to take six credits of intensive work culminating in a major project or series of projects. This will comprise two additional Research Seminars with Honors level work or one additional Research Seminar with Honors level work plus three credits of Independent Study or, in exceptional cases, six credits of independent study. The Independent Study credit will generally be developed from research the student began in a Research Seminar and will include Honors level research (as defined above). An Internship (A Arh 490 or 491 or A Cla 490) with a particularly strong and focused research component may count as three credits toward this requirement.

When needed, Art History faculty may create a special "honors track" in regular (non-seminar) upper-level courses for a student who wishes to pursue advance research in that area but does not have the opportunity to take a seminar in the area.

Advisement and Evaluation of Honors Students

Selection: The students should have declared as an Art History major and should have completed at least 12 credits in the Art History program. Their overall grade point average must be at least 3.25, with a grade point average of at least 3.5 in the Art History major.

Project Evaluation: Honors students are entitled to an evaluation at the beginning of their last semester if the project has been in progress for at least one semester, and must receive a formal evaluation at the end of the third quarter of their senior year through an Evaluation Committee (composed of two members of the Art History faculty in the Art department and at least one member of the Mediterranean Archaeology faculty). The faculty member responsible for grading the student's Honors papers will explain the strength of the student's work and recommend acceptance or denial. The committee is also responsible for waiving program requirements where warranted and for certifying the candidate has finished all outstanding "Incomplete" grades by the end of the third quarter of the senior year.

Advisement: The student's faculty adviser will also serve as the Honors adviser and is responsible for supervising the student's selection of coursework toward the Honors. If the primary focus of the student's research is in the Ancient area, the student will be advised by a member of the Mediterranean Archaeology faculty.

Courses in Art

A Art 105 Beginning Drawing (3)

Drawing encompasses all the visual disciplines; it will be taught as a way of thinking and planning for other fields of creative endeavor. Drawing is a way of seeing, thinking, and feeling through making marks. Students will be exposed to objective drawing techniques with an emphasis on two-dimensional design.

A Art 110 Two-Dimensional Design (3)

The principles of two-dimensional design and composition intended primarily as a preparatory course for all other courses concerned with the two-dimensional approach.

A Art 115 Three-Dimensional Design (3)

A problem-solving introduction to the principles and elements of three-dimensional design. Demonstrations and implementations of equipment, methods and materials encourage students to develop their interpretive and technical facility, while solving problems that deal with form, space, structure, scale and volume.

A Art 205 Life Drawing (3)

A studio course for students with one semester of drawing experience. This course offers extended opportunities to draw the human figure. Emphasis will be placed on the underlying conceptual structures of perceptual relationships. Students will be asked to master the description of bodily forms deployed in a coherent pictorial space. Prerequisite(s): A Art 105.

A Art 220 Beginning Sculpture (3)
Modeling in clay from the figure. Projects include building armatures, modeling portrait heads, doing full figure studies and making a waste mold. Prerequisite(s): A Art 115 or permission of instructor.

A Art 230 Beginning Painting (3)
An introduction to the language of painting through studio practice. Students will work toward mastering the skills of color mixing as they apply to painting from life. This course stresses the discipline of perceiving the optical effects of light and color in nature and translating them into a pictorial space. Prerequisite(s): A Art 205 or permission of instructor.

A Art 240 Contemporary Etching (3)
In this class, students will be introduced to etching as both a historical and contemporary medium of expression. Projects will explore drawing and printing with line, tone, and texture via the traditional techniques of hard and soft ground etching, drypoint, and aquatint. Additionally, students will learn to integrate digital imaging in the creation of their intaglio prints. Assignments will address issues of representation, abstraction, cultural critique, and personal expression. Prerequisite(s): A Art 105 or permission of instructor.

A Art 242 Contemporary Lithography (3)
A studio course where students will be introduced to lithographic printmaking processes that integrate painterly and photographic image-making. Students will be introduced to historical information about the techniques, especially as this relates to the dialogues between printmaking and other art processes at various times and in different contexts. Key to this dialogue will be the questions, "Why prints and multiples?" Assignments will engage the student in experimentation with both ideas and materials. Prerequisite(s): A Art 105 or permission of instructor.

A Art 244 Beginning Photography (3)
Photography as fine art; covers basic black and white processing techniques and darkroom skills. Principles of photographic composition and introduction of important work by photographers. Prerequisite(s): one studio art class and permission of instructor.

A Art 250 Introduction to Digital Imaging (3)
An introduction to the technical and theoretical issues of the computer in the visual arts. The convergence of photography and digital media is explored through hands-on projects and readings designed to increase students' aesthetic and technical vocabulary. Topics covered include basic scanning and manipulation of photographic imagery through raster-based graphics programs, and fine art digital printmaking, as well as an introduction to web graphics. Prerequisite(s): A Art 244 or one studio art course and permission of instructor.

A Art 264 New American Cinema (3)
During the late 1960s and early 1970s, great social changes were occurring in the United States. These changes were sparked by the emerging youth culture, the progression of the Civil Rights Movement, opposition to the war in Vietnam, and the advent of the modern-era feminist movement. This course will explore the manner in which these changes impacted on the American cinema. Editing styles, camera placement, and camera movement veered from traditional film language; film content reflected youth alienation, the drug culture, and alternative lifestyles and politics.

A Art 298 Topics in Art (3)
Introductory study of a special topic in fine arts not otherwise covered in the curriculum. May be repeated for credit when the topic varies.

A Art 300 Art and Psychology (3)
This course explores the influence of 20th Century psychological thought on the contemporary creative process. We will investigate the works of art and explore creative processes that are directly related to the mapping of the modern psyche. Readings will include writings by both artists and psychologists, including texts by Freud, Lacan, Jung, Breton, Miro, etc. Students will be expected to make class presentations and produce visual projects. Prerequisite(s): A Arh 170, 171 and A Art 205. May not be offered in 2005-2006

A Art 305 Intermediate Drawing (3)
A studio course for students with two semesters of drawing experience. This course offers extended opportunities to draw from life combined with an awareness of various pictorial traditions and procedures. The development of a personal direction is strongly encouraged through challenging projects. May be repeated once for credit. Prerequisite(s): A Art 205. [OD]

A Art 310 Studio Experiments in Visual Thinking (3)
An idea-oriented course designed to help students solve visual and artistic problems through invention and interpretation. Emphasis will be placed on imagination and experimentation with alternative and traditional materials, and students will work toward developing an expanded, personal, visual vocabulary. May be repeated once for credit. May not be offered in 2005-2006.

A Art 315 (=A Mus 315 and A Thr 315) Arts Management (3)
An overview of the conceptual and practical management structures and systems in professional, not-for-profit arts and cultural organizations. The course focuses on areas of prime importance to the arts manager: organizational structure, planning, board/staff leadership, programming and budgeting, Term project required. Only one of A Art 315, A Mus 315, and A Thr 315 may be taken for credit. Prerequisite(s): permission of instructor.

A Art 320 Intermediate Sculpture (3)
An exploration of traditional and nontraditional materials, processes and concepts of sculpture with an emphasis on fabrication, assemblage and installation ideas and actualization of finished sculptural pieces. Prerequisite(s): A Art 115.

A Art 321 Sculpture Fabrication Techniques (3)
A sequence of workshops and demonstrations exploring fabrication, additive processes and assembly techniques used in sculpture. Instruction is given on the materials and techniques used to cut, form and join aluminum, steel, wood and plastics. The student will become conversant with oxy-acetylene and electric welding (stick, MIG and TIG) equipment; woodworking tools, mechanical fasteners and industrial materials. Prerequisite(s): A Art 115 3-Dimensional Design or permission of the instructor.

A Art 322 Sculpture Casting Techniques (3)
A sequence of workshops exploring techniques of learning to make molds in plaster, flexible rubber and classic investment, used in casting ceramic, wax, plaster, concrete, plastic resins, aluminum, bronze and other materials involved in generating sculpture. Prerequisite(s): A Art 115 3-Dimensional Design or permission of the instructor.

A Art 330 Intermediate Painting (3)
A studio course for students with one semester of oil painting experience. This course offers extended opportunities to paint from life combined with an awareness of various pictorial traditions and procedures. The development of a personal direction is strongly encouraged through challenging projects. Prerequisite(s): A Art 205 and A Art 230. May be repeated once for credit.

A Art 331 Painting in Water-Based Media (3)
A studio course for students with two semesters of drawing experience. An introduction to the language of painting through the use of a variety of water-based media (ink, gouache, watercolor, egg tempera). Students will be asked to master several media-related procedures and develop coherent pictorial constructions. Prerequisite(s): A Art 205.

A Art 335 Color Theory and Pictorial Tradition (3)
In this combined studio/lecture course, students will examine a range of color theories and their application to specific works of art. Emphasis will be on the expressive role of color in various pictorial traditions. Students will be given an extensive vocabulary of color concepts and related studio exercises. Prerequisite(s): A Art 110. May not be offered in 2005-2006.

A Art 340 Contemporary Etching II (3)
A studio course for students with one semester of etching experience. Students will create images on and of paper with more complex intaglio and digital printmaking techniques, including multi-plat color printing. Projects will emphasize individual direction, ambition, research, and personal expression. Prerequisite(s): A Art 240 or permission of instructor.

A Art 341 Concept and Process in Printmaking (3)
Through the media of etching and digital printmaking, students will learn to invent and manipulate image-making systems and tools in order to make art. Conceptual art history and practices will be introduced, including the use of chance operations; the integration of text and image; and printmaking as a documentation of performance art. Studio projects will also explore the nature and potential of printmaking materials and surfaces, and the possibilities of printing on non-traditional substrates. Prerequisite(s): A Art 240, 242, 250, or permission of instructor.

A Art 342 Contemporary Lithography II (3)
A studio course for students with one semester of lithography experience. Students will create images on and of paper, including print-based installations and sculptural prints. Projects will emphasize individual direction, ambition, research, and personal expression. Prerequisite(s): A Art 240 or permission of instructor.

A Art 343 Post-Pop Printmaking (3)
An exploration of the manual tools of printmaking and the digital tools of drawing and design software to create visual appeal through composition, abstraction, pattern, and color. Students will be introduced to social and historical contexts for the graphic arts, as they relate to both the fine arts and cultural resistance movements. Studio projects will emphasize the investigation of the concepts of the artist as shopper, consumer, and as brand creator. Prerequisite(s): A Art 240, 242, 250, or permission of instructor.

A Art 344 Intermediate Photography (3)
Advanced darkroom skills and introduction to non-silver techniques and analysis of important work by representative studio and photographic artists. Prerequisite(s): A Art 244.

A Art 345 The Monotype (3)
Studio experience in most processes in the making of monotypes. Emphasis is on water-based, nontoxic materials. Prerequisite(s): A Art 105 or permission of instructor.

A Art 346 Introductory Film Production (3)
Seeing and thinking in cinematic terms, with an introduction to the process and equipment with which the filmmaker works. Cameras, lenses, film emulsions and editing procedures are studied in the making of short silent films. Prerequisite(s): A Arh 260, or A Com 238 and permission of instructor. May not be offered in 2005-2006.

A Art 347 Non-silver Photography (3)
Exploration of the various methods of applying light-sensitive emulsions to materials (cloth, paper) and printing from them rather than from the traditional silver-based photographic paper. This method enables the student to work in a more painterly printmaking manner. Prerequisite(s): A Art 344.

A Art 348 Color Photography (3)
Utilization of transparency and negative materials in color photography with emphasis on color printing. Prerequisite(s): A Art 344 and permission of instructor. A Art 110 recommended.

A Art 349 Artists' Books/Narrative (3)
Theory, form, and practice of making images in sequence, with an emphasis on the timing and spacing of visual narrative. The structure of the artists' book will be explored, and will include an introduction to basic hand bookbinding techniques. Projects will involve the creation of editioned multiples and one-of-a-kind hand-made book objects. Prerequisite(s): A Art 240, 242, 250, 348 or permission of instructor.

A Art 350 Intermediate Digital Imaging (3)
An intensive exploration into the uses of the computer in the fine arts. This course builds on concepts introduced in A Art 250. Emphasis is placed on correlating technical concerns with theoretical, conceptual, and aesthetic content. Students are expected to develop a portfolio through challenging projects. Prerequisite(s) A Art 250 and permission of the instructor.

A Art 372 (= A Mus 372 & A Thr 372) Sound Design and Multimedia (1)
Theory and techniques of how sound and music are composed for use in multi-media fields, including Theatre, the World-Wide Web, installation art, CD-ROM, and video. Students will work on original projects in their respective disciplines. The focus of this course will vary. Prerequisite(s): A Mus 325 and A Mus 426 or A Thr 426 and/or permission of instructor.

A Art 390 Topics in Printmaking (3)
Special projects in print processes ranging from relief printing to color viscosity etching. May be repeated for credit when topic varies (up to 12 credits). Prerequisite(s): A Art 240 or 242.

A Art 405 Advanced Drawing (3)
A studio course for students with two or three semesters of drawing experience. Individual attention is combined with technical and formal criticism in the development of a personal visual idiom. In this course, stress will be placed on how the history of drawing helps to reveal a student's potential. May be repeated once for credit. Prerequisite(s): A Art 305.

A Art 420 Advanced Sculpture (3)
A focus on contemporary concerns and attitudes in three-dimensional work and media requiring an application of concepts and experience learned and acquired in prerequisite courses and through research, which results in finished sculptures. May be repeated once for credit. Prerequisite(s): A Art 320 and A Art 321 or permission of instructor.

A Art 421 Topics in Sculpture (3)
Further exploration of sculptural concepts with a focus on individual problems, covering a wide range of media, methods and techniques. An emphasis is on the development, interpretation, realization and presentation of one's ideas. May be repeated for credit when topic varies (up to 12 credits). Prerequisite(s): A Art 320 and A Art 321 or permission of instructor.

A Art 426 (=A Mus 426 and A Thr 426) Studio Work in Electronic Music and Media (3)
This course will provide students with basic studio techniques for field recording, digital audio editing, signal processing, and composition. Projects will reflect a variety of aesthetic approaches and disciplines from the experimental tradition in Electronic Music to sound art, multimedia applications, and related fields. Prerequisite(s): A Mus 325 or equivalent and/or permission of instructor.

A Art 428 (=A Mus 428 and A Thr 428) Sound Design and Multimedia (1)
Theory and techniques of how sound and music are composed for use in multi-media fields, including Theatre, the World-Wide Web, installation art, CD-ROM, and video. Students will work on original projects in their respective disciplines. The focus of this course will vary. Prerequisite(s): A Mus 325 and A Mus 426 or A Thr 426 and/or permission of instructor.

A Art 429 (=A Mus 429 and A Thr 429) Live Electronic Performance (3)
A survey of the history, techniques, and aesthetics of live electronic music and sound installation art, beginning in the 1960s. The course will include instruction in interactive and other forms of performance practice, as well as techniques for live sound production. Students will perform and tech original works and re-creations of historical works. May be repeated for a total of 12 credits. Prerequisite(s): A Mus 325, 426 and/or permission of instructor.

A Art 430 Advanced Painting (3)
A studio course for students with two or three semesters of oil painting experience. Individual attention is combined with technical and formal criticism in the development of a personal visual idiom. In this course, stress will be placed on how the history of painting helps to reveal a student's potential. May be repeated once for credit. Prerequisite(s): A Art 330.

A Art 434 Topics in Drawing (3)
A studio course for students with at least two semesters of drawing experience. In depth study of selected topics in drawing not otherwise covered in the curriculum. Students will be guided through several pictorial models and procedures, seeking both mastery and a pictorial persona. May be repeated for credit when topic varies (up to 12 credits). Prerequisite(s): A Art 205.

A Art 435 Topics in Painting (3)
A studio course for students with two or three semesters of oil painting experience. In-depth study of selected topics in painting not otherwise covered in the curriculum. Students will be guided through a variety of pictorial paradigms, seeking both mastery and a pictorial persona. May be repeated for credit when topic varies (up to 12 credits). Prerequisite(s): A Art 330.

A Art 440 Advanced Etching (3)
Studio course with concentration on advanced etching techniques including photo work. May be repeated once for credit. Prerequisite(s): A Art 340.

A Art 442 Advanced Lithography (3)
Advanced course in lithography. Emphasis on color and stone process. May be repeated once for credit. Prerequisite(s): A Art 342.

A Art 444 Advanced Photography (3)
Emphasis on aesthetics and archival processing for exhibition-quality work. May be repeated once for credit. Prerequisite(s): A Art 344.

A Art 445 Advanced Monotype (3)
Continuation of A Art 345. Emphasis will be on individual approaches to ideas and various print techniques. Prerequisite(s): A Art 345.

A Art 446 Topics in Photography (3)
Expansion of camera skills and photographic techniques. Individual interests and abilities play a major role in established course content. May be repeated for credit when topic varies (up to 12 credits). Prerequisite(s): A Art 344.

A Art 447 Advanced Film Production (3)
This course builds on filmmaking skills acquired in Introductory Film Production. Students explore cinematic narrative structures, styles of editing, and setting the *mise en scène*. Students will make a fictional work on film or videotape that focuses on their own life experience. Prerequisite(s): A Art 346. .May not be offered in 2005-2006.

A Art 450 Advanced Digital Imaging (3)
An exploration of some of the more sophisticated concepts, processes, and software involved in digital fine art. Students develop self-directed projects that reflect not only a technical proficiency with the media explored, but a thoughtfully developed conceptual thread. Weekly readings in current digital media theory and criticism provide insight into the work of emerging artists, and a wide range of techniques, media, and software are covered, including: advanced 2-D image manipulation, web graphics, and high-resolution fine art printmaking, as well as introductions to interactive multimedia and digital video. Emphasis is placed on finding the most appropriate solutions for each student's individual project. Prerequisite(s): A Art 250 or permission of instructor.

A Art 490 Internship in Studio Art (3)
Designed for undergraduate students interested in pursuing a career in the arts. Students work with art professionals for one semester. Internships may include the Times Union Photography Department, the Center for Photography at Woodstock, or assisting professional artists. Students complete an academic component consisting of required meetings with the faculty supervisor in the area of focus, and may involve a journal and portfolio. Art majors may use three credits toward course requirements above the 300 level. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.5 or higher. Consent for the internship must be obtained in the preceding semester by the submission of a plan of intent and a signed contract with a professional organization or individual artist. Prerequisite(s): Junior or senior class standing, 2.5 or higher GPA, and permission of the instructor.

A Art 492 Internship in Art Museum Management and Operation (3–4)
Designed for undergraduate students interested in pursuing a career in Arts Management or the Gallery/Museum administrative field. Projects may include computer database, archival records retrieval and storage, media relations skills, collections management, and exhibition organization and documentation. A final project will be assigned. **Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher.** Prerequisite(s): interview by gallery administrative staff and permission of Art Department Chair. *S/U* graded. May not be offered in 2005-2006.

A Art 496 Mentor Tutorial (3)
A tutorial in which readings, discussions, visits to museums and galleries are assigned to build awareness of the relevant traditions supporting an Honors student's development. This tutorial will also include consultation on graduate school applications and instruction on taking slides of works of art. Prerequisite(s): admission into the departmental Honors Program.

A Art 497 Independent Study (1–4)
Directed studio project in a selected art area. May be repeated with approval of department chair. Prerequisite(s): junior or senior class standing and permission of instructor and department chair.

A Art 498 Honors Project I (3-6)
Studio project in a selected area of concentration. Topics and issues vary according to the needs and goals set by the students with their mentors. The goal of this project is to allow students adequate space and opportunity to cultivate a distinctive personal direction and generate a significant body of work to pursue graduate study. Students will attend appropriate MFA critiques. Prerequisite(s) admission into the departmental Honors Program and permission of instructor.

A Art 499 Honors Project II (3-6)
The continuation and completion of a studio project set forth in A Art 498. Upon completion of the project, the student will be required to make an oral defense of the work before the Honors Committee. Successful completion of the program earns an Honors Certificate in Art and a nomination for graduating with "Honors in Art" from the University. Students will attend appropriate MFA critiques. Prerequisite(s): A Art 498.

Courses in Art History

A Arh 170 Survey of Art in the Western World I (3)
Survey of art from prehistoric times through the 14th century focusing on architecture, sculpture and painting of the ancient Near East and Europe. [AR EU]

A Arh 171 Survey of Art in the Western World II (3)
Survey of art from the 14th century to the present focusing on painting, sculpture and architecture of Europe and the Americas. [AR EU]

A Arh 207 (= A Cla 207Z) Egyptian Archaeology (3)
A Cla 207Z is the writing intensive version of 207; only one may be taken for credit. [AR HU WI]

A Arh 207 (= A Cla 207) Egyptian Archaeology (3)
A survey of the remains of ancient Egypt from the earliest times to the Roman Empire. The pyramids, temples, tombs, mummies and works of art will be examined in an attempt to understand the unique character of ancient Egypt. Selections from Egyptian religious and historical texts will be read in translation. A Cla 207 is the writing intensive version of 207; only one may be taken for credit. [AR HU]

A Arh 208 (= A Cla 208) Greek Archaeology (3)
A Cla 208 is the writing intensive version of 208; only one may be taken for credit. [AR HU WI]

A Arh 208 (= A Cla 208) Greek Archaeology (3)
Survey of the prehistoric and historical cultures of ancient Greece, as revealed by archaeology, from the Neolithic to the Hellenistic era, with emphasis on the evolution of pottery style, painting, sculpture and architecture. [AR HU]

A Arh 209 (= A Cla 209) Roman Archaeology (3)
Survey of the monuments of ancient Rome and her empire in a cultural and evolutionary context, including major works of sculpture, wall painting and architecture. Roman towns and principles of town planning also studied. Translated selections from Roman literary and historical sources. [AR HU]

A Arh 230 The Art of Medieval Knighthood (3)
The art and culture of medieval European knighthood from its beginnings in mounted soldiers of the eleventh century to its role in elaborate tournaments and jousts of the sixteenth. Attention will be given to the social expression of the knightly class through visual and literary means. Objects of study will include architecture, sculpture, manuscript painting and ivory carvings. Literature will include chivalric epics, romances, and manuals of war. Among the topics to be addressed will be arms and armor, castles and manor houses, the arts of courtly love and the visual spectacle of chivalry. [AR]

A Arh 260 Introduction to Cinema (3)
Survey of the silent and sound classics of the cinema with emphasis on the changing conceptions of cinematographic form and content. Screenings of selected European and American films. [AR]

A Arh 261 Independent Cinema (3)
Introduction to the study of film as an artistic and social practice through an examination of the various genres of independent filmmaking pursued in the United States during the twentieth and twenty-first centuries.

A Arh 262 (= A Fre 238) Great Classics of French Cinema (3)
An introduction with detailed analyses to a dozen of the most well known French classic films as contributions to the art of cinema and as reflections of French society at various historical moments. Taught in English. May not be used to fulfill the requirements of the major in French. Only one of A Arh 262/A Fre 238 and 315 may be taken for credit.

A Arh 263 American Film Genres (3)
American Film Genres: This course will explore traditional American film genres, centering on the manner in which they were developed, and their evolution across the decades. Such elements as script structure, cameral placement and movement, acting and directing styles, and color and widescreen processes will be examined. Genres to be explored include musicals, comedies, horror, science fiction, westerns, and melodrama. Subgenres such as the adult western, the screwball comedy, and the social comment film also will be analyzed.

A Arh 264 New American Cinema (3)
During the late 1960s and early 1970s, great social changes were occurring in the United States. These changes were sparked by the emerging youth culture, the progression of the Civil Rights Movement, opposition to the war in Vietnam, and the advent of the modern-era feminist movement. This course will explore the manner in which these changes impacted on the American cinema. Editing styles, camera placement, and camera movement veered from traditional film language; film content reflected youth alienation, the drug culture, and alternative lifestyles and politics.

A Arh 265 History of Photography (3)
A survey of photography from its invention in 1839 to recent trends. Emphasizes why it was developed, the major19th century documentary and artistic uses, and the extraordinary range of 20th century explorations. An integrated approach tied to parallel social and artistic events. [AR]

A Arh 266 Photography 1970 to the Present (3)
A thorough survey of recent photography. Emphasizes fine art photography and the use of photography by artists working in other media, including documentary and photojournalistic work, photography books, mixed media and digital work. The materials for study are drawn from slide lectures, local exhibitions, contemporary criticism, library materials, and the media. No prior photography or art history required. [AR]

A Arh 280 (= A Eac 280) Chinese Painting (3)
Introduces students to the major works of traditional Chinese painting and analyzes those works to arrive at an understanding of life in traditional China. The major class activity will be viewing, discussing and analyzing slides of Chinese paintings. Only one of A Arh 280 and A Eac 280 may be taken for credit. [AR]

A Arh 281 (= A Eac 180) Introduction to Chinese Art and Culture (3)
The course combines a rapid survey of Chinese art with selected readings in Chinese literature to present an introduction to the visual and written culture of traditional China. Evidence from archaeology, sculpture, architecture, and painting will be viewed and analyzed to illustrate such topics as the origins and multiethnic character of Chinese civilization, the nature of the Chinese writing system, the growth of religious systems, and the development of the bureaucratic state. No prior knowledge of Chinese or Art History is required.

A Arh 298 Topics in Art History (3)
Introductory study of a special topic in Art History not otherwise covered in the curriculum. May be repeated for credit when the topic varies.

A Arh 301 (= A Cla 301) Aegean Prehistory (3)
Archaeology of the Aegean area from Paleolithic times to the end of the Bronze Age, with emphasis on Minoan Crete and Mycenaean Greece. Prerequisite(s): A Cla 208 or A Cla 208. May not be offered in 2005-2006.

A Arh 302 (= A Cla 302) Villanovans, Etruscans, and Early Romans (3)
Archaeology of the Etruscans and of early Rome in the context of the Iron Age cultures of the Italian peninsula. Prerequisite(s): A Cla 209 or A Clc 134, or junior or senior class standing. May not be offered in 2005-2006.

A Arh 303 (= A Cla 303) Christian, Jewish, and Muslim Art in the Late Roman and Early Medieval World (3)
This course examines the art and architecture serving Christian, Jewish, and Muslim communities in Europe and the Middle East from the second through the tenth century of the Common Era. Particular attention will be paid to those objects and monuments which articulate the common values and areas of tension among the adherents of all three religions. Prerequisite(s): A Arh 170 or permission of instructor.

A Arh 303Z (= A Cla 303Z) Christian, Jewish, and Muslim Art in the Late Roman and Early Medieval World (3)
A Arh 303Z & A Cla 303Z are the writing intensive versions of A Arh 303 & A Cla 303; only one of the four courses may be taken for credit. Prerequisite(s): A Arh 170 or permission of instructor. [WI]

A Arh 307 (= A Cla 307) The Pyramid Age (3)
Archaeology of Egypt during the Old Kingdom and the 1st Intermediate Period, from later predynastic times to the end of the 10th dynasty (ca. 3100–2040 B.C.). Detailed study of pyramids and tombs, together with art and literature of the period. Prerequisite(s): A Cla 207, 207 or permission of instructor.

A Arh 331 (formerly A Arh 361) Monks, Monarchs, and Medieval Art: Europe 500-1100 C.E. (3)
An examination of European architecture, painting, sculpture and minor arts from the 6th to the 12th century. Course covers early Germanic and Celtic art, Carolingian and Ottonian periods. French. English, German, Italian Romanesque architecture and sculpture of the Pilgrimage route of Santiago, Monastic manuscript illumination, mural painting, objects in bronze and precious metals. Prerequisite(s): A Arh 170 or permission of instructor.

A Arh 332 (formerly A Arh 362) Gothic Art and Architecture (3)
Examines Gothic Art of the 13th and 14th Centuries in France and its spread throughout Europe. Includes a study of religious and lay architecture (cathedrals, castles, town halls); cathedral sculpture; stained glass, murals and mosaics; manuscript illumination, painted altarpieces and art of precious metals. Prerequisite(s): A Art 170 or 331 or permission of instructor.

A Arh 332Z (formerly A Arh 362) Gothic Art and Architecture (3)
A Arh 332Z is the writing intensive version of A Arh 332; only one may be taken for credit. Prerequisite(s): A Arh 170 or permission of instructor. [WI]

A Arh 341 (formerly A Arh 371) Renaissance Art of the 15th Century (3)
An examination of art and architecture produced in Italy and Northern Europe during the 1400's. Italian art will concentrate on major architects, sculptors and painters, chiefly in Florence and including Umbria, Marches and North Italy. Art in Northern Europe will concentrate on the Netherlands and Germany, and will cover primarily panel painting and graphic art. Prerequisite(s): A Arh 170 or 171 or permission of instructor.

A Arh 342 Art in the Era of Renaissance and Reformation (3)
An examination of art and architecture produced in Italy and Northern Europe during the sixteenth century. Emphasis will be placed upon individual artists such as Leonardo, Michelangelo, Dürer, and Bruegel, as well as on specific artistic themes and their relation to social, religious, and theoretical concerns. Prerequisite(s): A Arh 171 or permission of the instructor.

A Arh 342Z Art in the Era of Renaissance and Reformation (3)
A Arh 342Z is the Writing Intensive version of A Arh 342; only one may be taken for credit. Prerequisite(s) A Arh 171 or permission of the instructor. [WI]

A Arh 350 Art in the Courts of Seventeenth-Century Europe (3)
A study of the painting, sculpture and architecture produced in Italy, France and Spain during the 17th Century. Attention will focus on the religious, political and ceremonial demands of the Catholic Church and the royal courts, as well as on the careers of individual artists such as Bernini, Borromini, Caravaggio, Poussin and Velasquez. Prerequisite(s): A Arh 171 or permission of instructor.

A Arh 350Z Art in the Courts of Seventeenth-Century Europe (3)
A Arh 350Z is the writing intensive version of A Arh 350; only one may be taken for credit. Prerequisite(s): A Arh 171 or permission of instructor. [WI]

A Arh 351 Netherlandish Painting in the Age of Rembrandt and Rubens (3)
An examination of the painting and graphic art produced in the Netherlands during the seventeenth century. In addition to studying artistic trends and individual artists such as Rembrandt and Rubens, students will explore the ways in which the art addressed the social needs and concerns of Dutch and Flemish audiences. Prerequisite(s): A Arh 171 or permission of instructor.

A Arh 351Z Netherlandish Painting in the Age of Rembrandt and Rubens (3)
A Arh 351Z is the writing intensive version of A Arh 351; only one may be taken for credit. Prerequisite(s): A Arh 171 or permission of instructor. [WI]

A Arh 352 Art in the Era of Rococo and Enlightenment (3)
A study of painting, sculpture, architecture, garden design, graphic and decorative arts produced in Europe during the eighteenth century. Special emphasis will be placed upon the original context, use and significance of the art, as well as upon the association between artmaking and philosophical pursuits during this era of profound European change. Prerequisite(s): A Arh 171 or permission of instructor.

A Arh 352Z Art in the Era of Rococo and Enlightenment (3)
A Arh 352Z is the writing intensive version of A Arh 352; only one may be taken for credit. Prerequisite(s): A Arh 171 or permission of instructor. [WI]

A Arh 361 European Screen Artists (3)
Study of the European cinema from the silent film era to recent years. Consideration is given both to the careers of prominent artists and to the social and economical context in which they worked. Directors to be examined include, among others, Sergei Eisenstein, Ingmar Bergman, Leni Riefenstahl, and Jean Renoir. Prerequisite(s): A Arh 260.

A Arh 362 Significant Cinema Directors (3)
Examination of the artistry and cultural significance of films by selected directors, such as Charles Chaplin, Stanley Kubrick, Dorothy Arzner, Ingmar Bergman, or Ousmane Sembene. American and/or international in scope. This course may be repeated for credit as the content varies. Prerequisite(s): A Arh 260.

A Arh 363 Art of American Silent Films (3)
Examination of the silent film in America, with an emphasis upon Hollywood. Topics to be addressed include: the studio and star systems; significant personalities; the writing of silent film; technological developments; and the various film genres, such as epics, comedies, and melodramas. Prerequisite(s): A Arh 260.

A Arh 364 The Hollywood Crime Film (3)
The Hollywood Crime Film will explore the crime film genre and its various sub-genres, spotlighting the manner in which they serve as mirrors of American society and focusing on both narrative conventions and filmic structure. Prerequisite(s): A Arh 260.

A Arh 365 (formerly A Arh 491) Modern Art I (3)
Survey of the first phase of Modernism, focusing on painting and sculpture in Europe and the USA from circa 1780–1880. Movements covered include Neo-Classicism, Romanticism, Realism, and Impressionism; artists include David, Goya, Manet, Cassatt. A Arh 365Z is the writing intensive version of A Arh 365; only one of the two courses may be taken for credit. Prerequisite(s): A Arh 171 or permission of instructor.

A Arh 365Z (formerly A Arh 491) Modern Art I (3)
A Arh 365Z is the writing intensive version of A Arh 365; only one of the two courses may be taken for credit. Prerequisite(s): A Arh 171 or permission of instructor. [WI]

A Arh 366 (formerly A Arh 492) Modern Art II (3)
Survey of Modern art from circa 1880–1945, focusing on painting and sculpture of Europe and the Americas. Movements covered include Post-impressionism, Cubism, German Expressionism, Dada, Surrealism; artists include Van Gogh, Picasso, Kollwitz, Duchamp, O'Keeffe, Douglas, Kahlo. A Arh 366Z is the writing intensive version of A Arh 366; only one may be taken for credit. Prerequisite(s): A Arh 171 or permission of instructor.

A Arh 366Z (formerly A Arh 492Z) Modern Art II (3)
A Arh 366Z is the writing intensive version of A Arh 366; only one may be taken for credit. Prerequisite(s): A Arh 171 or permission of instructor. [WI]

A Arh 367 The Hollywood Combat Film (3)
The Hollywood Combat Film will explore the contrasting manners in which war and war veterans have been portrayed on screen, with a focus on narrative conventions and filmic structure. The course will spotlight the First and Second World Wars and Vietnam. Prerequisite(s): A Arh 260.

A Arh 368 The Documentary Film (3)
Documentaries are factual films that portray actual events and real people. This course examines the history of the documentary film, spotlighting the different types of documentaries and how filmmakers have utilized them to educate, persuade, and entertain audiences. Prerequisite(s): A Arh 260.

A Arh 401 (= A Cla 401) Greek Sculpture (3)
Study of selected sculptural monuments from the Archaic, Classical and Hellenistic eras, considered in relation to their historical, intellectual and religious context. Prerequisite(s): A Cla 208 or A Cla 208Z.

A Arh 402 (= A Cla 402) Roman Sculpture (3)
Selected monuments representing the historical development of Roman sculpture in its social and religious context from the early Republic to the time of the emperor Constantine. Prerequisite(s): A Cla 208 or A Cla 208Z or A Cla 209 or A Arh 170.

A Arh 403 (= A Cla 403) Greek Painting (3)
A survey of ancient Greek painting from the beginnings about 1000 B.C. through the Hellenistic age; primarily painted vases, but also including the limited evidence that exists for wall painting and other forms. Prerequisite(s): A Cla 208 or A Cla 208Z.

A Arh 405 (= A Cla 405) Greek Architecture (3)
The development of Greek monumental architecture from the earliest temples through the Hellenistic Age. Prerequisite(s): A Cla 208 or A Cla 208Z.

A Arh 406 (formerly A Cla 461) (= A Cla 406) Roman Architecture and Town Planning (3)
The development of Roman public and private architecture, with emphasis on its urban setting and function, and the evolution of Roman towns in Italy and the Empire from the early Republic to the time of the emperor Constantine. Prerequisite(s): A Cla 208 or A Cla 208 or A Cla 209 or A Arh 170.

A Arh 407 (= A Cla 407) The Egyptian Empire (3)
Concentrates on the Middle and New Kingdoms (circa 2133–1085), when Egypt ruled the east. Includes the art, literature, architecture, political and military activity that created the beginnings of western civilization in the Mediterranean. Prerequisite(s): A Cla 207, 207 or permission of instructor.

A Arh 432 (formerly A Arh 462) Gothic Painting (3)
Study of the style and technique of stained glass, manuscript illumination, wall and panel painting in the 13th and 14th centuries, with emphasis on France and Italy. Prerequisite(s): A Arh 170 and junior or senior class standing, or permission of instructor.

A Arh 442 (formerly A Arh 472) Early Painting of the Netherlands (3)
Study of northern Renaissance panel and manuscript painting from Jan van Eyck to Bruegel. Prerequisite(s): A Arh 170 or A Arh 171 or permission of instructor.

A Arh 450 (=A Fre 460) Art and Society in Early Modern France (3)
Seminar examining selected topics in art and architecture produced in France from the sixteenth through eighteenth centuries. Special emphasis upon the cultural significance of art in an era that saw the rise and fall of monarchical power as well as dramatic changes in understandings of social hierarchy, gender, the natural world, and philosophy. Prerequisite(s): Junior or Senior status and at least nine credits of upper-level coursework in Art History or French Studies. [OD]

A Arh 450Z Art and Society in Early Modern France (3)
A Arh 450Z is the writing intensive version of A Arh 450; only one may be taken for credit. Prerequisite(s): Junior or Senior status and at least nine credits of upper-level coursework in Art History or French Studies. [WI]

A Arh 460 (formerly A Art 490) Special Topics in Cinema (3)
In-depth study of selected topics in film not otherwise covered in the curriculum. Can be repeated for credit when the topic varies. Prerequisite(s): A Arh 260.

A Arh 461 (=A Wss 461) Women in Cinema (3)
A multi-dimensional examination of women in cinema—as they are seen in films, as they make films, as they see films. Addresses the contributions of women through the first one hundred years of cinema and analyzes various genres. Women studied include: Dorothy Arzner, Marilyn Monroe, Bette Davis, Joan Crawford, Anita Loos, Frances Marion, Ida Lupino, Verna Fields, Barbra Streisand, Lillian Gish, Lenore Coffee, and others. Prerequisite(s): A Arh 260.

A Arh 466 Art Criticism of the Modern Period (3)
A study of the major European and American critics of 20th century art up to circa 1970. Student essays in criticism of actual artworks will emphasize understanding of historically significant critical perspectives, as well as the development of personal approaches to criticism. Prerequisite(s): A Arh 171; permission of instructor; junior or senior status.

A Arh 467 Art Criticism of the Post-Modern Period (3)
Investigation of practice and theory of contemporary art criticism. Readings will concentrate on critics and writers from the 1970's to the present. In writing about works of art, students will practice basic critical skills of description, formal analysis, interpretation, and articulation of personal responses. Prerequisite(s): A Arh 171; permission of instructor; junior or senior status.

A Arh 467Z Art Criticism of the Post-Modern Period (3)
Investigation of practice and theory of contemporary art criticism. Readings will concentrate on critics and writers from the 1970's to the present. In writing about works of art, students will practice basic critical skills of description, formal analysis, interpretation, and articulation of personal responses. A Arh 467Z is the writing intensive version of A Arh 467; only one can be taken for credit. Prerequisite(s): A Arh 171; permission of instructor; junior or senior status. [WI]

A Arh 468 (formerly A Arh 490) Art Since 1945 (3)
Survey and critical analysis of art from circa 1945 to the present. The course will cover directions in late Modernism and Post-modernism, including Abstract Expressionism, Pop Art, Minimalism, Feminist Art, Graffiti Art and Political Art. A Arh 468Z is the writing intensive version of A Arh 468; only one can be taken for credit. Prerequisite(s): A Arh 171 or permission of instructor.

A Arh 468Z (formerly A Arh 490Z) Art Since 1945 (3)
A Arh 468Z is the writing intensive version of A Arh 468; only one may be taken for credit. Prerequisite(s): A Arh 171 or permission of instructor. [WI]

A Arh 475 (formerly A Arh 455; = A Wss 475) Women in Art (3)
Survey of women artists from 1550 to the present, including Artemesia Gentileschi, Elizabeth Vigee-Lebrun, Mary Cassatt, Alice Neel. The course also includes a feminist analysis of images of women since the Renaissance. A Arh 475Z & A Wss 475Z are the writing intensive versions of A Arh 475 & A Wss 475Z; only one of the four courses may be taken for credit. Prerequisite(s): A Arh 171 and junior or senior class standing, or permission of instructor.

A Arh 475Z (formerly A Arh 455; = A Wss 475Z) Women in Art (3)
A Arh 475Z & A Wss 475Z are the writing intensive versions of A Arh 475 & A Wss 475Z; only one of the four courses may be taken for credit. Prerequisite(s): A Arh 171 and junior or senior class standing, or permission of instructor. [WI]

A Arh 480 (= A Eac 471) Yüan and Sung Painting (3)
A seminar on Chinese painting during the Sung and Yüan Dynasties (960-1368) with research into selected paintings. The course will combine a detailed survey of painting during this period with examination of selected topics such as the rise of literati painting, Court painting as government art, and painting as political expression during the Sung-Yüan transition. Prerequisite(s): A Eac 180/A Arh 281 or A Eac/A Arh 280 and permission of instructor.

A Arh 490 Internship in Art History (3)
Supervised placement in an institution devoted to the collection, exhibition and/or conservation of works of art, such as the Albany Institute of History and Art or the State Conservation Laboratory. Provides practical experience in working with original works of art and includes research and writing projects. Art History majors may use 3 credits toward course requirements above the 300 level. May be repeated for credit, with permission of supervising instructor. **Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher.** May be repeated with approval of department chair. Prerequisite(s): A Arh 170 and A Arh 171. *S/U* graded.

A Arh 491 Internship in Film Studies (3)
Internship in the study of film or in film production. Students are responsible for finding and securing the internship with an organization or individual, subject to approval by the director of the Film Studies minor. May be repeated for credit. Three credits may be applied to upper level coursework in the Film Studies minor or the Art History major. *S/U* graded. Prerequisite(s): **Open only to Juniors or Seniors with a Film Studies minor or with at least six credits of film studies coursework, and an overall grade point average of 2.5 or higher.**

A Arh 497 Independent Study (1–4)
Directed studio project in a selected art area. May be repeated with approval of department chair. Prerequisite(s): junior or senior class standing, and permission of instructor and department chair.

A Arh 498 Topics in Art History (3)
In-depth study of selected topics in art history not otherwise covered in the curriculum. Can be repeated for credit when the topic varies. Prerequisite(s): A Arh 170 or A Arh 171 or permission of instructor.

A Arh 499 Research Seminar in Art History: Selected Topics (3)
Seminar focusing upon selected topics in art historical research. Students will study all aspects of research in art history, including the formulation of a topic; establishing the state of research on the topic; preparing an annotated bibliography and scholarly notes; and using library and web-based catalogues, databases, museum archives, image banks, and other research tools. The main focus of the coursework will be an individual research project. The course may be repeated for credit as the topic varies. Prerequisite(s): Junior or senior status-Art History major or minor, or permission of the instructor. [OD]

ASIAN STUDIES PROGRAM

Director
Jogindar Uppal, Ph.D.
Department of Economics

The interdisciplinary major in Asian studies offers students an opportunity to study various facets of Asian societies and cultures (South Asia, Southeast Asia, Southwest Asia/Middle East as well as East Asia). Students primarily interested in China, Japan and Korea are encouraged to major in East Asian Studies. While the East Asian Studies Major has language requirements, language courses are not required of majors in Asian Studies.

Careers

A good background in Asian Studies is invaluable for work in journalism, government service, intercultural activities, business abroad, and academic professions.

Degree Requirements for the Major in Asian Studies

General Program B.A.: A minimum of 36 credits distributed as follows:
Core Curriculum (9 credits) Six credits from A Ant 172; A Cas 150; A Gog 160 or 160Z; A His 158 or 158Z, A His 176, A His 177 or 177Z and the completion of a senior essay (3 credits) taken either through a seminar or topics course sponsored by the program, or through an independent research or reading course in a department.

Area Studies (15 credits) A minimum of 3 credits must be completed in two of the following areas and a minimum of 9 credits must be completed in the third area: South Asia, Southeast Asia, Southwest Asia (Middle East). Language study may not be used to satisfy the area studies requirement.

Electives (12 credits) An additional 12 credits must be completed in appropriate course work related to Asian studies from the following listed courses.

South Asian Area Courses

A Ant 351 or 351Z Ethnicity in North America
A Eco 480 or 480Z Economic Development of South Asia
A His 378 History of South Asian Civilization II
A His 384Z Social Science Approaches to History
A His 485 or 485Z Colloquium in Comparative and Cross-Cultural History
A Phi 340 Topics in Philosophy (depending on topic)
A Phi 342 Indian Philosophies
R Pos 358 Politics of India and Pakistan

South East Asian Area Courses

A Eco 330 or 330Z Economics of Development
A Eco 364 or 364Z Comparative Economic Systems
A His 312 History of American Foreign Policy II
A His 384 or 384Z History of Japan

Southwest Asian (Middle East) Area Courses

A Ant 243 Peoples and Cultures of the Middle East
A Clc 133 History of Ancient Greece
A His 381 or 381Zand 382 or 382Z History of the Middle East I & II
A His 383 or 383Z The Arab-Israeli Conflict in Historical Perspective
A Jst 243 Peoples and Cultures of the Middle East
A Jst 341Z Issues in Biblical Civilization
A Jst 342Z Issues in Hellenistic-Rabbinic Judaism
R Pos 359 Israeli Politics

Other Courses

East Asia

A Eac 170 China: Its Culture and Heritage
A Eac 210 Survey of Chinese Classical Literature in Translation I
A Eac 211 Survey of Chinese Classical Literature in Translation II
A Eac 212 Modern Chinese Literature in Translation
A Eac 389 Topics in Chinese Literature, History and Culture
A Eco 362/A Eas 362 The Political Economy of Japan & Korea
A Eco 363 Economic Development of Modern China
A Gog 160 or 160Z China: People & Places in the Land of One Billion
A Gog 470Z China after Deng Xiaoping
A His 387 or 387Z Islam in the Middle East: Religion and Culture I
A His 388 or 388Z Islam in the Middle East: Religion and Culture II
A His 379 or 379Z History of China I
A His 380 or 380Z History of China II
A His 385 History of Japan
A His 485 Colloquium in Comparative and Cross-Cultural History
A Jst 351 or 351Z Jewish American Ethnic Groups
A Phi 344 Chinese Philosophies
A Phi 346 Japanese Religions and Philosophies
A Pln 570 Urbanization in China
R Pos 373 Government and Politics in the People's Republic of China
R Pos 376 The Foreign Policy of the People's Republic of China

Additional Non-Area Courses

A Ant 172 Community and Self
A Ant 331 Early Civilization of the Old World
A Ant 351 or 351Z Ethnicity in North America
A Eco 330 or 330Z Economics of Development
A Eco 364 or 364Z Comparative Economic Systems
A Phi 214 World Religions
A Phi 340 Topics in Philosophy (depending upon topic)
A Phy 201 & 201 Physics and Buddhism
A Rel 100 Introduction to the Study of Religion
A Soc 282 Race and Ethnicity
R Crj 414Z Order and Disorder in Society
R Pos 353 Developing Political Systems
R Pos 361 Comparative Ethnicity

Additional Course Opportunities

Independent study and topical courses offered in various departments may be considered for the major when the topics are appropriate; e.g., courses in economics or sociology. Other courses may be approved for the major when their content is predominantly Asian. Appropriate Asian studies courses at neighboring institutions also may be applied to the major.

Opportunities for Study Abroad

Several opportunities to study abroad are available through various exchange programs. The exchange programs in China and Japan are administered through the East Asian Studies Department. However, the exchange program through Singapore is available to majors in Asian Studies. Students interested primarily in South East Asia are encouraged to apply for the Singapore Program. Also, there is a Consortium of Colleges in New York State that arranges studies in India for a semester's credit.

DEPARTMENT OF BIOLOGICAL SCIENCES

Faculty

Distinguished Teaching Professors

Stephen C. Brown, Ph.D.
University of Michigan

Helmut V. B. Hirsch, Ph.D.
Stanford University

John S. Mackiewicz, Ph.D.
Cornell University

Professors

Richard P. Cunningham, Ph.D.
Johns Hopkins University

Helen T. Ghiradella, Ph.D.
University of California, Santa Barbara

Jon W. Jacklet, Ph.D.
University of Oregon

Gary S. Kleppel, Ph.D.
Fordham University

Gregory Lnenicka, Ph.D.
University of Virginia, Charlottesville

Albert J. T. Millis, Ph.D. (Department Chair)
University of Pennsylvania

John T. Schmidt, Ph.D.
University of Michigan

David A. Shub, Ph.D.
Massachusetts Institute of Technology

Sho-Ya Wang, Ph.D.
State University of New York
at Stony Brook

Daniel L. Wulff, Ph.D. (Collins Fellow)
California Institute of Technology

Richard S. Zitomer, Ph.D.
University of Pennsylvania

Associate Professors

Dmitry A. Belostotsky, Ph.D.
Ukraine Academy of Sciences

Thomas B. Caraco, Ph.D.
Syracuse University

Robert Osuna, Ph.D.
University of Michigan

George Robinson, Ph.D.
University of California, Davis

Caro-Beth Stewart, Ph.D.
University of California, Berkeley

Ben G. Szaro, Ph.D.
John Hopkins University

Assistant Professors

Ravindra Gupta
University of Bombay, Ph.D.

Jamie C. Rusconi, Ph.D.
University of Kansas

Ing-Nang Wang, Ph.D.
SUNY at Stony Brook

Affiliated Faculty

Jeffrey L. Travis, Ph.D.
Dartmouth College

Suzannah Bliss Tieman, Ph.D.
Stanford University

Adjuncts (estimated): 45

Teaching Assistants (estimated): 24

The objective of the department is to provide the undergraduate student with a broad background in the biological sciences and adequate supporting strength in the physical sciences. Accordingly, most of the B.S. programs listed here are structured around a combined major/minor sequence.

The department also offers programs leading to the M.S. and the Ph.D. in which the graduate student is able to obtain an in-depth professional education in one of several more restricted areas of biological sciences.

Careers

The B.A., which specifies the major only and requires a separate minor sequence outside science and mathematics, is designed with the aims of the liberal or fine arts students in mind and as such is not intended for the professional biologist or teacher. The B.S. programs provide a strong background for further study either in graduate school or medicine and prepare the student for secondary school teaching and a variety of careers in biology at the technical level. Graduates with a B.S. degree often find technical-level positions with pharmaceutical companies or as research assistants in grant-related positions. Those who go on to graduate or professional school have a wide array of career opportunities in research, health fields, and business.

Degree Requirements for the Major in Biology

General Program B.A.: Major sequence consisting of a minimum of 36 credits. Required courses are: A Bio 110Z or 110, 111, 212; A Chm 120 or 130, 121 or 131, 122, 122; and 16 additional credits of biology major electives including two courses which are partially or exclusively laboratory courses. A Bio 399, 399Z, 499, and 499Z may contribute up to a total of 4 credits of non-laboratory major elective credit. Courses that do not yield credit toward the major are indicated in the individual bulletin descriptions. Major electives must be selected so that a total of 12 credits at the 300 level or above is included in the major. The minor sequence will consist of a minimum of 18 credits. The student may not have a minor in: atmospheric science, biology, chemistry, computer science, electronics, geology, mathematics, physics, or statistics.

Bachelor of Arts in Biology Requirements

A Bio 110Z & 111	8
A Bio 212Y	4
Chemistry	8
Subtotal	20
Additional credits in biology	16
Total	36
Plus nonscience/math minor	18–24

General Program B.S.: Combined major and minor sequence consisting of a minimum of 66 credits.

Required courses: A Bio 110Z or 110, 111, 212, 365, 402; A Phy 105 or 140, 106 or 145, 108 or 150, 109 or 155; 6 credits in mathematics exclusive of A Mat 100, 101, 102, 103, 105, 110; and A Chm 120 or 130, 121 or 131, 124, 125, 220, 221, 222, 223.

18 additional credits in biology are also required, and must include at least 3 laboratory courses. *At least one course* must be selected from *each* of the following areas:

- Molecular-Cell Biology: A Bio 217, 302Z, 314, 315, 335, 336Z, 366, 367, 425, 426, 411.
- Development-Function: A Bio 303, 305, 317, 341, 342, 406, 410, 411, 411Z.
- Ecology-Behavior-Diversity: A Bio 308, 319, 320, 321, 325, 327,432, 433, 442, 443.

Credits in A Bio 399, 399Z, 499, and 499Z may be used to fulfill the requirement for 1 laboratory course if the student completes at least 4 credits over at least 2 semesters. A Bio 399, 399Z, 499, and 499Z may contribute a total of 4 credits towards the major. Courses that do not yield credit toward the major are so indicated in the individual bulletin descriptions.

Courses in the combined major/minor sequence must include at least six credits at the 300-level and at least 3 credits at the 400-level or above. Graduate courses are open to qualified seniors with appropriate departmental and instructor consent.

Bachelor of Science Requirements

A Bio 110Z & 111	8
A Bio 212Y	4
A Bio 365	3
A Bio 402	3
Biology major electives	18
A Bio ___ (Molecular-Cell)	
A Bio ___ (Function-Development)	
A Bio ___ (Ecology-Behavior-Diversity)	
Chemistry	16
Mathematics	6
Physics	8
Total	66

Degree Requirements for the Faculty-Initiated Interdisciplinary Major with a Concentration in Human Biology are listed in the Human Biology Program section of this bulletin.

Degree Requirements for the Faculty-Initiated Interdisciplinary Major with a Concentration in Biochemistry and Molecular Biology

The Biochemistry and Molecular Biology program is a Faculty-Initiated Interdisciplinary major (Biology and Chemistry) designed for students interested in these rapidly developing fields of science. Students with training in these fields can pursue careers as researchers in academic or industrial settings or they can pursue further study in graduate or professional schools. Students must complete 40 graduation credits before application to the program, generally in the spring of the sophomore year.

Admission: Students must obtain the approval of the Program Director before officially declaring this Faculty-Initiated Interdisciplinary Program as a major.
General Program B.S. Combined major and minor sequence consisting of a minimum of 65 credits.

Required Courses: A Bio 110Z or 110, 111, 212Y, 312, 313, 365, 366, 367; A Chm 120 or 130, 121 or 131, 124, 125, 220, 221, 222, 223, 350 or 444, 351 or 445; A Phy 140 or 141, 150 or 151; A Mat 111 or 112 or 118, 113 or 119; and an additional laboratory course in Biology or Chemistry at or above the 300 level. Credits in A Bio 399, 399Z, 499, 499Z or A Chm 425, 426 maybe used to fulfill this laboratory requirement if the student completes at least 4 credits over 2 semesters.

Bachelor of Science Requirements:

A Bio 110Z (or 110) & 111	8
A Bio 212Y	4
A Bio 312 & 313	5
A Bio 365, 366 & 367	8
A Chm 120 or 130, 121 or 131, 124 & 125	8
A Chm 220, 221, 222, 223	8
A Chm 444 (or 350) & 445 (or 351)	6
A Phy 140 (or 141) & 150 (or 151)	7
A Mat 111, 112, or 118 & 113 or 119	8
Additional laboratory and elective credits	3
Total	65

Honors Program

The honors program in biology is designed for outstanding students in the programs leading to the B.S. degree. Students may apply for admission to the honors program by submitting a letter of request to the departmental honors committee no later than April 15 of the freshman or sophomore year (for admission for the fall) or November 15 of the sophomore year (for admission in the spring). Junior transfers may apply at the time of their admission to the University. Students found acceptable by the committee must find a research adviser to supervise the independent study leading to an HONORS THESIS.

The requirements for admission include: (1) the candidate must declare the major and have completed (or have in progress at time of application) 12 credits of course work required for the biology major, including A Bio 110Z or 110, and 111; (2) an overall grade point average of 3.50; (3) a grade point average of 3.50 in courses required for the major; and (4) a written recommendation from an adviser, professor or teaching assistant if possible. Primary emphasis will be placed on indications of academic ability and maturity sufficient for applicants to complete with distinction a program involving independent research.

Students in the program are required to complete a minimum of 65 or 66 credits as specified for the respective program for the B.S. in biology and must include: (1) at least 6 credits of independent study (A Bio 399, 499); the independent study, or honors research project, which will result in an HONORS THESIS; (2) at least 3 credits of course work at the 500 level or higher (not including A Bio 515) in the student's area of interest; and (3) oral presentation of research at a public seminar.

Students in the program must maintain both a minimum grade point average of 3.50 overall and in biology courses taken to satisfy major requirements during the junior and senior years. The progress of participants in the honors program will be reviewed at the end of the sophomore and junior years by the student's adviser and the departmental honors committee. Students not meeting academic and independent research standards may be precluded from continuing in the program during their senior year. These students may, of course, continue as majors.

After completion of the requirements above, the departmental honors committee will make its recommendation to the faculty to grant the degree "with honors in biology" based upon (1) overall academic record, (2) performance and accomplishments of the independent study project(s), (3) the quality of the Oral Presentation (4) the evaluations of departmental faculty members who have supervised these activities.

Combined B.S./M.S. Program

The combined B.S./M.S. program in biology 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.S. and M.S. degrees within nine semesters.

The combined program requires a minimum of 138 credits, of which at least 30 must be graduate credits. In qualifying for the B.S., students must meet all University and college requirements, including the requirements of the undergraduate major described previously, the minimum 60-credit liberal arts and sciences requirement, general education requirements, and residency requirements. In qualifying for the M.S., 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 12 graduate credits may be applied simultaneously to both the B.S. and M.S. programs.

While satisfying B.S. and M.S. requirements, students must complete a coherent sequence of courses in one of the two core areas: ecology, evolution, and behavior (EEB); or, molecular, cellular, developmental, and neural biology (MCDN). This sequence of courses begins with a 400-level course and includes a minimum of three graduate courses up to a total of at least 9 credits. In addition, the sequence should include two semesters involving a discussion of the current literature in the field of biology selected by the student (one of the following: A Bio 650 or A Bio 633).

Although the Graduate Record Examinations are not required for this program, students are encouraged to take the examinations in their senior year with the expectation that they will continue graduate studies.

Students may be admitted to the program at the beginning of the junior year or after the completion of 56 credits. Normally an application should be made at the completion of the sophomore year. Those students who are accepted into the program in their Junior year must complete at least three (3) semesters of research in the Bio 399-499 sequence. Seniors are not normally admitted into this program. However, students may be accepted if they have completed at least one semester of Bio 399 (for admittance at the beginning of first semester senior year) or one semester each of Bio 399 and 499 (for admittance at the beginning of second semester senior year). A minimum grade point average of 3.20 is required and the application should be supported by a minimum of three letters of recommendation from faculty. The application should be submitted to the department chair.

Joint Seven-Year Biology/ Optometry Program

This combined program sponsored by the State College of Optometry, State University of New York, and the University at Albany, provides students an opportunity to earn a Bachelor of Science (B.S.) degree in biology and a Doctor of Optometry (D.O.) in seven years. Participating students will matriculate at the University at Albany for three years and begin their Optometry studies in year four of the program. Students will be awarded the B.S. degree after completion of their requirements at the end of the fourth year.

At the end of the seventh year and completion of all program requirements, students will be awarded the D.O. degree.

Students interested in making application to this program shall submit the necessary materials to the Pre-Health adviser in the University's Advisement Services Center by the stated deadline in the middle of the spring semester of the freshman or sophomore year (transfer students are ineligible). Selection will be based on written application materials, academic progress, and a personal interview.

A minimum of a 3.2 grade point average on a scale of 4.0 in undergraduate courses completed at the time of application is required.

Students will complete three years (90 credits) of study at the University at Albany with a major in biology for a B.S. degree. Students attend SUNY-Optometry (New York, NY) for the fourth year of study (and pay SUNY-Optometry tuition), beginning the first year of the professional program. With the completion of the fourth year of study, the University at Albany will accept as transfer credits twenty-four credits of biology and six credits of physics electives, for a total of 30 credits. Students in this program should take the Optometry Admission Test (OAT) in October or February of the third year at the University at Albany.

A minimum of 90 credits must be taken at the University at Albany. Summer course work completed the first and second year or between the second and third year at the University at Albany is acceptable for this program.

The following courses are required: A Bio 110Z, 111, 212, 16 credits of biology electives* (of which twelve credits must be the 300 or 400 level); A Chm 120 or 130, 122, 121 or 131, 122, 216, 217, 216, 217; A Mat 112, 108; A Phy 105, 106, 108, 109; and A Psy 101. In addition to the General Education Program requirements, students are required to enroll in ten credits of electives.

*The biology electives MUST be 300-400 level courses in biology that are designated as courses that count towards the biology major. The following courses will not be used as biology electives: A Bio 303, 325, 341, 342, 365, 406, 410, and 411.

Courses

A Bio 100 Contemporary Biology (3)
Topics in selected areas of the Biological Sciences. May be repeated for credit when topic varies. **Does not yield credit toward the major in biology**.

A Bio 102 General Biological Sciences (3)
Introduction to the major concepts in biology and a survey of the common structures of organisms, including humans, and their functions at the molecular, cellular, organismal and population levels. Emphasis placed on principles of ecology, inheritance, evolution and physiology relevant to human society. May not be taken for credit by students who have credit in A Bio 110 or A Bio 110Z or A Bio 111 or other equivalent introductory courses. **Does not yield credit toward the major in biology**. [NS]

A Bio 110Z General Biology I (4)
A Bio 110Z is the writing intensive version of A Bio 110; only one may be taken for credit. Offered fall semester only. [NS WI]

A Bio 110 General Biology I (4)
First course in a two semester sequence which offers a comprehensive survey of the structures and functions common to all living systems at the molecular, cellular, organismal, and population levels. This course emphasizes evolutionary principles, ecology, and behavior. Three class periods and one laboratory per week. A Bio 110F is the writing intensive version of A Bio 110 only one may be taken for credit. Offered fall semester only. May not be offered in 2005-2006. [NS]

A Bio 111 General Biology II (4)
Second course in a two-semester sequence which offers a comprehensive survey of the structures and functions common to all living systems at the molecular. cellular, organismal, and population levels. This course emphasizes structure and function at the cellular level as a basis for understanding function at the organismal level. Offered spring semester only. Three class periods and one laboratory per week. Prerequisite(s): A Bio 110Z or 110. [NS]

A Bio 117 Nutrition (3)
The biological roles of energy, protein, vitamins, and minerals; digestion, absorption, and storage of nutrients, the chemical nature of foods and food processing; assessment of nutritional status; interactions of nutrients and disease; food supplementation and community nutrition. **Does not yield credit toward the major in biology**. [NS]

A Bio 199 Contemporary Issues in Biological Sciences (1–3)
Issues from the current literature in selected areas of biological sciences. Particular areas of study to be announced each semester. Intended for students interested in exploring in depth themes covered in large lecture classes. *S/U* or *A-E* graded. May be repeated for credit when topic varies. May not be offered in 2005-2006.

A Bio 205 Human Genetics (3)
Survey of human genetics emphasizing the principles and mechanisms of inheritance and including the analysis of the genetic material of humans; the behavior of genes in individuals families, and populations; and the implications for human behavior and evolution, medicine, and society. Prerequisite(s): A Bio 110Z and 111 or permission of instructor. **Does not yield credit toward the major in biology.** May not be offered during 2005-2006.

A Bio 209 The Human Organism (3)
An introduction to the biology of the human organism from the perspective of its anatomy and physiology, emphasizing applications to modern life and human society. **Does not yield credit toward the major in biology**. [NS]

A Bio 212Y Introductory Genetics (4)
Genetics from the classical Mendelian Laws of inheritance to molecular genetics. Topics will include: DNA structure and replication; Mendelian genetics and recombination; population, fungal, somatic cell, and bacterial genetics; gene organization; the genetic code; mechanisms of gene expression and regulation; and applications of genetic technology. Three class periods and one discussion section. Prerequisite(s): A Bio 111. [OD] May not be offered in 2005-2006.

A Bio 217 Cell Biology (3)
An introduction to modern cell biology. This course will present the basic organization of eukaryotic cells while stressing their elaborate structural-functional integration. The cell's fundamental properties conserved through evolution will be stressed. May not be taken for credit by students who have credit in A Bio 301 or A Bio 304. Prerequisite(s): A Bio 212Y.

A Bio 241 The Biology of Sex (3)
This course, designed for nonmajors, examines sex from a biological perspective in species from bacteria to humans. Topics covered include sexual and asexual reproduction, sexual selection, mate choice, sex determination, sexual dimorphisms, mating strategies, courtship, genetic and environmental determinants of sexual behavior, and genetic and neural bases of sexual orientation. This course focuses on biological rather than social or cultural constructions of sex and reproduction. Prerequisite(s): high school biology. **Does not yield credit toward the major in biology**. [NS]

A Bio 299 Introduction to Methods for Research ((2)
This course helps to prepare students for supervised undergraduate research in A Bio 399 and A Bio 499. It will provide basic, current laboratory training applicable to various areas of modern biology. Laboratory exercises are drawn from the general areas of molecular, neural, cellular and developmental, and behavioral biology. Emphasis is placed on learning fundamental laboratory techniques, interpreting and presenting data, and designing simple experiments. One laboratory per week and additional flexible time as required. Prerequisite(s): A Bio 212Y and permission of instructor. May not be offered in 2005-2006.

A Bio 302Z Cell Biology Laboratory (2)
Introduction to modern techniques in cell biology, including advanced optical microscopy, DNA extraction and analysis, protein electrophoresis and western blotting, cell homogenization and fractionation, and cell culture. These techniques are used to investigate cell motility, membrane structure and permeability, mitochondrial respiration, DNA replication, the cell cycle, and cell adhesion. One laboratory period per week; additional time as required. Prerequisite or corequisite: A Bio 217 or 301; A Bio 365. [WI]

A Bio 303 (formerly A Bio 403) Developmental Biology (3)
The development of form and function in animals with emphasis on molecular analyses of organismal and cellular events underlying fertilization, early development, morphogenesis and growth. Prerequisite(s): A Bio 212Y.

A Bio 305 Developmental Biology Laboratory (2)
This laboratory course examines the mechanisms of animal and plant development at the molecular and cellular level by modern and classical techniques. Topics include gametogenesis, fertilization, early and later development, cell division and morphogenesis. One laboratory period per week; additional time as required. Prerequisite or corequisite(s): A Bio 303.

A Bio 307 (= A Ant 317) Exercise Physiology (3)
This course will provide a broad introduction t the field of exercise physiology. Topics covered will include cellular energy metabolism, pulmonary and cardiovascular responses to exercise, muscle physiology, training, nutrition, bode composition, and exercise testing. Students will spend some time in the human performance laboratory where the focus will on be applied exercise physiology and performance testing. Specialized topics include exercise at high altitude, temperature regulation, sports nutrition, exercise performance during the growth and development period, and the relationship of exercise and physical activity to human health and disease. Prerequisite(s): A Bio 110 and A Bio 111.

A Bio 308 Parasitic Diseases and Human Welfare (3)
Ecological, medical, and social interrelationships of selected parasitic diseases of people and domestic animals in temperate, semi-tropical, and tropical climates; role of wild animals as reservoirs or vectors of parasitic diseases in humans. Prerequisite(s): 10 credits of biology or permission of instructor.

A Bio 311 (= A Gog 310 and U Uni 310) 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 views from various disciplines. **Does not yield credit toward the major in biology.** Only one of A Bio 311 & U Uni 310 may be taken for credit. Prerequisite(s): junior or senior class standing, or permission of instructor. May not be offered in 2005-2006.

A Bio 314 Microbiology (3)
Introduction to the morphology, physiology, structure, genetics, and metabolism of microorganisms, including the roles played by microorganisms in medical, environmental, agricultural, and biotechnological sciences. Prerequisite(s): A Bio 212Y, or both A Bio 111 and A Bio 205; and A Chm 342 or A Bio 365.

A Bio 315 Microbiology Laboratory (2)
Laboratory studies that deal with the culture and study of microorganisms, the dynamics of microbial growth, and the physiological basis of bacterial identification. One laboratory per week; additional flexible time as required. Prerequisite(s) or corequisite: A Bio 314.

A Bio 316 Biogeography (3)
Origin and differentiation of floras and faunas; biotic regions of the world, principles of distribution; migration, adaptation, evolution, and extinction. Three class periods each week. Prerequisite(s): 15 credits in Biology; A Mat or higher.

A Bio 317 Comparative Animal Physiology (3)
The physiological mechanisms employed by animals in meeting the stresses imposed by different environments. Considers strategies of adaptive radiation including toleration, avoidance, and regulation from an evolutionary perspective. Prerequisite(s): A Bio 111 and junior status.

A Bio 318 (= A Ant 312; formerly A Bio 419/A Ant 412) Human Population Genetics (3)
Population genetics theory is the foundation of evolutionary biology and contributes heavily to modern ideas in ecology, systematics, and agriculture. This course is an introduction to that theory with special emphasis on evolution. Only one of A Ant 312 and A Bio 318 may be taken for credit. Prerequisite(s): A Ant 211 or A Bio 205 or 212Y. May not be offered in 2005-2006.

A Bio 320 Ecology (3)
Adaptation to the living and non-living environment as a basis for understanding ecological characteristics. Single-species population growth and regulation of growth by resource limitation. Variation in survival and reproduction as a function of an individual's age. Competition between species for resources, interaction of predator and prey species, and spread of contagious disease. Species diversity of large ecological communities, discussion of plausible relations between species diversity and dynamic stability. Each topic is introduced through presentation of quantitative concepts; predictions are then used to address laboratory or field tests. Students demonstrate achievement of course objectives through problem sets, tests, and a project report. Prerequisites: A Mat 106 or A Mat 111 or A Mat 112; A Bio 111.

A Bio 321 The Insects (3)
A multilevel examination of the biology of insects, with particular emphasis on those aspects of design, physiology and behavior that make them so distinctive and successful. Prerequisite(s): A Bio 111 or equivalent. May not be offered in 2005-2006.

A Bio 325 Comparative Anatomy of Chordates (4)
Comparative study of embryonic development, functional morphology, adaptive radiation, and evolution of chordates. Three class periods, one laboratory period each week. Prerequisite(s): 12 credits of biology or permission of instructor. Not open to freshmen.

A Bio 327 (Previously A Bio 445) Experimental Ecology (3)
Fundamental ecological concepts are demonstrated with experimental manipulations and comparative assessment techniques. Local ecosystems are studies; the focus is on the effects of land use on ecosystem structure and function. Ecological assessment skills are developed in the field and laboratory. Lectures couple fundamental and applied topics, balancing understanding of ecological principles with realistic environmental problem solving. Students contribute to a report that becomes part of the record for a municipal wetland. Prerequisite(s): A Bio 110 and A Bio 111 or permission of instructor.

A Bio 335 Immunology (3)
The structure and function of the antibody molecule and of reactions between antigen and antibody. Also covers cellular interactions in the immune response as well as both the beneficial and harmful consequences of the response. Prerequisite(s): A Bio 212Y; prerequisite(s) or corequisite(s): A Chm 342 or A Bio 365.

A Bio 336Z (formerly A Bio 336) Laboratory in Immunology (2)
Modern laboratory techniques will be performed to study the cellular and humoral components of the immune system; immune cells and cell markers, immunoglobulin purification and characterization, antibody and antigen identification assays including immunodiffusion and immunoelectrophoresis, and enzyme-based immunoassays (ELISA). One laboratory per week, plus additional flexible time as required. The former A Bio 336 does not meet the writing intensive requirement. Only one of A Bio 336 and 336Z may be taken for credit. Prerequisite(s) or corequisite(s): A Bio 335. [WI]

A Bio 341 Neurobiology (3)
The structure and function of the nervous system examined at the cellular level. Topics include: organization of nervous systems; morphology and physiology of nerve cells; synaptic transmission; sensory processing; cellular circuitry underlying "simple" behaviors; cellular basis of learning; and the development of neuronal connections. Prerequisite(s): A Bio 111; prerequisite(s) or corequisite(s): A Phy 108.

A Bio 342 Neurobiology Laboratory (2)
Experimental analyses of the morphology and electrophysiology of nerve cells. Experiments include the visualization of individual nerve cells through selective staining, stimulation and recording of electrical potentials in nerve cells; and an examination of synaptic transmission. Experiments will be performed on invertebrate nervous systems. One laboratory period each week. Prerequisite(s) or corequisite(s): A Bio 341. May not be offered in 2005-2006.

A Bio 365 Biological Chemistry (3)
The chemistry and biochemical interrelationship of carbohydrates, lipids, proteins, and nucleic acids; enzyme catalysis and introduction to metabolism. Prerequisite(s): A Chm 216 and 217.

A Bio 366 Biological Chemistry II (3)
Control and regulation of metabolic pathways, expression and transmission of genetic information, and a variety of selected current topics. Prerequisite(s): A Bio 365.

A Bio 367 Biochemistry Laboratory (2)
This laboratory course is designed to provide basic training in various procedures used in present day biochemical research. These will include methods for protein purification, enzyme kinetics, peptide sequencing, and fractionation of intracellular components. In addition, biochemical processes such as glucose metabolism and photosynthesis will be studied. One laboratory period each week. Prerequisite(s) or corequisite(s): A Bio 365 or equivalent and permission of instructor.

A Bio 389Z Writing in Biology (1)
Students who are concurrently registered in, or have previously taken, any 300- or 400-level biology course which yields credit toward the major, may with permission of the instructor of that course, enroll in A Bio 389Z and fulfill a writing intensive version of that other course. One additional meeting per week in which writing techniques and experiences are stressed is required. Written work that will be used for credit in A Bio 389Z must be in addition to any writings required for the companion course. Prerequisite(s) or corequisite(s): a companion biology course at the 300 or 400 level. *S/U* graded. [WI]

A Bio 399 Supervised Research for Juniors (1–3)
Individual, independent research on selected topics in biology. Critical analysis of selected research papers. Junior majors in the department of biological sciences apply for this course through the prospective research adviser. Students taking two or more semesters of A Bio 399, 399Z, 499, or 499Z will prepare a poster or make an oral presentation at the Departmental Research Symposium. A copy of the final written report of each semester's work, preferably typewritten in journal format, is kept on permanent file in the department. May be taken either semester. A maximum of 6 credits may be earned in A Bio 399 and 399Z.

A Bio 399Z Supervised Research for Juniors (2–3)
Writing intensive version of A Bio 399 open to junior majors in biology who have completed a minimum of one previous semester in A Bio 399 for at least two credits. Students taking two or more semesters of A Bio 399, 399Z, 499, or 499Z will prepare a poster or make an oral presentation at the Departmental Research Symposium. Requires permission of research adviser. A maximum of 6 credits may be earned in A Bio 399 and 399Z. Prerequisite(s): A Bio 399. [WI]

A Bio 402 Evolution (3)
The patterns and processes of biological change with time from the origins of life, through major evolutionary innovations, to the development of human culture. Fundamental concepts in biology will be stressed, including information, mutation, selection, random drift, and adaptation. Prerequisite(s): A Bio 212Y.

A Bio 406 Vertebrate Histology (4)
Microanatomy and function of animal cells, tissues and major vertebrate organs, excluding the brain. Practical work with bright-field microscopy and preparation of formalin-fixed, paraffin-embedded, sectioned and stained tissues. Three class periods, one laboratory period each week. Extra time may be needed to complete individual projects. Prerequisite(s): A Bio 212Y; A Bio 325 and/or A Bio 410 recommended but not required.

A Bio 409 Introduction to Biological Materials (3)
Investigation of the structure, function, and materials properties of non-living biological products (e.g., insect and plant cuticles, mineralized shell, bone, etc.). Particular attention to developmental control on the cellular and other levels. Prerequisite(s): One of the following courses: A Bio 321, 324, 325, or 422, or equivalent. May not be offered in 2005-2006.

A Bio 410 Human Physiology (3)
The functions of organ systems and their contributions to the functions of the human body as a whole. Topics to include: nervous, cardiovascular, respiratory, gastrointestinal systems and energy metabolism and temperature regulation. Two 1 1/2-hour lecture periods each week. Prerequisite(s): A Bio 111 and A Chm 121 or 131.

A Bio 411Z Human Physiology Laboratory (2)
A mixture of lab experiments and computer simulations in systemic physiology with emphasis on membrane transport and excitability, muscle contraction, cardiovascular regulation, respiration and metabolism, acid-base control, renal system physiology, and sensory physiology. Three hours laboratory and one hour discussion per week, with emphasis on writing of scientific lab reports. Corequisite(s): A Bio 410.

A Bio 422 (formerly A Bio 304) Biological Architecture (3)
An analysis of the basic physical and architectural principles underlying the design of biological organisms. Topics to be covered include architecture and materials of skeletons, biological design for swimming and flight, structural colors, patterns of branching and fractal growth. Three lectures per week. Prerequisite(s): A Bio 110Z or 110, 6 credits of upper level biology or permission of instructor.

A Bio 425 (formerly A Bio 312) Molecular Biology (3)
Mechanisms of gene expression and regulation will be studied, using examples from bacteria and eukaryotes. Discussion will include experimental approaches to gene cloning and sequencing, analysis of DNA-protein interactions, and structure and function of RNA. Prerequisite(s): A Bio 212Y; prerequisite or corequisite: A Bio 365 or A Chm 342.

A Bio 426 (formerly A Bio 313) Laboratory in Molecular Biology (2)
Experiments in the modern techniques of recombinant molecular biology will be performed. These may include restriction mapping of plasmids, gene cloning, DNA blotting, DNA sequence analysis, plasmid constructions, and gene expression studies. One laboratory per week, plus additional flexible time as required. Prerequisite: A Bio 212. Prerequisite or Corequisite(s): A Bio 365, A Bio 425.

A Bio 432 Animal Behavior (3)
The organization, causation, development, and evolution of behavior in vertebrates and invertebrates. Emphasizes a synthesis of information from both field and laboratory. Topics include stimuli and responsiveness, motivation, conflict behavior, social behavior with emphasis on ecological aspects, orientation and navigation, rhythmicity, learning, and the neural organization responsible for behavior. Three class periods each week. Prerequisite(s): 15 credits in biology. May not be offered in 2005-2006.

A Bio 433 Population Dynamics (3)
Mathematical bases of predictive understanding in ecology and epidemiology. Single-species models emphasize density-dependent vital rates, population stability, and the transition to chaotic dynamics. Multi-species models address ecological invasion, emergence of infectious disease, and coexistence of interacting species. A third unit introduces theory for the dynamics of populations structured by age, developmental stage, or local-interaction neighborhoods. Students complete a series of writing assignments and problem sets. Prerequisite: A Mat 112 or A Phy 140, A Bio 320 or A 327.

A Bio 441 Molecular Neurobiology (3)
The molecular biology of learning, memory, neural development and neurological disease. The course will relate the structure and function of receptors, second messangers, cytoskeletal proteins, transcription factors and gene structure to their roles in the nervous system. Prerequisite(s): A Bio 312 or 341 or 301.

A Bio 442 Restoration Ecology (3)
Restoration ecology seeks to enhance natural recovery of damaged ecosystems. Through lectures and readings, we review the science and practice of ecological restoration, with emphasis on application of ecological principles. Prerequisite(s): 15 credits in Biology, including a course in organismal biology or ecology. May not be offered in 2005-2006.

A Bio 443 Restoration Ecology Laboratory (1)
Demonstrations and laboratory exercises will explore tools for the design, implementation, and assessment of restoration projects in a variety of habitats. As the principal assignment, student teams will prepare a design plan for a restoration project. Prerequisite(s): concurrent enrollment A Bio 442. May not be offered in 2005-2006.

A Bio 455 Plant Ecology (3)
Current research and theoretical background in the field of plant ecology will be explored. Topics will include population and community dynamics, evolution of life history traits, physiological responses to environmental stresses, plant-animal interactions, and the role of vegetation in ecosystem processes. Prerequisite(s): A Bio 319, 391Z, or A Bio 320 or permission of instructor.

A Bio 456 Plant Ecology Laboratory (1)
Field and laboratory studies will explore experimental and analytical technique used in plant ecology. Topics include population dynamics, community patterns, plant-animal interactions, and vegetation mapping. Pre-requisite or co-requisite(s): A Bio 455. May not be offered in 2005-2006.

A Bio 460 Neural Basis of Behavior (3)
The neural basis of innate and learned behaviors in vertebrates and invertebrates will be examined. Emphasis will be placed on sensory processing, reflexive behavior, fixed action patterns, rhythmic behavior and simple learned behavior amenable to analysis at the neuronal level including analysis of membrane electrical activity, chemical synaptic activity and neuromodulation. Prerequisite(s): A Bio 341 or equivalent or permission of instructor. May not be offered in 2005-2006.

A Bio 497 Topics in Biology (1–3)

Issues from the current literature in selected areas of biology. Particular areas of study to be announced each semester. Yields credit toward the major in biological sciences. May be repeated for credit. Prerequisite(s): junior or senior class standing, and permission of instructor. May not be offered in 2005-2006.

A Bio 498 Topics in Biology, with Laboratory (1–3)

Issues in selected areas of biology. Particular areas of study to be announced each semester. Yields laboratory credit toward the major in biological sciences. May be repeated for credit. Prerequisite(s): junior or senior class standing, and permission of instructor. May not be offered in 2005-2006.

A Bio 499 Supervised Research for Seniors (1–4)

Individual, independent research on selected topics in biology. Critical analysis of selected research papers. Senior majors in the department of biological sciences apply for this course through the prospective research adviser. A copy of the final written report of each semester's work, preferably typewritten in journal format, is kept on permanent file in the department. May be taken either semester. Students taking two or more semesters of A Bio 399, 399Z, 499, or 499Z will prepare a poster or make an oral presentation at the Departmental Research Symposium. A maximum of 8 credits may be earned in A Bio 499 and 499Z.

A Bio 499Z Supervised Research for Seniors (2–4)

Writing intensive version of A Bio 499 open to senior majors in biology who have completed a minimum of one previous semester in A Bio 399 or 499 for at least two credits. Requires permission of research adviser. Students taking two or more semesters of A Bio 399, 399Z, 499, or 499Z will prepare a poster or make an oral presentation at the Departmental Research Symposium. A maximum of 8 credits may be earned in A Bio 499 and 499Z. Prerequisite(s): A Bio 399 or 499. [WI]

DEPARTMENT OF CHEMISTRY

Faculty

Distinguished Professor Emeritus
- Harry L. Frisch, Ph.D.
  Polytechnic Institute of Brooklyn

Distinguished Professor
- Eric Block, Ph.D.
  Harvard University

Distinguished Teaching Professor of Earth and Atmospheric Sciences and Chemistry
- John W. Delano, Ph.D.
  State University of New York at Stony Brook

Professors Emeritae/i
- Shelton Bank, Ph.D.
  Purdue University
- Robert E. Frost, Ph.D.
  Harvard University
- Eugene Mclaren, Ph.D. (Collins Fellow)
  Washington University
- Yash P. Myer, Ph.D.
  University of Oregon
- Ramaswamy H. Sarma, Ph.D.
  Brown University

Professors
- Frank M. Hauser, Ph.D.
  University of North Carolina
- Bernard J. Laurenzi, Ph.D.
  University of Pennsylvania
- Charles P. Scholes, Ph.D.
  Yale University
- Lawrence C. Snyder, Ph.D.
  Carnegie Institute of Technology
- John T. Welch, Ph.D. (Department Chair)
  Case Western Reserve University
- Andrew J. Yencha, Ph.D.
  University of California, Los Angeles

Professor of Education and Chemistry
- Audrey Champagne, Ph.D.
  University of Pittsburgh

Associate Professors Emeritae/i
- Arthur O. Long, Ph.D.
  University of Wisconsin

Associate Professors
- Lawrence H. Daly, Ph.D.
  Rensselaer Polytechnic Institute
- Rabi A. Musah, Ph.D.
  University of Arkansas
- Paul J. Toscano, Ph.D.
  Johns Hopkins University

Assistant Professors
- Evgeny Dikarev, Ph.D.
  Moscow State University
- Igor Lednev, Ph.D.
  Moscow Institute of Physics & Technology
- Li Niu, Ph.D.
  University of Wisconsin
- Marina Petrukhina, Ph.D.
  Moscow State University
- Alexander Shekhtman, Ph.D.
  University at Albany, SUNY

Adjuncts (estimated): 4

Teaching Assistants (estimated): 25

The objective of the department is to provide students with a broad, fundamental knowledge of modern theoretical and experimental chemistry enabling graduates to embark immediately on professional careers in chemistry or to continue study at an advanced level toward higher degrees.

The general program in chemistry is approved by the Committee on Professional Training of the American Chemical Society. For students interested in engineering, 3–2 programs with Rensselaer Polytechnic Institute and Clarkson University are available.

Careers

Careers graduates have pursued include: industrial production chemist, industrial control chemist, analytical chemist (industrial and governmental laboratories), research assistant, technical sales and service representative, secondary school teacher, science writing and editing, forensics, chemical business, patent law, information science, toxicology, and even investment counseling and public relations.

Special Programs

For students interested in engineering, there are available 3-2 programs with Rensselaer Polytechnic Institute, Clarkson University, SUNY at New Paltz, and SUNY at Binghamton. Students in these programs spend their first three years at this campus and the last two years at the other. The tuition is at the University at Albany rate for the first three years only. Upon successful completion of the programs, students are awarded a B.S. in Chemistry from the University at Albany, and B.S. in Chemical Engineering from the other institution.

A typical program, in the three years here, includes all courses required for the B.S., Chemistry emphasis, degree except for A Chm 341, 420, and the 6 credits of advanced chemistry. Equivalent work at the engineering school is accepted for these last 12 credits. In addition, students take more mathematics, physics, and computer science, to prepare for the engineering school. This includes A Mat 220 and 311, A Phy 321C and 462, I Csi 101 and 204.

Degree Requirements for the Major in Chemistry

General Program B.A.: Combined major and minor sequence consisting of a minimum of 51 credits: A Chm 120 or 130, 121 or 131, 124, 125, 220, 221, 222, 223, 235, 320, 321, 420, 430, and 6 credits in advanced chemistry including at least 3 credits in courses other than A Chm 424, 425, or 426; A Mat 111 or 112 or 118 and 113 or 119; A Phy 105, 106, 108, and 109.

Note: A Phy 140 or 141 and 150 or 151 will substitute for A Phy 105 and 108 sequence.

General Program B.S.: Within this program, a student has a choice of four tracks: Chemistry Emphasis (66 credits); Chemistry/Polymers Emphasis (67 credits); Chemistry/Materials Emphasis (67 credits); and Chemistry/Forensic Chemistry Emphasis (69 credits). The specific requirements for individual tracks are outlined below.

Chemistry Emphasis: B.S.: (combined major and minor sequence) 66 credits: A Chm 120 or 130, 121 or 131, 124, 125, 220, 221, 222, 223, 225, 350, 351, 352Z, 353, 417, 420, 442or 342, and 3 credits in advanced chemistry in courses other than A Chm 424, 425, or 426; A Mat 111 or 112 or 118, 113 or 119, and 214; A Phy 140 or 141, 145, 150 or 151, 155, 240 or 241.

Chemistry/Forensic Chemistry Emphasis: B.S.: (combined major and minor sequence) (69 credits): A Chm 120 or 130, 121 or 131, 124, 125, 220, 221, 222, 223, 225, 350, 351, 352Z, 417, 420, 430, 442 or 342, 450 and 451; and A Mat 108, 111 or 112 or 118, 113 or 119, and 214; A Phy 140 or 141, 145, 150 or 151, 155.

Chemistry/Polymers Emphasis: B.S.: (combined major and minor sequence) (67 credits): A Chm 120 or 130, 121 or 131, 124, 125, 220, 221, 222, 223, 225, 350, 351, 352Z, 408, 420, and 496; A Mat 111 or 112 or 118, 113 or 119, and 214; A Phy 140 or 141, 145, 150 or 151, 155, 240 or 241, and 462; X RPI 300 (RPI CHEM-4640, Polymer Science Laboratory—student cross-registers at Rensselaer Polytechnic Institute for the course).

Chemistry/Materials Emphasis: B.S. (combined major and minor sequence) (67 credits): A Chm 120 or 130, 121 or 131, 124, 125, 220, 221, 222, 223, 225, 350, 351, 352Z, 408, 420, and 495; A Mat 111 or 112 or 118,113 or 119 and 214; A Phy 140 or 141, 145, 150 or 151, 155, 240 or 241, 462 and 464; X RPI 300 (RPI CHEM-4640, Polymer Science laboratory) may be substituted for A Phy 464.

Honors Program

The honors program in chemistry is designed for outstanding students enrolled in the general program leading to the B.S. degree, chemistry emphasis. Students may apply for admission to the honors program by submitting a letter of request to the department chair no later than April 15 of the sophomore year (for admissions in the Fall) or November 15 of the junior year (for admission in the Spring). Junior transfers may apply at the time of their admission to the University. Primary emphasis will be placed on indications of academic ability and maturity sufficient for applicants to pursue with distinction a program involving independent research.

The minimum requirements for admission include: (1) Completion of A Chm 120 or 130, 121 or 131, 122, 124, 125, 220, 221, 222, 223,225 or their equivalents; (2) An overall grade point average of 3.50; (3) A grade point average of 3.60 in chemistry courses required for the major; and (4) Written recommendations from at least three faculty members, one of whom, preferably should be from outside the Department of Chemistry.

Students in the program must maintain both a minimum grade point average of 3.50 overall and of 3.60 in chemistry courses taken to satisfy major requirements during the junior and senior years. The progress of participants in the honors program will be reviewed at the end of junior year by the student's adviser and the Departmental Undergraduate Committee. Students not meeting academic and independent research standards at that time may be precluded from continuing in the program during their senior year. These students may, of course, continue as majors.

Students in the program are required to complete a minimum of 72 credits as follows: in addition to the 19 credits listed above and mathematics and physics requirements listed for the general B.S. program with chemistry emphasis, A Chm 350, 351, 352, 353, 420, and six credits of advanced chemistry, *not including research courses* (64 credits total); A Chm 424 (1 credit), 3 credits of A Chm 426 (Undergraduate Research), and 4 credits of A Chm 427 (Honors Undergraduate Research). The independent study must include an honors research project, culminating with a written honors thesis and departmental seminar by the end of the student's last semester.

After completion of the requirements above, the records of the candidates will be reviewed by the Departmental Undergraduate Committee. After consideration of overall academic record, performance and accomplishments in the independent study project, the quality of the Honors Seminar and Thesis, and the evaluations of departmental faculty members who have supervised these activities, a recommendation for or against a degree "with honors in chemistry" will be made by the committee to the departmental faulty. The final recommendation will be made by the departmental faculty and transmitted to the departmental chair.

Combined B.S./M.S. Program

The combined B.S./M.S. program in chemistry 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.S. and M.S. degrees within nine semesters.

The combined program requires a minimum of 138 credits, of which at least 30 must be graduate credits. In qualifying for the B.S., students must meet all University and college requirements, including the requirements of the undergraduate major described previously, the minimum 60-credit liberal arts and sciences requirement, general education requirements, and residency requirements. In qualifying for the M.S., 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 12 graduate credits may be applied simultaneously to both the B.S. and M.S. programs.

The undergraduate requirement of 420 may be satisfied by A Chm 520. Likewise, the requirement of 6 credits in advanced chemistry may be satisfied by two 500-level graduate courses.

Students may apply for admission to the combined degree program in chemistry after the successful completion of 56 credits, but no later than the accumulation of 100 credits, and after the satisfactory completion of A Chm 350. A cumulative grade point average of 3.2 or higher and three supportive letters of recommendation from faculty are required for consideration.

Courses

A Chm 100 Chemical ABCs: Atoms, Bonds, and Citizen Consumers (3)
Introduction to chemistry emphasizing its applications to problems in modern society, consumer goods, and life-related topics. Lecture and demonstration only. Does not yield credit toward the major or minor in chemistry.[NS]

A Chm 120 General Chemistry I (3)
Atomic theory, quantitative relationships in chemical change, electronic structure of atoms and chemical periodicity, chemical bonding, and states of matter. [NS]

A Chm 121 General Chemistry II (3)
Elementary principles of chemical equilibrium, thermodynamics, and kinetics; electrochemistry; descriptive chemistry of the elements and their compounds. Prerequisite(s): A Chm 120 or 130. [NS]

A Chm 124 (Previously A Chm 122A) General Chemistry Laboratory I (1)
Introduction to laboratory techniques, experiments demonstrating chemical principles in General Chemistry I, including stoichiometry, calorimetry, and properties of some elements and compounds. Co-requisite or Prerequisite(s): A Chm 120 or 130.

A Chm 125 (Previously A Chm 122B) General Chemistry Laboratory II (1)
Application of laboratory techniques, experiments demonstrating chemical principles of General Chemistry II, including solution properties, kinetics, equilibrium, and qualitative analysis of some anions and cations. Prerequisite(s): A Chm 124; corequisite(s) or prerequisite(s): A Chm 121 or 131.

A Chm 126 (Previously A Chm 123A) General Chemistry Laboratory I (1)
Applications of the principles and methods studied in General Chemistry I. Assignments selected from the subject matter of General Chemistry I are aimed at aiding the student to develop a more thorough understanding of the subject. Corequisite(s): A Chm 120.

A Chm 127 (Previously A Chm 123B) General Chemistry Laboratory II (1)
Applications of the principles and methods studied in General Chemistry II. Assignments selected from the subject matter of General Chemistry II are aimed at aiding the student to develop a more thorough understanding of the subject. Corequisite(s): A Chm 121.

A Chm 130 Chemical Principles I: Advanced General Chemistry I (3)
Energy, enthalpy, thermochemistry, quantum mechanics and atomic theory, general concepts of bonding, covalent bonding and orbitals, gases, liquids, and solids. Only one of A 120 and A Chm 130 may be taken for credit. Prerequisite(s): One year of high school chemistry and one year of high school physics or concurrent enrollment in college physics. Students will also be required to pass a test to assess their knowledge of chemistry fundamentals on the first day of classes. Those not passing the test will be advised to enroll in A Chm 120 or 130.

A Chm 131 Chemical Principles II: Advanced General Chemistry II (3)
Chemical kinetics, chemical equilibrium, spontaneity, entropy, free energy, electrochemistry, transition metals, coordination chemistry, organic and biochemical molecules. Only one of A Chm 121 and A Chm 131 may be taken for credit. Prerequisite(s): A Chm 130.

A Chm 133 (Previously A Chm 133A) Problem Solving: Chemical Principles I (1)
Discussions and applications of the principles and methods studied in Chemical Principles. Assignments selected from the subject matter of Chemical Principles are aimed at helping the student develop a more thorough understanding of the subject. Corequisite: A Chm 130, and *S/U graded.*

A Chm 134 (Previously A Chm 133B) Problem Solving: Chemical Principles II (1)
Discussions and applications of the principles and methods studied in Chemical Principles. Assignments selected from the subject matter of Chemical Principles are aimed at helping the student develop a more thorough understanding of the subject. Corequisite: A Chm 131. *S/U graded.*

A Chm 143 Pre-organic Chemistry (1)
The course provides a background and review of those topics necessary for success in organic chemistry. Topics may include bonding, Lewis acid/bases, hybridization, electronegativity, polarizability, 3-D structures, energy profile diagrams, oxidation states, and reaction mechanisms. Carbon containing compounds will be emphasized. Prerequisite: A Chm 120; prerequisite or corequisite: A Chm 121.

A Chm 220 (Previously A Chm 216A) Organic Chemistry I (3)
Structure, synthesis, and reactions of the principal classes of organic compounds, stressing the underlying principles of reaction mechanisms and stereochemistry techniques. Prerequisite(s): A Chm 121 or 131.

A Chm 221 II (Previously A Chm 216B) Organic Chemistry (3)
Introduction to spectroscopic characteristics or organic compounds; continued classification of "reaction types" exhibited by organic molecules; chemistry of carbonyl compounds; aspects of aromatic chemistry, heterocycles, nitrogen compounds, polymers, and biologically important molecules. Prerequisite(s): A Chm 220.

A Chm 222 (Previously A Chm 217A) Organic Chemistry Laboratory I (1)
Basic techniques of organic chemistry including extraction, crystallization, distillation, and chromatography; physical properties of compounds. Corequisite(s) or prerequisite(s): A Chm 220.

A Chm 223 Organic Chemistry Laboratory II (Previously A Chm 217B) (1)
Application of basic techniques of organic chemistry to the synthesis and qualitative analysis of organic compounds. Applications of IR and NMR spectroscopy. Prerequisite: A Chm 222. Corequisite(s) or prerequisite(s): A Chm 221.

A Chm 225 Quantitative Analysis (3)
Theory of quantitative analysis based on modern chemical principles. Practical application to typical gravimetric, volumetric, and colorimetric analysis. Two class periods, one laboratory period each week. Prerequisite(s): A Chm 121 or 131 and A Chm 122.

A Chm 307 (= Atm 307) Introduction to Atmospheric Chemistry (3)
Chemical principles and concepts leading to understanding the composition and change in the chemical/atmospheric environment; sources and sinks of chemical constituents; chemistry of the troposphere and stratosphere; measurement and theory; greenhouse gases; global pollution and ozone depletion. A Atm 307Z is the writing intensive version of A Atm 307 and A Chm 307; only one may be taken for credit. Does not yield credit toward the major in chemistry. Prerequisite(s): A Mat 113 or 119; A Phy150; and A Chm 121 or 131.

A Chm 320 Introduction to Physical Chemistry (3)
Behavior of gases chemical thermodynamics (including solution equilibria, phase equilibria and electrochemistry), dynamics of chemical reactions (reactions, mechanisms, theory) and fundamentals of quantum chemistry with focus on chemical bonding, molecular structure and spectroscopy. Prerequisite(s): A Chm 121 or 131; corequisite(s) or prerequisite(s): A Mat 113 or 119 and A Phy 108. Does not yield credit toward the B.S. major in chemistry.

A Chm 321 Introduction to Experimental Physical Chemistry (1)
Experimental illustration of physical principles and introduction to instrumentation. Techniques of physical measurements, treatment of experimental data and generalization of results to illustrate the fundamental principles. Corequisite(s) or prerequisite(s): A Chm 320. Does not yield credit toward the B.S. major in chemistry.

A Chm 342 (Previously A Chm 365) Biological Chemistry (3)
The chemistry and biochemical interrelationship of carbohydrates, lipids, and nucleic acids; enzyme catalysis and introduction to metabolism. Prerequisite(s): A Chm 215or 221. May not be offered in 2005-2006.

A Chm 343 Introduction to Biochemistry Laboratory (1)
Experiments illustrating the fundamentals of biochemistry as discussed in A Chm 342. Prerequisite(s): A Chm 222; corequisite(s) or prerequisite(s): A Chm 342. .May not be offered in 2005-2006.

A Chm 350 (Previously A Chm 340A) Physical Chemistry I (1)
Mathematical description of physiochemical systems and their interpretation in terms of thermodynamics, kinetic theory, reaction rates and statistical mechanics. Atomic and molecular structure from the viewpoint of quantum theory with special emphasis on bonding and spectra. Prerequisite(s): A Chm 221, A Mat 214; A Phy 150.

A Chm 351 (Previously A Chm 340B) Physical Chemistry II (3)
A continuation of A Chm 350. The course contains the principles of Chemical Kinetics, Quantum Theory and Spectroscopy. Topics include the rate laws, systems displaying complex kinetics, enzyme catalysis, Atomic Structure, Molecular Structure, Microwave, Raman, Infrared and Ultraviolet-Visible Spectroscopy, and Statistical Mechanics. Prerequisite(s): A Chm 350 or consent of instructor.

A Chm 352Z (Previously A Chm 341Z) Physical Chemistry Lab I (1)
The experimental understanding of the basic principles of physical chemistry and the development of familiarity with chemical instrumentation. Includes experiments on the physical and electrical properties of solutions, visible-UV spectroscopy, thermodynamics, microcalorimetry and computer experiments in molecular orbital theory. The course also includes instruction on searching the chemical literature, data processing, and writing laboratory reports. One lecture and two laboratory periods each week. Prerequisite(s): A Chm 225. Corequisite or prerequisite: A Chm 350.

A Chm 353 (Previously A Chm 341B) Physical Chemistry Lab II (3)
The experimental understanding of the basic principles of physical chemistry that are covered in Physical Chemistry Laboratory I and the development of a familiarity with chemical instrumentation. Includes chemicalkinetics, hydrodynamics, electrochemical and optical properties of chemical systems; and searching the chemical literature, computer processing of experimental data and writing laboratory reports. One lecture and two laboratory periods each week. Prerequisite(s): A Chm 352Z. Corequisite(s) or prerequisite(s): A Chm 351.

A Chm 411 (Previously A Chm 411A) Computer Applications in Chemistry I (3)
Introduction to the language of BASIC and the use of microcomputing in chemistry. The topics included in the course are the Windows Operating System, numerical methods associated with chemical computations, and instruction in the use of PC-based applications programs. These applications consist of general utility (productivity) programs, chemical structure drawing programs, molecular viewing and molecular modeling programs and quantum chemistry programs. Also included in the course is an introduction to Combinatorial Chemistry and Bioinformatics.

A Chm 412 (Previously A Chm 411B) Computer Applications in Chemistry II (3)
Introduction to the language of Fortran and the use of mainframe and microcomputing in chemistry. The topics included in the course are the UNIX Operating System, numerical methods associated with chemical computations, and instruction in the use of mainframe and PC-based applications programs. These applications consist of molecular modeling programs, molecular dynamics programs, and quantum, chemistry programs. Also included in the course is an introduction to Hartree-Fock theory, Density Functional Theory, Quantitative Structure Activity Relations (QSAR), Rational Drug design, statistical methods in drug design, Combinatorial Chemistry and Bioinformatics. Prerequisite(s) or Corequisite(s): A Chm 320 or 350 or consent of instructor.

A Chm 417 Advanced Synthesis Laboratory (2)
Experimental investigation of advanced syntheses of organic and inorganic compounds including their separation and analysis. The development of skills and understanding for the application of complex procedures and methods common in current practice. Prerequisite(s): A Chm 221.

A Chm 420 (Previously A Chm 420A) Inorganic Chemistry I (3)
Bonding and reactivity in inorganic systems, including metal complexes and covalent molecules. Applications of crystal field theory and introductory molecular orbital theory to coordination compounds, including group theory and symmetry, the spectrochemical series, and substitution mechanisms. Metal carbonyl complexes and an introduction to organometallic compounds and their reactions. Prerequisite(s): A Chm 320 or 351.

A Chm 421 (Previously A Chm 420B) Inorganic Chemistry II (3)
Topics in advanced inorganic chemistry, including organometallic chemistry, catalysis, and bioorganic chemistry. Other selected topics may include solid-state chemistry, supramolecular chemistry, electron-transfer, applications of vibrational and electronic spectroscopies, and the chemistry of the main-group elements.

A Chm 424 Retrieval and Presentation of Chemical Information (1)
Instruction and practice in modern methods of searching the chemical literature. Students are required to develop their skills in preparing written presentations and speeches. Prerequisite(s): junior or senior class standing. *S/U* graded.

A Chm 425 Introduction to Undergraduate Research in Chemistry (2)
Original experimental and theoretical research problems A printed or typewritten final report is required. Laboratory and conference hours to be arranged. May not be repeated for credit. Not more than 3 credits of A Chm 425 and/or A Chm 426 may be applied toward the advanced course requirement of the chemistry major. Prerequisite(s): junior or senior class standing, and permission of instructor. Corequisite(s) or prerequisite: A Chm 424. *S/U* graded.

A Chm 426 Undergraduate Research in Chemistry (4)
Original experimental and theoretical research problems. A printed or typewritten final report is required. May be repeated for credit but not more than 3 credits of A Chm 425 and/or A Chm 426 may be applied toward the advanced course requirement of the chemistry major. Laboratory and conference hours to be arranged. Prerequisite(s): Junior or senior class standing and permission of instructor. Corequisite(s) or prerequisite: A Chm 424.

A Chm 427 (Previously A Chm 426T) Honors Undergraduate Research in Chemistry (4)
Original experimental and theoretical research problems in chemistry with the results reported in a written Honors Thesis, as well as a public Department Seminar.

A Chm 430 Instrumental Analysis (3)
Theoretical principles and chemical applications of selected methods of instrumental analysis. Main emphasis is on electroanalytical methods including polarography, conductance, potentiometry, and coulometric methods, and on trace methods of analysis such as spectrograph emission, flame emission, atomic absorption, and fluorometric analysis. Two class periods, one laboratory period each week. Prerequisite(s): A Chm 225; prerequisite(s) or corequisite(s): A Chm 320 or 340 or permission of the instructor.

A Chm 436 Advanced Organic Chemistry (3)
Organic chemistry at an advanced level, including introduction of theoretical background and application in synthesis. Prerequisite(s) or corequisite(s): A Chm 320 or 340.

A Chm 442 (Previously A Chm 440A) Comprehensive Biochemistry I (3)
Chemical characteristics of living matter, amino acids, polypeptides and proteins, enzyme mechanisms and kinetics; bioenergetics and chemistry of metabolism. Prerequisite(s): A Chm 221 or permission of instructor.

A Chm 443 (Previously A Chm 440B) Comprehensive Biochemistry II (3)
Biosynthesis, storage, and expression of genetic information; electron transport and other transports across membranes, membrane protein structure and function. Prerequisite(s): A Chm 221 or permission of instructor.

A Chm 444 (Previously A Chm 441A) Physical Chemistry for Biochemistry I (3)
Foundations of the physical principles and their application to biochemical systems. Topics include: first and second laws of thermodynamics, application of these to chemical reactions and equilibria, and molecular motion and transport phenomena. Prerequisite(s): A Chm 121 or 131, A Phy150, and A Mat 113 or 119 (A Chm 220 or 221, and A Chm 342 or A Bio 365 recommended).

A Chm 445 (Previously A Chm 441B) Comprehensive Biochemistry II (3)
Foundations of the physical principles and their application to biochemical systems. Topics include: transport phenomena and sedimentation and electrophoresis, chemical and biochemical kinetics, chemical quantum mechanics, and spectroscopy. Prerequisite(s): A Chm 444.

A Chm 450 Previously A Chm 450A) Forensic Chemistry I ((3)
This introductory course combines a series of seminars, lectures, and laboratories which focus on current topics and analytical methods utilized in today's modern forensic laboratories. Seminars in *Forensic Chemistry* will include topics such as: Introduction to Criminalistics, Ethical Dilemmas, and Computer-Assisted Data Analysis. Lecture and laboratory courses will include: Microscopy, Drug Chemistry, Questioned Documents, Toxicology, Latent Prints, Trace- and Firearms/Tool-marks. Various analytical methods currently being used in modern forensic laboratories will be performed utilizing chromatography (TLC, GC, CG/MSD, etc.) and liquid/liquid extractions. One lecture and two laboratory periods each week. Prerequisite(s): A Chm 225, A Chm 430, and senior class standing or consent of the instructor.

A Chm 451 (Previously A Chm 450B) Forensic Chemistry II (3)
Continuation of A Chm 450. This course combines a series of advanced seminars, lectures and laboratories in *Forensic Chemistry*. Topics such as: public speaking on technical and non-technical subjects, as well as courtroom testimony, will be covered. Lecture and laboratory topics will include: DNA, Quantitative Methodologies in Drug Chemistry and Toxicology, as well as Advanced Statistical Methods such as: chi-square tests, multiple regression and correlation, nonparametric statistics and analytical variances. Prerequisite(s): A Chm 450, and senior class standing or consent of the instructor.

A Chm 455 Forensic Chemistry Internship (3)
Students will have the opportunity to acquire practical "hands-on" experience in forensic chemistry by participating as an intern in the work of an agency, institution, or corporation other than the University. The student's work will be supervised and evaluated by a designated individual at the internship site. This supervisor will provide an evaluation of the student's work to the University at Albany faculty member who is the instructor of record for final assessment and grading.

Students majoring in chemistry with a *forensic chemistry* emphasis may apply to the Department of Chemistry for permission to enroll in this course. Admission to the Forensic Chemistry Internship course will be dependent upon the acceptability of the candidate to the Department of Chemistry and the host institution or agency. Among the criteria used by these agencies will be completion of A Chm 450 and a possible background check of the applicant. Enrollment in the course is limited in number in order to provide substantial individual hands-on training, and therefore is determined on a competitive basis. Application to the program must be made six months in advance of the beginning of the proposed internship. S/U graded.

A Chm 495 Materials Independent Study (3)
Individually selected topic of independent study in materials science-(chemistry) culminating in a comprehensive written report. The material covered is to be beyond that offered in any other formal undergraduate course. Prerequisite(s): junior or senior class standing, and permission of instructor. *S/U* graded.

A Chm 497 Independent Study (3)
Individual, independent study of selected topics above or beyond those offered in formal undergraduate courses. May be repeated for credit. Prerequisite(s): junior or senior class standing, and permission of instructor. *S/U* graded.

CLASSICS PROGRAM: GREEK AND ROMAN CIVILIZATION

Director
Michael Werner, Ph.D.

Faculty
Professors Emeritae/i
Hans A. Pohlsander, Ph.D.
University of Michigan
Paul W. Wallace, Ph.D.
Indiana University
Professors
John C. Overbeck, Ph.D.
University of Cincinnati
Associate Professors
Sylvia Barnard, Ph.D.
Yale University
Michael R. Werner, Ph.D.
Stanford University
Associate Professor
Stuart Swiny, Ph.D.
University of London
Adjuncts :
Lauren Palmateer, M.A.
University at Albany
Adjunct Associate Professor
Gregory I Stevens, Ph.D.
University of Michigan

The Classics Program offers courses in Mediterranean archaeology and art, Greek and Roman civilization, and the classical Latin and Greek languages. A major in Greek and Roman civilization (in English) is available through the general program with two concentrations: *Mediterranean Archaeology and Art* or *Classical Literature and Culture*. The Program also offers a minor in Greek and Roman Civilization.

Careers

The major concentrations in the department would be suitable preparation for teaching and for master's-level studies in classics or for professional programs in law, library science, theology, business administration or public administration. The department itself offers a master's degree with concentrations in Latin and classical archaeology. In the case of classical archaeology, several graduate programs would follow from this concentration, including conservation and preservation, museology, and Old World or classical archaeology.

Special Programs or Opportunities

There is a combined bachelor's/master's program which makes it possible to earn both degrees in a total of only five years. The department assists students who seek placement in summer or academic-year programs in Greece or Italy (of which many are available) or who wish to participate in an archaeological excavation in Europe or the Mediterranean.

All students in the Classical Art and Archaeology concentration are strongly urged to include archaeological fieldwork in their course of studies. Such a program is offered regularly during the summer session by both the Departments of Classics and Anthropology.

Internships in archaeological documentation and conservation are also available at state agencies in the Albany area.

Students who expect to enter a graduate program in classical archaeology are urged to pursue the study of Latin or ancient Greek.

Degree Requirements for the Major in Greek and Roman Civilization

General Program B.A.: A minimum of 36 credits at least 18 of which must be at the 300 level or above, to be distributed as follows:

1. 9 credits from the following core courses:

A Clc 110 Classical Roots: Great Ideas of Greece and Rome
A Clc 133 History of Ancient Greece
A Clc 134 History of Ancient Rome

2. 6 credits from the following breadth courses:

A Cas 220 Literatures of the World
A Cla 131 Ancient Peoples of the World
A Clc 105Z Myths of the Greek World
A Clc 125 Latin and Greek Elements in English
A Clc 220Z Roman Poets & Playwrights
A Clc 223Z Masterpieces of Greek Tragedy and Comedy
A Clc 225 Greek Literature in Translation
A Clc 321 Fifth Century Athens
A Clc 322 Alexander and the Hellenistic Age
A Clc 330 Rome: From Republic to Empire
A Clc 331 The Age of Trajan and Hadrian
A Clc 402 Greek and Roman Religion
A Clc 403 Roman Civilization and Christianity
A Clc 497 Independent Study (2-4 crs)
A Clc 498 Topics in Classical Studies (1-4 crs)
A Ant 131 Ancient Peoples of the World
A Ant 243 Peoples and Cultures of the Middle East
A Ant 331 Ancient Civilizations of the Old World
A Eng 222Z Masterpieces of Literature
A Eng 295Z Classics of Western Literature I: Ancient Epic to Modern Drama
A Eng 296Z Classics of Western Literature II: Homer, Vergil, Dante, Cervantes and Joyce
A His 130 History of European Civilization I
A His 263ZArt, Music and History: A Multimedia Approach I
A Jst 243 Peoples and Cultures of the Middle East
A Phi 110 Introduction to Philosophical Problems
A Phi 114 Morals and Society
A Phi 116 World Views
A Phi 212 Introduction to Ethical Theory
A Phi 310 Ancient Philosophy
A Phi 311 History of Medieval Philosophy
A Rel 100Z Introduction to the Study of Religion

3. 18 credits from one of the concentrations:

MEDITERRANEAN ARCHAEOLOGY AND ART CONCENTRATION:

A Cla 207Z Egyptian Archaeology
A Cla 208Z Greek Archaeology
A Cla 209 Roman Archaeology
A Cla 240 Archaeology and Ancient Israel I: Archaeology and the Bible (2 crs)
A Cla 241 Archaeology and Ancient Israel II: Greco-Roman Period (2 crs)
A Cla 290 Archaeological Graphic Documentation I
A Cla 291 Archaeological Graphic Documentation II
A Cla 301 Aegean Prehistory
A Cla 302 Villanovans, Etruscans, and Early Rome
A Cla 303/303Z Early Christian Art and Architecture
A Cla 307 The Pyramid Age
A Cla 310 Art and Archaeology of Cyprus I
A Cla 311 Art and Archaeology of Cyprus II
A Cla 329 Archaeological Field Research (2-4 crs)
A Cla 401 Greek Sculpture
A Cla 402 Roman Sculpture
A Cla 403 Greek Painting
A Cla 405 Greek Architecture
A Cla 406 Roman Architecture and Town Planning
A Cla 407 The Egyptian Empire
A Cla 490 Internship in Archaeological

Conservation and Documentation (3-15 crs)
A Cla 492 Internship in Archaeological Field Methodology (3 crs only)
A Cla 497 Independent Study (2-4 crs)
A Ant 104 Archaeology
A Ant 330 Topics in Archaeology
A Ant 332 Ethnoarchaeology
A Ant 335 Introduction to Archaeological Field Techniques
A Ant 338 Archaeological Field Research (6 crs)
A Ant 339 Archaeological Lab Techniques
A Ant 413 Functional Anatomy of the Human Skeleton
A Ant 430 Archaeological Theory
A Ant 431 Seminar in Social Archaeology
A Ant 435 Archaeological Surveys
A Ant 438 Museum Research and Curation
A Ant 490 Internship in Archaeological Conservation and Documentation (3-15 crs)
A Ant 504 Proseminar in Archaeology
A Ant 539 Topics in Archaeology
A Arh 170 Survey of Art in the Western World I
A Arh 303 Early Christian Art and Architecture
A Bio 208 Marine Biology
A Bio 322 Plant Morphology
A Bio 324 Invertebrate Zoology
A Bio 325 Comparative Anatomy of Chordates
A Bio 415Z Vertebrate Biology
A Bio 428 Mass Extinctions: Catastrophes in Ancient Environments
I Csi 422 Introduction to Computer Graphics
A Geo 210 Mineralogy
A Geo 222 Igneous and Metamorphic Geology
A Geo 230 Introduction to Field Methods and Stratigraphy
A Gog 120 World Cities
A Gog 220 Introductory Urban Geography
A Gog 290 Introduction to Cartography
A Gog 390 Intermediate Cartography
A Gog 414 Computer Mapping
A Jst 240 Archaeology and Ancient Israel I: Archaeology and the Bible (2 crs)
A Jst 241 Archaeology and Ancient Israel II: Greco-Roman Period (2 crs)
A Phy 462 Physics of Materials
A Phy 519 Experimental Techniques in Physics
A Pln 220 Introductory Urban Planning

CLASSICAL LITERATURE AND CULTURE CONCENTRATION:

(Students are strongly encouraged to take approved courses in languages of the Mediterranean.)

A Clg 101 Elementary Greek I
A Clg 102 Elementary Greek II
A Clg 103 Introduction to New Testament Greek I
A Clg 104 Introduction to New Testament Greek II
A Clg 497 Independent Study (2-4 crs)
A Cll 101 Elementary Latin I
A Cll 102 Elementary Latin II
A Cll 201 Introduction to Latin Literature I
A Cll 202 Introduction to Latin Literature II
A Cll 410 Latin Prose Authors
A Cll 410 Latin Poetry
A Cll 497 Independent Study (2-4 crs)
A Clc 300 The Greeks and Their Neighbors
A Clc 301 Rome and the Mediterranean World
A Clc 310/Z Women in Antiquity
A Clc 311 Law in Antiquity
A Com 355 Introduction to Rhetorical Theory
A Eng 421 Literature of the Middle Ages
A Eng 522 The History of Rhetoric
A His 235 Early and Medieval Christianity
A His 338 The Italian Renaissance
A His 339 Renaissance and Reformation in 16th C. Europe
A His 463 The Byzantine Empire
A Ita 315 Italian Civilization from the Etruscans to Galileo
A Jst 252 Jews, Hellenism, and Early Christianity
A Jst 342Z Issues in Hellenistic-Rabbinic Judaism
A Phi 523 Ancient Ethical Theory
A Phi 550 Plato
A Phi 552 Aristotle
A Phi 553 Medieval Philosophy
A Rel 103 Introduction to New Testament Greek I
A Rel 104 Introduction to New Testament Greek II
A Thr 221 Development of Theatre and Drama I
A Wss 311/Z Women in Antiquity

4. 3 credits from the senior seminar
A Clc 499

Honors Program in Greek and Roman Civilization

The Honors Program in the Classics Program consists of a structured sequence of at least 12 credits of course work designed to insure that the honors student receives a rigorous and thorough mastery of the discipline. These courses may be drawn from the department's regular offerings in "Mediterranean Archaeology and Art" or "Classical Literature and Culture," depending on the student's concentration in the major.

In addition, the student must complete a specifically designed three-credit junior- or senior-level independent study/research project under the close supervision of a member of the faculty.

Finally, the student must complete at least 6 credits (but no more than 12) of intensive work culminating in a major project (or series of projects). This "intensive work" may take place in an independent study, a group tutorial, a workshop, archaeological field experience, special work in a seminar, and/or undergraduate research.

The student must have written approval for the project from the honors adviser in the department at the outset of the project. The project will be formally evaluated at the end of the third quarter of the student's senior year and submitted in final form by the end of the fourth quarter.

To be eligible for admission to the honors program, the student must have declared the Greek and Roman Civilization major and selected either of the two concentrations. The student must also have completed at least 12 credits of course work within the major. In the "Classical Literature and Culture" concentration, this would normally include two courses in Latin or Greek. In addition, the student must have an overall GPA of at least 3.25, and 3.50 in the major, both of which must be maintained in order to graduate with honors.

Combined B.A/M.A. Program

The combined B.A./M.A. program in Greek, Greek and Roman Civilization, Classical Archaeology, or Latin provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of the undergraduate and master's degree programs from the beginning of their junior year. A carefully designed program can permit a student to earn the B.A. and M.A. degrees within nine semesters.

The combined program requires a minimum of 138 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 for the B.A. program described above, the minor requirement, the minimum 90-credit liberal arts and sciences requirements, 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, or other professional experience where required, and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.A. programs.

Students will be considered as undergraduates until completion of 120 graduation credits and satisfactory completion of all B.A. requirements. Upon meeting B.A. requirements, students will automatically be considered as graduate students. Students may apply for admission 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.

Courses in Classical Archaeology/Mediterranean Archaeology and Art

No knowledge of Greek or Latin is required for these courses.

A Cla 207 (= A Arh 207) Egyptian Archaeology (3)
A Cla 207 is the writing intensive version of 207; only one may be taken for credit. [AR HU WI]

A Cla 207 (= A Arh 207) Egyptian Archaeology (3)
A survey of the remains of ancient Egypt from the earliest times to the Roman Empire. The pyramids, temples, tombs, mummies and works of art will be examined in an attempt to understand the unique character of ancient Egypt. Selections from Egyptian religious and historical texts will be read in translation. A Cla 207 is the writing intensive version of 207; only one may be taken for credit. [AR HU]

A Cla 208Z (= A Arh 208Z) Greek Archaeology (3)
A Cla 208Z is the writing intensive version of 208; only one may be taken for credit. [AR HU WI]

A Cla 208 (= A Arh 208) Greek Archaeology (3)
Survey of the prehistoric and historical cultures of ancient Greece, as revealed by archaeology, from the Neolithic to the Hellenistic era, with emphasis on the evolution of pottery style, painting, sculpture and architecture. [AR HU]

A Cla 209 (= A Arh 209) Roman Archaeology (3)
Survey of the monuments of ancient Rome and her empire in a cultural and evolutionary context, including major works of sculpture, wall painting and architecture. Roman towns and principles of town planning also studied. Translated selections from Roman literary and historical sources. [AR HU]

A Cla 240 (= A Jst 240) Archaeology and Ancient Israel I: Archaeology and the Bible (2)
Important discoveries related to biblical history and literature. Examination of sites, artifacts, texts and scripts from the Bronze Age to the Babylonian exile. Only one of A Jst 240 & A Cla 240 may be taken for credit.

A Cla 241 (= A Jst 241) Archaeology and Ancient Israel II: Greco-Roman Period (2)
Important discoveries related to postbiblical Jewish life and history. Examination of relevant papyri, the Dead Sea Scrolls, coins, Masada, Jerusalem, burial caves, synagogue art and other topics. Only one of A Jst 241 & A Cla 241 may be taken for credit.

A Cla 290 Archaeological Graphic Documentation I (3)
This course teaches how to graphically record a typical range of archaeological artifacts, including stone tools, pottery, metal objects and clay figurines from the University's collection of New and Old World artifacts. Emphasis will be placed on the professional standards of artifact illustration for publication in research projects. Prerequisite(s): permission of instructor.

A Cla 301 (= A Arh 301) Aegean Prehistory (3)
Archaeology of the Aegean area from Paleolithic times to the end of the Bronze Age, with emphasis on Minoan Crete and Mycenaean Greece. Prerequisite(s): A Cla 208 or A Cla 208Z. May not be offered in 2005-2006.

A Cla 302 (=A Arh 302) Villanovans, Etruscans, and Early Rome (3)
Archaeology of the Etruscans and of early Rome in the context of the Iron Age cultures of the Italian peninsula. Prerequisite(s): A Cla 209, or A Clc 134, or junior or senior class standing. May not be offered in 2005-2006.

A Cla 303 (= A Arh 303) Early Christian Art and Architecture (3)
An examination of early Christian art and architecture from their beginnings in the 3rd century to the death of Justinian in 565. Architecture, painting, mosaic and the minor arts are examined in their historical setting. A Arh 303Z & A Cla 303Z are the writing intensive versions of A Arh 303 & A Cla 303; only one of the four courses may be taken for credit. Prerequisite(s): A Cla 209, or A Clc 134, or A Arh 170.

A Cla 303Z (= A Arh 303Z) Early Christian Art and Architecture (3)
A Arh 303Z & A Cla 303Z are the writing intensive versions of A Arh 303 & A Cla 303; only one of the four courses may be taken for credit. Prerequisite(s): A Cla 209, or A Clc 134, or A Arh 170. [WI]

A Cla 310 Art and Archaeology of Cyprus I (3)
An examination of the art, architecture and changing environmental setting of successive cultures on the east Mediterranean island of Cyprus from the first human occupation to the Roman period. The island's role as the main contact point between Near Eastern and Western Mediterranean civilizations will be emphasized.

A Cla 311 Art and Archaeology of Cyprus II (3)
An examination of the archaeology, art, architecture and history of the island of Cyprus from the Roman Period to its recently won independence. The wealth of mosaics, Byzantine church painting and Gothic ecclesiastical and military architecture emphasize the significance of the Christian enclave in the Moslem east under Latin, Venetian, Ottoman and British colonial rule.

A Cla 329 (formerly A Cla 338) Archaeological Field Research (2–6)
Supervised participation in the excavation of approved Old World prehistoric, classical or medieval sites. Prerequisite(s): junior or senior class standing and permission of the department chair.

A Cla 401 (formerly A Cla 402) (= A Arh 401) Greek Sculpture (3)
Study of selected sculptural monuments from the Archaic, Classical and Hellenistic eras, considered in relation to their historical, intellectual and religious context. Prerequisite(s): A Cla 208 or A Cla 208Z.

A Cla 402 (formerly A Cla 412) (= A Arh 402) Roman Sculpture (3)
Selected monuments representing the historical development of Roman sculpture in its social and religious context from the early Republic to the time of the emperor Constantine. Prerequisite(s): A Cla 208 or A Cla 208Z or A Cla 209 or A Arh 170.

A Cla 403 (formerly A Cla 432) (= A Arh 403) Greek Painting (3)
A survey of ancient Greek painting from the beginnings about 1000 B.C. through the Hellenistic age; primarily painted vases, but also including the limited evidence that exists for wall painting and other forms. Prerequisite(s): A Cla 208 or A Cla 208Z.

A Cla 405 (formerly A Cla 460) (= A Arh 405) Greek Architecture (3)
The development of Greek monumental architecture from the earliest temples through the Hellenistic Age. Prerequisite(s): A Cla 208 or A Cla 208Z.

A Cla 406 (formerly A Cla 461) (= A Arh 406) Roman Architecture and Town Planning (3)
The development of Roman public and private architecture, with emphasis on its urban setting and function, and the evolution of Roman towns in Italy and the Empire from the early Republic to the time of the emperor Constantine. Prerequisite(s): A Cla 208 or A Cla 208Z or A Cla 209 or A Arh 170.

A Cla 490 (= A Ant 490) Internship in Archaeological Conservation and Documentation (3–15)
Supervised placement in an agency engaged in conservation and documentation of archaeological artifacts, such as the New York State Museum or State Conservation Laboratory. Provides practical experience and cannot be counted among the 9 elective credits above the 300-level required for Mediterranean archaeology majors. Anthropology majors may use up to 3 credits toward major elective credit. May be taken by majors in Greek and Roman civilization and anthropology only. **Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. *S/U* graded. Prerequisite(s): permission of instructor.**

A Cla 492 Internship in Archaeological Field Methodology (3-9)
Supervised placement in cultural resource management firms engaged in archaeological field research. This course provides practical experience in the methods and goals of archaeological field investigation in the context of specific archaeological projects managed by professional archaeologists. The experience will include field testing and recording and preparation of field records for reports. Only 3 credits can be used for the Mediterranean Archaeology and Art concentration. May be taken by majors in Greek and Roman Civilization with a concentration in Mediterranean Archaeology and Art and by majors in Anthropology and Art History. **Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher.** *S/U* graded.

A Cla 497 Independent Study (2–4)
Seniors may offer 2 to 4 credits of independent study in place of regular course work in classical archaeology. Projects must be approved by the department chair. May be repeated once.

Courses in Greek and Roman Civilization

No knowledge of a classical language is required for these courses.

A Clc 105 Myths of the Greek World (3)
Survey of the origin and development of the major myths of ancient Greece. [HU]

A Clc 105Z Myths of the Greek World (3)
Survey of the origin and development of the major myths of ancient Greece. A Clc 105Z is the writing intensive version of 105; only one may be taken for credit. [HU WI]

A Clc 110 Classical Roots: Great Ideas of Greece and Rome (3)
Greek and Roman literature in translation. Considers such topics as human dignity and values, power and pride, the hero, intelligence impaired by appetite, and justice of the gods in such authors as Homer, Aeschylus, Sophocles, Plato, Aristotle, Vergil and selected historians. Prerequisite(s): freshman or sophomore class standing. [EU HU]

A Clc 125 Latin and Greek Elements in English (3)
Systematic study of those elements of the Latin and Greek languages that have contributed to the formation of English vocabulary, both general and scientific. Designed for students with no knowledge of a classical language. May not be offered in 2005-2006.

A Clc 133 History of Ancient Greece (3)
An examination of the antecedents of Greek culture in the ancient Near East and the Aegean, followed by the rise of Greece, the development of Athenian democracy, the decline of Greece leading to Macedonian domination, the conquests of Alexander the Great, and the cosmopolitan Hellenistic world. [EU]

A Clc 134 History of Ancient Rome (3)
Alexander the Great and the Hellenistic Age, the rise of Rome, the Republic and the Empire. [EU]

A Clc 220Z Roman Poets and Playwrights (3)
Study of various types of Roman poetry, including lyric, epic and dramatic, with consideration of their role in the development of the Western literary tradition. [WI]

A Clc 223Z Masterpieces of Greek Tragedy and Comedy (3)
A Clc 223Z is the writing intensive version of A Clc 223; only one may be taken for credit. .May not be offered in 2005-2006. [HU WI]

A Clc 223 Masterpieces of Greek Tragedy and Comedy (3)
Selected plays of Aeschylus, Sophocles, Euripides, Aristophanes and Menander. A Clc 223Z is the writing intensive version of A Clc 223; only one may be taken for credit. .May not be offered in 2005-2006. [HU]

A Clc 225 Greek Literature in Translation (3)
Reading (in English) and analysis of ancient Greek literary masterpieces from Homer through the Hellenistic era.

A Clc 300 The Greeks and Their Neighbors (3)
The relations of the Greeks with the Near East and with Rome. Readings in English from the works of five Greek historians: Herodotus, Thucydides, Xenophon, Arrian and Polybius. Prerequisite(s): junior or senior class standing.

A Clc 301 Rome and the Mediterranean World (3)
The Romans' view of their origin and destiny in the Mediterranean world. Readings in English from the works of five Roman historians: Livy, Sallust, Caesar, Tacitus and Ammianus. Prerequisite(s): A Clc 134 or A Cla 209. [EU]

A Clc 310 (= A Wss 311) Women in Antiquity (3)
Study of the literary, historical and archaeological evidence concerning the lives and roles of women in Greek and Roman society. A Clc 310Z & A Wss 311Z are writing intensive versions of A Clc 310 & A Wss 311; only one of the four courses may be taken for credit. Prerequisite(s): junior or senior class standing. [EU]

A Clc 310Z (= A Wss 311Z) Women in Antiquity (3)
A Clc 310Z & A Wss 311Z are writing intensive versions of Clc 310 & Wss 311; only one of the four courses may be taken for credit. Prerequisite(s): junior or senior class standing. [EU WI]

A Clc 311 Law in Antiquity (3)
Survey of ancient law from Sumerian times until the end of the Roman Empire, with emphasis on Greek and Roman legal practice; studied in relation to social, economic, religious and political life. Comparisons between ancient and modern concepts of justice. Prerequisite(s): junior or senior class standing, or 3 credits in Classics.

A Clc 321 Fifth-Century Athens (3)
An area study of 5th-century Athens using all available resources of history, art and archaeology, geography, and literature. Prerequisite(s): A Clc 133 or A Cla 208.

A Clc 330 Rome: From Republic to Empire (3)
An area study of the history, art and archaeology, geography, and literature of Rome in the transition from republic to empire using all available resources. Prerequisite(s): A Clc 134 or A Cla 209.

A Clc 331 The Age of Trajan and Hadrian (3)
An area study of the history art and archaeology, geography, and literature of the age of Trajan and Hadrian using all available resources. Prerequisite(s): A Clc 134 or A Cla 209.

A Clc 402 (= A Rel 402) Greek and Roman Religion (3)
Survey of Greek and Roman religions at large followed by a detailed examination of the so-called mystery religions. Interdisciplinary in nature, it employs not only religious but also philosophical, especially ethical, literary, historical and archaeological materials. Only one of A Clc 402 & A Rel 402 may be taken for credit. Prerequisite(s): junior or senior class standing and some background in either classical or religious studies. .May not be offered in 2005-2006.

A Clc 403 (= A Rel 403) Roman Civilization and Christianity (3)
Roman civilization in the late Empire. The relation between pagan and Christian culture based on a study of literary and archaeological sources. Prerequisite(s): A Clc 134 or A His 235Z. Only one of A Clc 403 & A Rel 403 may be taken for credit. .May not be offered in 2005-2006.

A Clc 497 Independent Study (2–4)
Seniors may offer 2 to 4 credits of independent study in place of regular course work in Greek and Roman civilization. Projects must be approved by the department chair. May be repeated once.

A Clc 498 Topics in Classical Studies (1–4)
Selected topics in classical studies. May be repeated for credit with a change of topic. Prerequisite(s): junior or senior class standing, or permission of instructor.

A Clc 499 Senior Seminar in Classical Studies (3)
Seminar on selected topics in classical studies. Preparation of a paper under the direction of a faculty member. Open to seniors with permission of director. May not be offered in 2005-2006.

Courses in Latin

Courses in Latin may be found in the Languages, Literatures, and Cultures section of this Bulletin.

DEPARTMENT OF COMMUNICATION

Faculty
Professor Emeritae/i
Alan Chartock, Ph.D.
New York University
Donald P. Cushman, Ph.D.
University of Wisconsin
Kathleen E. Kendall, Ph.D.
Indiana University
Professors
Teresa M. Harrison, Ph.D. (Department Chair)
Bowling Green State University
Anita Pomerantz, Ph.D.
University of California, Irvine
Robert E. Sanders, Ph.D.
University of Iowa
Timothy D. Stephen, Ph.D.
Bowling Green State University
Associate Professors Emeritae/i
Richard Wilkie, Ph.D.
University of Michigan
Visiting Associate Professors
Timothy Halkowski, Ph.D.
University of California-Santa Barbara
Assistant Professors
Annis G. Golden, Ph.D.
Rensselaer Polytechnic Institute
Senem Guney, Ph.D.
University of Texas
Cherie Strachan, Ph.D.
University at Albany
Jennifer Stromer-Galley, Ph.D.
University of Pennsylvania
Visiting Assistant Professors
Michael W. Barberich, Ph.D.
University of Pittsburgh
William G. Husson, Ph.D.
Rensselaer Polytechnic Institute
Adjuncts (estimated): 6
Teaching Assistants (estimated): 12

The department specializes in studies of communication in each of three particular social contexts: first, communication on an individual level, involving interpersonal or intercultural relations; second, communication at the societal level involving large scale audiences, especially in regard to political action and democratic processes; and third, communication in organizations-whether business, governmental, or grass roots organizations--that affects either the organization's internal processes or external relations. All three of these areas have been significantly affected by new communication technologies, the study of which we incorporate into department course work.

The undergraduate program in Communication has two primary goals. One is to educate students, and expose them to significant writings, about communication processes and media and the critical role they play in the conduct of social life and its quality among individuals, in organizations, and in the larger society.

Our second goal grows out of the first; to help students become able to analyze and improve communication practices in particular settings and instances. This involves developing a basis for judging whether or not specific communication processes are meeting the needs of the people involved. It also involves learning about ways to measure the effectiveness of specific communication practices, and gaining experience analyzing and designing solutions to communication problems.

Studies in the major are organized so that students enrolled in 100- and 200-level courses are exposed to foundational ideas and research findings in the field of Communication, as well as provided with research methods and analytic tools. Students are also required to become more practiced as communicators, either through a public speaking or debate course. Course work at the advanced (300 and 400) level is intended to provide students with in-depth knowledge of current research and theory about interpersonal/intercultural communication,

organizational communication or public communication.

Careers in Communication

The program in Communication is intended to help students become knowledgeable about communication processes and their influences on the interpersonal, intercultural, organizational and political aspects of our societies. By focusing on development of analytical and critical skills, the program helps students become able to analyze and effectively participate in, and improve communication practices in diverse settings and instances. Having completed their degree in communication, the students will have a basis for judging whether or not specific communication processes are meeting the needs of the people involved. They will also be able to evaluate the effectiveness of specific communication practices, devise ways of improving them, and provide solutions to communication problems. These competencies have recognized value in the workplace as well as in one's personal life.

Graduates of the Communication program have pursued careers in sales, media relations, marketing, training, commercial production, film, editing, media planning, publishing, journalism, financial advisement, budget analysis, legislative assistance, radio programming, advertising, television production, and internal communication in not-for-profit, governmental, and business organizations. Some have college teaching or advisement positions. Others have gone on to law school, or to work on their master's degree or doctoral degrees in Communication and related fields.

Special Programs and Opportunities

The department provides research opportunities for graduate and undergraduate students, a rigorous honors program, and an exceptional internship program. The department also provides a combined B.A./M.A. Program in Communication. We encourage all students to become active members of the local student club of the National Communication Association. We invite outstanding communication majors to be inducted into Lambda Pi Eta, the local chapter of the national honor society for communication.

Internship Program

The *Communication Internship Practicum,* which requires enrollment in both Com 392 for 9 cr. (these credits are general electives and do not apply toward the major or minor) and Com 393z for 6 cr., is a full-time internship offered in fall and spring for juniors and seniors who have an overall grade point average of 2.50 or higher. It includes a weekly seminar meeting, and places students in communication related professional settings including, but not limited to, radio, television, public relations, the state legislature, and corporate communication. If you are accepted in this internship, you are not allowed to take any other course work during the semester. Acceptance into the program is competitive.

The part-time *Internship in Communication* (COM 390, for 1-3 lower-level credits) is for undergraduate majors and minors who wish to develop on-site experience in one of the communication professions. This part-time internship may be taken in fall, spring, or summer terms. There is no seminar component in this course, and the minimum number of hours at the host agency is proportionately less than the fulltime Internship Practicum.

Admission

Admission to the program in Communication is restricted. All students wishing to declare the major must complete an application and be formally admitted by the department. Applications can be made each semester. The deadline for submitting applications is the first day of class in the fall and spring semesters. Notification of admission or denial generally will be made within three business days by a posted list outside the department office, and afterwards by mail.

Any matriculated student can apply for admission who has completed the following two courses with grades of C- or higher or S in each (See the section below for the policy on admission of transfer students to the major):

(a) A Com 100, and (b) either a course in statistics (A Mat 108, B Itm 220, A Soc 221, R Crj 281, or A Psy 210), or a course in formal logic (A Phi 210 or equivalent). Students who apply and are not accepted can reapply in subsequent semesters.

Note: A Com 100 course required for admission to the major must be taken on the Albany campus if the student does not already have credit for it prior to matriculation.

An applicant will be guaranteed admission to the major whose grades in the two entry courses average to B or higher (in A Com 100, and either a statistics or logic course). Grades of S are counted as the equivalent of C for the purposes of this computation.

Applicants whose grades in the two entry courses average between B and C- will be admitted to the major on a space-available basis. Applications in this group are rank ordered each semester on the basis of a Composite Grade Point Average. This Composite Grade Point Average is computed by adding together the student's overall grade point average and the average of the grades in the two entry courses (A Com 100 and a statistics or logic course). Applicants in this group are accepted in descending rank order until all the spaces for new majors that semester are filled. However, no two applicants with the same Composite Grade Point Average will be treated differently: if one is accepted with that average, all others will be accepted with that average even if the total number accepted exceeds the available spaces that semester.

Transfer students who have completed at least 3 credits in Communication courses, and a total of at least 6 credits in courses that count towards the major in Communication, will be admitted to the major automatically if their GPA in all transfer courses that count towards the major is 2.0 or higher. All other transfer students seeking admission to the major will have to meet the admissions requirements for matriculated students after they begin coursework on the Albany campus.

Transfer students admitted to the major who do not have credit for A Com 100 or an approved statistics or logic course upon matriculation are still required to complete those courses with grades of C- or better. Transfer students whose grades in those two courses fall below that minimum are subject to being withdrawn from the major, pending an appeal and departmental review, but will automatically be readmitted if and when they meet the requirement.

Advisement

Majors in the Communication Department are encouraged to seek advisement each semester. Advisement is offered by appointment between the end of the add-drop period and the beginning of the advance registration period. Majors who have been advised during that period are given priority for enrollment for the next semester's Communication classes. For students newly admitted to the major, attendance at an orientation meeting for new majors is required in order to get an advisement appointment.

Advisement is under the direction of the Director of the Undergraduate Program. Advisement each semester is generally conducted by an advising staff composed of graduate assistants. However, undergraduate majors are encouraged to seek out a meeting with a faculty member when they begin their studies in the department to discuss their goals, and devise an overall plan of study supportive of those goals in the Department, in their Minor or Second Major, and in their General Education requirement courses and electives.

Degree Requirements for the Major in Rhetoric and Communication

General Program B.A.: A minimum of 36 credits including: A Com 100; a computing course [all minors but business: A Cas 200 or B Itm 215 or I Csi 101 or I Csi 201 or I Ist 100 or I Ist 301] [business minors: B Itm 215 or I Csi 101 or I Csi 201]; a statistics course (A Mat 108 or B Itm 220 or A Soc 221 or R Crj 281 or A Psy 210) or logic (A Phi 210); A Com 265X; one course from either A Com 203 or 212; and 15-18 additional credits in the Department of Communication as advised (of which at least 12 credits must be at the 300-level or above); and 3-6 credits of supporting courses (outside the Department of Communication), as advised.

A Com 265X is restricted to A-E grading after matriculation at Albany.

Course offerings are listed below in grouping according to the following headings:

1. General Foundations,
2. Public Communication,
3. Interpersonal Interaction/Cultural Practices,
4. Organizational Communication,
5. Applied Studies.

Courses in General Foundations offer students an introduction to the practice and social consequences of communication in a variety of settings, and an overview of traditional and contemporary thought on human communication.

Courses in Public Communication create a basic understanding of the process of communication in the political process, and public life more generally. This includes attention to communication and media issues in political participation, legislative processes, social movements, and election campaigns. This also includes attention to the speaker-audience setting typical of argumentation and persuasion in social and political life.

Courses in Interpersonal Interaction/Cultural Practices provide for a basic understanding of the process of communication in face to face interaction. These include attention to language use and strategy in personal relationships, health care, and work relationships of various kinds. Other courses include attention to cultural differences in face to face and group communication practices, and the role of communication in everyday life.

Courses in Organizational Communication address communication processes within and between organizations that affect their internal operations, development, climate, productivity, and social acceptance. These courses include a concern for the effect of new information technologies on organizational communication.

Applied Studies courses provide an opportunity for students who have achieved a grounding in the appropriate theoretical and research literature of the field, to apply this knowledge in independent projects or internships.

Honors Program

The honors program in Communication is designed to provide opportunities for the most talented and motivated students to work closely with each other and with the faculty.

Students may apply for admission at any point during a semester and may reapply if rejected after the close of that semester or thereafter. Decisions of the Honors Committee on admission are final and not subject to review or appeal.

Applications for admission will be approved if the student meets the following criteria:

The applicant is a major in the department, with a 3.50 average in the required courses for admission to the major.

The applicant has completed at least two full-time semesters of college study at Albany, with an overall average of at least 3.50, or the equivalent in the case of transfer students.

Admission to the program will be on a provisional basis for any student with fewer than 12 credits in Communication. Upon completion of 12 credits, admission will be finalized.

Students in the honors program are required to complete a minimum of 36 credits, meeting all

requirements of the major, except for a special requirement among courses at the 300 level or above as follows: instead of 6 credits of electives at the 300 level or above, students in the honors program must complete either an honors project for 6 credits (A Com 499), or a senior honors project for 3 credits (A Com 499) plus 3 credits in a graduate course in

Communication (for undergraduate credit) with approval of the undergraduate director.

Students will be put on program probation by the Honors Committee at the end of any semester in which their cumulative average in the major falls below 3.50 or their term average that semester is below 3.30.

Students will be dismissed from the program if they are placed on program probation in two consecutive semesters, or if they receive a grade below B in A Com 499. Students dismissed from the program cannot be readmitted unless the grades on which dismissal is based were in error and are officially changed.

After completion of the requirements above, the records of candidates will be reviewed by the Departmental Honors Committee, who shall recommend to the department candidates for the degree with honors in Rhetoric and Communication.

Combined B.A./M.A. Program

The combined B.A./M.A. program in Rhetoric and Communication 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. The program provides an integrated and focused curriculum in Communication that allows the upper-level student exposure to advanced knowledge in theory and substantive areas and opportunities for participation in research. A carefully designed program can permit a student to earn the B.A. and M.A. degrees within nine semesters.

The combined program requires a minimum of 141 credits, of which at least 33 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, 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 33 graduate credits and any other conditions such as a research seminar or thesis, comprehensive examination, professional experience, and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.A. programs.

Students who have completed a minimum of 6 credits of course work in Rhetoric and Communication may apply for admission to the combined degree program in Rhetoric and Communication 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.

General Foundations Courses

A Com 100 Human Communication: Language and Social Action (3)
Introduction to human communication in terms of an examination of the communication needs, processes, and results that typically occur in different social settings. [SS]

A Com 265X Introduction to Communication Theory (3)
Approaches to the study of human communication. Consideration of major research findings, methods and conceptualizations in such areas as persuasion, interpersonal communication, group communication, organizational communication, and mass communication. For rhetoric and communication majors completing their major requirements as outlined in this bulletin or subsequent editions, A Com 265X is restricted to A–E grading after matriculation at Albany. Prerequisite(s): A Com 100. [IL]

A Com 270 Methods of Communication Research (3)
Intermediate-level study of research strategies, design of experiments, and field methods in human communication. For rhetoric and communication majors completing their major requirements as outlined in this bulletin or subsequent editions, A Com 270 is restricted to A-E grading after matriculation at Albany. Prerequisite(s): A Com 100. Statistics course recommended.

Courses in Public Communication

A Com 203 Speech Composition and Presentation (3)
Introduction to the composition and presentation of speeches. Course includes guided practice in topic development, organization, and the oral presentation of various kinds of speeches. [OD]

A Com 212 Argumentation and Debate (3)
Study of and practice in the methods of argument. Special emphasis upon skills needed in oral argumentation. [OD]

A Com 238 Introduction to Mass Communication (3)
Survey of electronic and print media with emphasis on structural analysis, content analysis, and research.

A Com 345 Argumentative Methods (3)
Composition and criticism of argumentative discourse stressing the nature of issue, proposition, evidence, and form. Theory of rhetorical and scientific argument is also included. A Com 345Z is the writing intensive version of A Com 345; only one may be taken for credit.

A Com 345Z Argumentative Methods (3)
A Com 345Z is the writing intensive version of A Com 345; only one may be taken for credit. [WI]

A Com 355 Introduction to Rhetorical Theory (3)
The writings of major theorists, from Aristotle to figures of the 20th century. A Com 355Z is the writing intensive version of A Com 355; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or permission of instructor.

A Com 355Z Introduction to Rhetorical Theory (3)
A Com 355Z is the writing intensive version of 355; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or permission of instructor. [WI]

A Com 370 Theories of Mass Media (3)
The theories, research methods, and empirical research findings related to the effects of mass communication on individuals and society. Prerequisite(s): A Com 238 and A Com 265, or permission of instructor.

A Com 376 Empirical Studies of Persuasion (3)
Empirical approaches to attitude and behavior change brought about by communication. Prerequisite(s): A Com 265 or permission of instructor.

A Com 378 Studies in Public Persuasion (3)
Application of the student's critical skills to the rhetoric of a particular public figure or movement; or to the rhetorical practice of a particular historical period or genre of public persuasion, such as television advertising, propaganda in mass movements, American campaign rhetoric. A Com 378Z is the writing intensive version of A Com 378. May be repeated for a total of 15 credits with changes in topic. Prerequisite(s): junior or senior class standing, or permission of instructor.

A Com 378Z Studies in Public Persuasion (3)
A Com 378Z is the writing intensive version of A Com 378; may be repeated for a total of 15 credits when topic differs. Prerequisite(s): junior or senior class standing, or permission of instructor. [WI]

A Com 380 Political Campaign Communication (3)
This course examines from both a theoretical and a practical standpoint the planning, execution, and evaluation of campaign communication strategies. It focuses mainly on modern presidential campaigns—the organization, the candidate, the audience, and the media. Forms examined include speeches, debates, television commercials, polling, news stories, and interpersonal contact. This course often has a co-requirement of A Com 297 for 1 credit. Prerequisite(s): junior or senior class standing or permission of instructor.

A Com 465 Studies in Communication Theory (3)
Study of a selected topic in communication theory; e.g., nonverbal communication, consistency theory, or mass communication. May be repeated for a total of 15 credits with changes in topic. Prerequisite(s): A Com 265, and junior or senior class standing.

Courses in Interpersonal/ Intercultural Communication

A Com 201 Interpersonal Communication (3)
Introduction to those aspects of communication which typify interpersonal relationships. Included are experientially acquired insights into, and theoretical considerations of, interpersonal communication.

A Com 204 Group Communication (3)
The theory and practice of small group interaction. Examination of both group dynamics and cognitive processes, as they relate to group deliberation.

A Com 304 Conference and Group Leadership (3)
Advanced study of small group deliberation, with special emphasis upon theories of group leadership as they apply in business and professional group communication settings. Prerequisite(s): A Com 204 or permission of instructor. May not be offered in 2005-2006.

A Com 367 Theories of Interpersonal Communication (3)
The theories, research methods, and representative research findings related to experimental and observational studies of interpersonal communication. Prerequisite(s): A Com 201 and 265, or permission of instructor.

A Com 371 Theories of Intercultural Communication (3)
Communication between people from different cultures and/or subcultures, including racial and ethnic groups. Focus is upon appropriate theories, concepts, research findings, and practice in intercultural settings. Prerequisite(s): A Com 265, or permission of instructor. [GC; DP, if taken *before* Fall 2004.]

A Com 373 Communication Codes (3 or 6)
The patterns of communication behavior in everyday life. Emphasizes both language and nonlanguage behavior, and the various social contexts in which interaction occurs. Topics include social and cultural rules for structuring messages and the basis for interpreting behaviors. Course includes major components in both theory and research on this topic, including a research paper. Course will be scheduled intensively during the semester to reflect the number of credits to be earned. Prerequisite(s): junior or senior class standing. May not be offered in 2005-2006.

A Com 375 Computer-Mediated Communication (3)
Possibly the most important technological innovation of the latter half of the 20th century, computer-mediated communication is revolutionizing interaction in the global village. This course explores how social life is accomplished in a variety of Internet CMC systems, including threaded email forums, instant messaging, chat rooms, videoconferencing, and World Wide Web pages.

A Com 465 Studies in Communication Theory (3)
Study of a selected topic in communication theory; e.g., nonverbal communication, consistency theory, or mass communication. May be repeated for a total of 15 credits when topic differs. Prerequisite(s): A Com 265, and junior or senior class standing.

Courses in Organizational Communication

A Com 369 Theories of Organizational Communication (3)
Theoretical models and empirical studies of communication within complex organizations. In-depth case study of one or more organizations. Prerequisite(s): A Com 265 or permission of instructor.

A Com 465 Studies in Communication Theory (3)
Study of a selected topic in communication theory; e.g., nonverbal communication, consistency theory, or mass communication. May be repeated for a total of 15 credits with changes in topic. Prerequisite(s): A Com 265, and junior or senior class standing.

Courses in Applied Studies

A Com 297 Research Practicum (1–3)
Supervised participation in established research projects. Course may be repeated for a total of 6 credits, but only a maximum of 3 credits may be applied toward major requirements. Prerequisite(s): permission of instructor. *S/U* graded.

A Com 390 Internship in Communication (1–3)
Supervised participation in rhetorical or communicative practices. May be repeated for a total of 3 credits. This course is meant to provide practical experience and cannot be counted among the 12 additional credits in "A Com" courses at the 300 level required for majors. **Open only to majors and minors in their junior or senior years with cumulative averages of at least 2.50.** Prerequisite(s): A Com 265, and permission of undergraduate director. *S/U* graded.

A Com 392 Internship in Operational and Applied Communication Theory (9)
Supervised field placement in an approved setting. Cumulative average of at least 2.50 required. (Open only to rhetoric and communication majors and minors, except with permission of instructor.) Student attends a weekly seminar (A Com 393) and prepares a major project and weekly reports in conjunction with that seminar. Does not satisfy major or minor requirements. **Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher.** Corequisite(s): A Com 393 or 393Z and permission of instructor. *S/U* graded.

A Com 393Z Seminar in Operational and Applied Communication Theory (6)
Advanced applications of rhetoric and communication theory. Participants will complete a major project describing in detail each segment of their work. Each participant will also complete five ten-page analytical papers in addition to a series of weekly seminar papers. (Open only to rhetoric and communication majors and minors, except with permission of instructor.) Yields credit toward rhetoric and communication major or minor. Corequisites: A Com 392 and permission of instructor. [WI]

A Com 397 Independent Study and Research in Communication (1–3)
Directed reading and conferences on selected topics. Course may be repeated for a total of 6 credits. Prerequisite(s): A Com 265, and permission of instructor and department chair.

A Com 399 Oral Discourse and Civic Culture (1)
In this course, students learn to develop oral communication skills needed to participate more effectively in civic culture, including political, organizational, and community contexts. Students practice a variety of discourse skills, which may include group discussion, public speaking, questioning and responding, persuasion, and debate. Students also respond to the contributions that others make as well as reflect on the criteria for evaluating the effectiveness of discourse practices. May not be offered in 2005-2006. [OD]

A Com 430 Communication on the Internet (3)
Course applies principles of persuasion to understanding communication on the World Wide Web. Students create a website using an HTML editor to advance an argument, and use persuasion theory to determine quality and credibility of information found online. Prerequisite(s): Junior or Senior class standing, or permission of instructor.

A Com 430Z Communication on the Internet (3)
A Com 430Z is the writing intensive version of A Com 430.

A Com 499 Senior Honors Project (3–6)
Design and implementation of an investigation of some clearly defined problem in rhetoric and communication, under faculty supervision. Students may repeat this course once, for a maximum of 6 credits, for those projects requiring two consecutive semesters of study. Prerequisite(s): admission to the honors program in communication; enrollment by permission of the director of undergraduate studies.

DEPARTMENT OF COMPUTER SCIENCE (SEE COLLEGE OF COMPUTING AND INFORMATION)

DEPARTMENT OF EARTH AND ATMOSPHERIC SCIENCES

The Department of Earth and Atmospheric Sciences offers students five (5) distinct undergraduate degrees within the two core programs of Geological Sciences and Atmospheric Science: [1] a Bachelor of Science (B.S.) in Geological Sciences is offered within the Geological Sciences Program; [2] a Bachelor of Science (B.S.) in Atmospheric Science and [3] a Bachelor of Arts (B.A.) in Broadcast Meteorology are offered within the Atmospheric Science Program; [4] a Bachelor of Arts (B.A.) in Earth and Atmospheric Sciences and [5] a Bachelor of Science (B.S.) in Environmental Science are offered within the overall department, spanning both programs. All five degrees are recognized as particularly challenging and attract students of high caliber who are interested in studying the fundamental processes operating on-and-within the Earth and its atmosphere.
(Detailed descriptions of the five degrees follow in the order cited above.)

PROGRAM IN GEOLOGICAL SCIENCES

Faculty

Distinguished Teaching Professors
John W. Delano, Ph.D.
State University of New York at Stony Brook
Professors
William S. F. Kidd, Ph.D.
Cambridge University
Associate Professors
Braddock K. Linsley, Ph.D.
University of New Mexico
Assistant Professors
John G. Arnason, Ph.D.
Stanford University
Associated Faculty
Stephen S. Howe, M.S.
Pennsylvania State University
Professor Emeritae/i
Winthrop D. Means, Ph.D.
University of California, Berkeley
Akiho Miyashiro, D.O.C.
Tokyo University
Associate Professor Emeritae/i
George W. Putman, Ph.D.
Pennsylvania State University
Adjuncts (estimated): 2
Teaching Assistants (estimated): 8

Geological Sciences B.S.

Careers

Graduates with a B.S. in geology or environmental science have found satisfying employment not only in jobs directly related to these disciplines but also in a wide variety of other activities. Students graduating with a B.S. in geology who pursue advanced degrees in geology, computer science, business administration, or geophysics have a competitive edge in the job market. Professional opportunities in jobs using geological expertise are much wider for graduates with master's degrees, in particular for employment with environmental service/consulting companies, oil and mineral resource companies, and with state or federal agencies having responsibilities involving geological matters (geological surveys, water supply, environmental conservation, transport, etc.). Developing shortages of fossil fuels and raw materials for industry, along with an increasing need for professionals trained to understand complex environmental problems should provide a sustained demand for professional geologists and environmental scientists.

Special Programs or Opportunities

The Geology Program sponsors two weekly seminar series that provide students with a sampling of important topics in current geological research: (1) informal talks given by faculty and graduate students; and (2) formal seminars presented by outside speakers. The Program also sponsors field trips in New York, New England, and the Appalachians.

Degree Requirements for the Major in Geology

General Program B.S.: A minimum of 66 credits for the combined major and minor including: (Required) A Geo 100 or A Geo 100Z, 106, 210, 212, 222, 230, 231 (or 231Z), 330, 350, 400, , 470 ; A Mat 111 or 112 or 118, 113 or 119; A Phy 105 or 140 or 141, 106 or 145, 108 or 150 or 151; 109 or 155, A Chm 120 or 130, 121 or 131, 124, 125. Elective Classes (choose at least 9 credits of the following; A Geo 260, 331, 332, 420, 435, 450, 466, 497. Students are encouraged to take the following additional courses: A Mat 108, 214, 220, 311; I Csi 101 or 201; A Atm 100.

Departmental Honors Program

Students who have achieved a GPA of 3.5 in the major, and an overall GPA of 3.25, may apply to the Department Chairperson not later than the end of their junior year to enter the Department Honors Program. Interested students should enroll in Geo 499, Seminar in Geology, in the spring semester of their junior year. In order to graduate with Honors, accepted students must take A Geo 498, Independent Honors Research (3 credits), and complete it with a grade of *A* or *A*-, as well as maintaining superior academic performance overall and in the major during their senior year. Proposals for research to be done in A Geo 498 must be approved in writing by the supervising faculty member and the Department Chairperson before the end of the spring semester of the student's junior year. The other three required credits for Departmental Honors will consist of a total of three credits of A Geo 499 Seminar in Geology, one in each of the last three semesters of the degree program.

Combined B.S./M.S. Program

The combined B.S./M.S. program in geology 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.S. and M.S. degrees within ten semesters.

The combined program requires a minimum of 138 credits, of which at least 30 must be graduate credits. In qualifying for the B.S.,

students must meet all University and college requirements, including the requirements of the undergraduate major described previously, the minimum 60-credit liberal arts and sciences requirement, general educational requirements, and residency requirements. In qualifying for the M.S., 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 12 graduate credits may be applied simultaneously to both the B.S. and M.S. programs.

The following graduate courses may be substituted for required undergraduate courses: A Geo 517 for A Geo 470, A Geo 535 for A Geo 435, A Geo 550 for A Geo 450, A Geo 566 for A Geo 466,. A reading knowledge of a foreign language useful in the study of geology (French, German, Russian, Spanish, Portuguese, Chinese) must be demonstrated before completion of the program, or satisfactory proficiency in a research skill such as computer programming may be substituted for the language requirement at the discretion of the department.

Students may apply for admission to the combined degree program in geology 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.

Courses

A Geo 100 Planet Earth (3)
Introduction to the Geological Sciences, including evidence for the major processes and significant events in the origin, history and present condition of the solid Earth. Major topics include geological time, earthquakes, volcanism, plate tectonics and the origin and movement of continents and oceans, mountain building, evidence for past climate change, including glaciation, formation of the earth-moon system, earth resources and geological constraints and consequences of energy use. Emphasis is placed on understanding why we think we know things about the Earth, to enable the student to understand common features of rocks and minerals and the larger-scale solid Earth, and to provide a lifetime background for making informed judgments on increasing number of public issues requiring geological knowledge. Fall and spring semesters. [NS]

A Geo 100F Planet Earth (3)
A Geo 100Z is the writing intensive version of A Geo 100; only one may be taken for credit. Fall semester only. [NS WI]

A Geo 106 Physical Geology Laboratory (1)
Elementary classification of minerals and rocks, and their identification in hand specimen. Introduction to geological maps and sections, both as sources of geological information and as aids in the solution of practical problems. Guided and self-guided field trips to building stones of downtown Albany. This course is required for majors in Geology and Earth Science. One lab each week. Corequisite(s): A Geo 100 or 100Z. Fall and spring semesters.

A Geo 201 (= A Gog 201) Environmental Analysis (3)
Uses laboratory work and local field excursions to give students "hands-on" experience in physical geography and environmental sciences. Focuses on human impacts on the environment and on problems of environmental contamination. Prerequisite or corequisite: A Gog 101. [NS]

A Geo 210 Earth Materials (3)
Crystal structures and crystal chemistry, with emphasis on the major rock- and soil-forming mineral groups. Selected minerals of commercial importance. Examples of mineral-forming processes, and use of mineral properties as indicators of geological conditions. Three lectures each week. Prerequisite(s): A Geo 100 or 100Z, 106; or permission of instructor. Fall semester only.

A Geo 211 Optical Mineralogy Laboratory (1)
Introduction to the petrographic microscope. Optical properties of minerals and their use for mineral identification. One lab each week. Corequisite(s): A Geo 210 or permission of instructor. May not be offered in 2005-2006.

A Geo 212 Earth Materials Laboratory (1)
An introduction to the study of minerals. Major topics include the formation, physical properties, structure, symmetry, and classification of minerals with emphasis on rock-forming minerals. In laboratory, students will gain hands-on experience with mineral identification of hand samples and mineral properties. The course also introduces more advanced topics in mineral transformations, crystal chemistry, and crystallography.

A Geo 222 Igneous and Metamorphic Geology (4)
Description, classification, and occurrence of igneous and metamorphic rocks. Introduction to phase diagrams, metamorphic facies, and petrogenetic grids. Laboratory section will involve practical identification of mineralogy and textures in hand specimens and thin sections. Three lectures and one lab per week. Prerequisite(s): A Geo 100 or 100Z, 106, 210, 211; or permission of instructor. Spring semester only. May not be offered in 2005-2006.

A Geo 230 Stratigraphy, Sedimentology, and the Fossil Record (3)
Stratigraphic principles and correlation, identification and classification of sedimentary rocks, introduction to paleontology and historical geology. Three lectures and one lab each week. Geology BS and Earth Science BS majors must also register concurrently for either A Geo 231 or A Geo 231Z, Field Excursions in Stratigraphy. Prerequisite(s): A Geo 100 or 100Z, 106; or permission of instructor. Fall semester only.

A Geo 231 Field Excursions for Stratigraphy (2)
One lab per week and five full-day weekend field trips to be taken by Geology BS and Earth Science BS majors concurrently with A Geo 230 Stratigraphy. Corequisite(s): A Geo 230 or permission of instructor. Offered fall semester only.

A Geo 231Z Field Excursions for Stratigraphy (2)
One lab per week and five full-day weekend field trips to be taken by Geology and Earth Science BS majors concurrently with A Geo 230 Stratigraphy. Extended written and illustrated reports must be submitted based on the observations made on each trip. A Geo 231Z is the writing intensive version of A Geo 231; only one may be taken for credit. Corequisite(s): A Geo 230 or permission of instructor. [WI]. Offered fall semester only.

A Geo 250 Energy and Resources (3)
Examination of energy production using non-renewable (coal, oil, natural gas, uranium) versus renewable resources (hydroelectric, solar, wind, geothermal) relative to present and future environmental and societal impacts. Fields trips to energy producing facilities (e.g., Blenheim-Gilboa Pumped Storage Power Plant). Prerequisites; A Geo 100 or A Atm 100; A Chm 120 or 130 or A Phy 105; A Mat 111.

A Geo 260 Earth Surface Processes and Hazards (3)
An aspect of environmental science that includes natural geologic processes potentially harmful to people and human modifications of natural systems that can make them harmful. Includes rivers and flooding, groundwater, severe storms, landslides, soil erosion, acid rain, greenhouse effect, pollution and waste disposal, coastal problems, estuarine and wetland problems, and hazards associated with volcanoes and earthquakes. Prerequisites: A Geo 100.

A Geo 317 (= A Gog 317) Geomorphology (3)
A systematic introduction to the study of landforms and the processes that shape them. Laboratory work and field trips are part of the course. Prerequisite(s): A Gog 101; A Geo 100 or 100Z; or permission of instructor. Fall semester only. May not be offered in 2005-2006.

A Geo 330 Structural Geology I (3)
Descriptive structural geology, with emphasis on features seen at outcrop and map scales. Selected examples of rock microstructures and their interpretation. Three lectures each week. Prerequisite(s): A Geo 100 or 100Z, 106. Spring semester only. May not be offered in 2005-2006.

A Geo 331 Field Excursions for Structural Geology I (1)
Five full-day weekend field trips to be taken by Geology and Earth Science BS majors concurrently with Structural Geology I. Several written and illustrated reports must be submitted based on the observations made. Prerequisite(s): permission of instructor; corequisite: A Geo 330. Offered spring semester only. May not be offered in 2005-2006.

A Geo 332 Structural Geology Laboratory (1)
Structures on maps, on images, and in rock specimens; computer-based presentation of data. One lab each week. Corequisite(s): A Geo 330. Spring semester only. May not be offered in 2005-2006.

A Geo 350 (formerly A Geo 415) Environmental Geochemistry (4)
Contemporary topics are used to develop concepts of geochemical processes operating in Earth's environmental system. These topics (a) PCBs in the Upper Hudson River, (b) biogeochemical cycles in the global climate system, and (c) geochemical constraints on long-term disposal of high-level, nuclear wastes. 3 hours per week in classroom setting + 2 hours per week of oral presentations by students. [OD]

A Geo 395Z Writing in the Geological Sciences (1)
May be taken with any Geo course at the 300 or 400 level to fulfill a writing intensive version of that course. Students will have an opportunity for assistance during writing and revision of written material with the help of editorial assignments from the instructor. Corequisite(s): any A Geo 300 or 400 level course. Fall and spring semesters. [WI]

A Geo 400 Field Mapping (4)
Supervised geological mapping. Three weeks of field work (off campus) followed by independent study and laboratory sessions for preparation of report (in Albany). Field work starts in early August; laboratory sessions once a week in first quarter of fall semester. Prerequisite(s): A Geo 230, 330; or permission of instructor.

A Geo 420 Instrumental Analysis in Environmental Science (3)
A hands-on introduction to instrumental analysis in earth science. Lecture topics include basic principles of spectroscopy, chromatography, mass spectrometry, sampling methods, and error estimation with specific applications to environmental science and geology. In laboratory, students will gain hands-on experience with ion chromatography, atomic absorption spectrometry, carbon analysis, and other methods. Provides a foundation for research projects in the senior year. Two hours lecture/2 hours laboratory each week. Prerequisite(s): A Mat 108 and A Geo 350 or permission of the instructor. *S/U* graded.

A Geo 435 Geohydrology (3)
Introduction to surface water hydrology and ground water hydrogeology. Topics to be covered include, stream hydrograph analysis, flood plain determination, drainage basin analysis, aquifer characterization, pump test analysis, groundwater chemistry and tracers, contaminant hydrogeology, regulatory policy, and introduction to groundwater modeling. . Prerequisite(s): A Mat 112, A Chm 120 or 130 or permission of instructor. Spring semester only.

A Geo 450 Climate Change (4)
Introduction to the field of Paleoclimatology. Focus will be on the use of sediments and other biological and geological archives to reconstruct environmental, climatic, and oceanographic change over a range of time scales. Lecture will also provide an introduction to the fields of climatology, age dating techniques, climatic/ environmental proxies (tracers), micropaleontology, and time-series analysis. In addition to lectures, the class will involve review of current scientific studies, class presentations by each student, and a review paper on a relevant topic of choice. 3 lectures each week and 2 hours each week of oral presentations by students; Prerequisites: A Chm 120 or 130, A Mat 108, or permission of the instructor. This course satisfies the General Education requirement in Oral Discourse. Fall semester only.

A Geo 455 Special Topics (2-3)
A structured program of reading and seminars leading to an in-depth understanding of a chosen topic in geology. Prerequisite(s) A Geo 210, 230, or 230Z; and permission of instructor. Students may repeat course once for an additional two or three credits. Fall or Spring semester.

A Geo 466 Marine/Estuary Systems (3)
Interdisciplinary study of marine and estuary systems with a focus on marine/estuary sedimentology and biogeochemistry. Additional study of lacustrine systems will be integrated into the class. In addition to lectures, the class will involve review of current scientific studies, a class presentation by each student, and a review paper on a relevant topic of choice. 3 lectures each week. Prerequisites: A Geo 100, A Chm 120 or 130, A Geo210, or permission of the instructor.

A Geo 470 Tectonics (4)
Seismologic basis for plate tectonics, kinematics of plate motions, paleomagnetism. Study of modern mid-ocean ridges, magmatic arcs, transforms, and collisional belts. Three lectures and one lab per week. Prerequisite(s): A Geo 230, 330; or permission of instructor. Fall semester only.

A Geo 497 Independent Study (1-3)
Field or laboratory investigation of a chosen geologic problem, including the writing of a research report to be undertaken during the senior year. Prerequisite(s): permission of instructor. Students may repeat this course once for additional credits. Fall or spring semesters.

A Geo 498 Undergraduate Honors Research (3)
Supervised research for undergraduates admitted to the Department Honors Program. To be taken summer and/or fall semester at beginning of senior year. Written proposal for research must be approved no later than end of spring semester of junior year. Prerequisite(s): Permission of instructor and chair. Fall and spring semesters.

A Geo 499 Seminar in Geology (1)
Oral presentation by students of a research topic: attendance at weekly seminar given by other students in this course, and A Geo 500, and regular attendance at geological science seminars given by outside speakers [approximately once weekly in semester]. Students admitted to the Departmental Honors Program must take this course in the last three semesters of their degree program. Fall and spring semesters. May be repeated up to 3 credits.

PROGRAM IN ATMOSPHERIC SCIENCE

Faculty

Distinguished Professors
- Lance F. Bosart, Ph.D.
  Massachusetts Institute of Technology

Professors
- Kenneth L. Demerjian, Ph.D.
  Ohio State University
- Daniel Keyser, Ph.D.
  Pennsylvania State University
- Arthur Z. Loesch, Ph.D.
  University of Chicago
- John E. Molinari, Ph.D.
  Florida State University

Associate Professors
- Vincent P. Idone, Ph.D. (Department Chair)
  University at Albany
- Robert G. Keesee, Ph.D.
  University of Colorado
- Christopher Thorncroft, Ph.D.
  University of Reading

Assistant Professors
- Karen Mohr, Ph.D.
  University of Texas, Austin

Associated Faculty
- David R. Fitzjarrald, Ph.D.*
  University of Virginia
- Lee C. Harrison, Ph.D.*
  University of Washington, Seattle
- David Knight, Ph.D.
  University of Washington, Seattle
- G. Garland Lala, Ph.D.*
  University at Albany
- Michael Landin, M.S.
  University at Albany
- Qilong Min, Ph.D.*
  University of Alaska, Fairbanks
- Richard R. Perez, Ph.D.*
  University at Albany
- James J. Schwab, Ph.D.*
  Harvard University
- Christopher J. Walcek, Ph.D.*
  University of California, Los Angles
- Wei-Chyung Wang, D.E.S.*
  Columbia University
- Kevin Tyle, M.S.
  University at Albany
- Fangqun Yu, Ph.D.*
  University of California, Los Angeles

Visiting Professors
- Michael J. Reeder, Ph.D.
  (resident at Monash University)
- Morris Weisman, Ph.D.
  (resident at the National Center for Atmospheric Research)
- W. James Steenburgh, Ph.D.
  (resident at University of Utah)

Professor Emeritae/i
- Duncan C. Blanchard, Ph.D.*
  Massachusetts Institute of Technology
- Ulrich Czapski, Ph.D.
  Hamburg University

Volker A. Mohnen, Ph.D.
University of Munich
Jon T. Scott, Ph.D.
University of Wisconsin

***** *Primary appointment with the Atmospheric Sciences Research Center as Research Professors.*

Adjuncts (estimated): 1
Teaching Assistants (estimated): 10

The Department of Earth and Atmospheric Sciences and the Atmospheric Sciences Research Center (ASRC) provide the University with the state's largest program in atmospheric science and meteorology.

The undergraduate program provides a broad background in three fundamental areas of atmospheric science: synoptic (observations and weather forecasting), dynamic (theory and computer modeling), and physical (lightning, acid rain, cloud physics, atmospheric chemistry). Because the department has a highly active research program in these areas, many opportunities exist for undergraduate research projects and part-time jobs.

The first two years of the program provide basic training in mathematics, physics, chemistry, and introductory atmospheric science. All students are encouraged to take one or two 100-level courses for enjoyment and experience (these count as electives but not as courses for the major). In the junior and senior years, requirements in the fundamental areas of atmospheric science are combined with electives, including advanced courses on atmospheric physics, atmospheric dynamics, weather forecasting, tropical meteorology and hurricanes, solar energy, air pollution, climatology, and computer applications. Highly qualified students are eligible to enter an accelerated degree program in their junior year that leads to a combined B.S./M.S. degree.

Many opportunities exist for students to become involved in department activities. Each semester, several students take part in an internship program with the on-campus office of the National Weather Service (NWS), gaining experience with weather forecasting and familiarity with the responsibilities of a NWS meteorologist.

In addition, a weather forecasting competition is held in the department each semester while classes are in session. The forecasting, along with concurrent weather discussions led by a faculty member, are open to all undergraduate majors. Undergraduates hired part-time and during the summer through research grants have the chance to work closely with a faculty member while contributing to current meteorological research. The Eastern New York Chapter of the American Meteorological Society (AMS) meets regularly and provides speakers of general interest on a variety of meteorological topics. Through these and other activities, the department offers exciting and varied opportunities to any student curious about the science of the atmosphere around us.

Atmospheric Science B.S.

Careers

Graduates obtain employment in weather forecasting, environmental engineering, radio and TV broadcasting, scientific consulting, and other private firms; in university departments and research laboratories; and in federal and state agencies such as the National Weather Service, U.S. Air Force, and NY State Department of Environmental Conservation. Graduate school and the pursuit of an advanced degree is an expected option for our graduates. (The department offers full financial support and a complete tuition waiver to most students accepted into our graduate program.)

Degree Requirements for the Major in Atmospheric Science

General Program B.S.: A combined major and minor sequence including A Atm 210 (or 210Z), 211, 320, 321, 333, 410, 411; at least 12 additional credits from A Atm 307 (or 307Z) and higher level courses as advised; A Phy 140 or 141, 145, 150 or 151, 240 or 241; A Mat 111 or 112 or 118, 113 or 119, 214, 311; A Chm 120 or 130, 124. No more than 6 credits from A Atm 490, 497, 498 or 499 may be applied toward the major requirements; further, a maximum of 3 credits from A Atm 490 will apply.

A solid foundation in physics and mathematics is recommended for all students planning to major in atmospheric science. It is recommended that all students considering this major meet with a representative of the department before each of the freshman and sophomore registration sessions.

Departmental Honors Program

Students who have by the end of their fourth semester attained a cumulative grade point average of at least 3.25 and a grade point average of at least 3.5 in courses required of the major in atmospheric science may apply to the department chair for the program leading to a B.S. degree with honors in atmospheric science. Applications must be submitted before the end of the first semester of the student's junior year and must be accompanied by letters of recommendation from at least two faculty members.

To be admitted to the program, a student must have completed three semesters of physics (A Phy 140 or 141, 145, 150 or 151, 240 or 241), three semesters of mathematics (A Mat 111 or 112 or 118, 113 or 119, 214), and must be enrolled in or have completed A Atm 333. These requirements may be altered, upon request, for qualified transfer students. At the end of the junior year, the student's program will be reviewed by the Honors Committee to see if satisfactory progress is being made.

To be eligible for a degree with honors, students must complete a minimum of 74 credits specified as follows: (1) the physics, mathematics, and chemistry requirements of the major; (2) the core sequence in atmospheric science (A Atm 210 or 210Z, 211, 320, 321, 333, 410 and 411) plus any three A Atm courses at the 400 or 500 level; (3) a coherent core of three upper-division courses in any discipline besides atmospheric science; and (4) 6 credits of A Atm 499 taken over at least two semesters culminating in a significant undergraduate thesis and an honors seminar in the student's final semester. Students in the program must maintain both a minimum grade point average of 3.25 overall and 3.5 in atmospheric science courses taken to satisfy major requirements during the junior and senior years.

Upon completion of the requirements, the honors committee will make its recommendation to the faculty to grant the degree with honors in atmospheric science based upon the candidate's (1) academic record, (2) research project report, (3) honors seminar, and (4) faculty recommendations.

Combined B.S./M.S. Program

The combined B.S./M.S. program in atmospheric science provides an opportunity for students of recognized academic ability and educational maturity to fulfill simultaneously undergraduate and graduate course requirements in their senior year, thereby accelerating progress toward the M.S. degree. A carefully designed program can permit a student to complete the B.S. and M.S. degrees one year sooner than is otherwise possible.

The combined program requires a minimum of 138 credits, of which at least 30 must be graduate credits. In qualifying for the B.S., students must meet all University and college requirements, including the requirements of the undergraduate major described previously, the minimum 60-credit liberal arts and sciences requirement, the general education requirements, and residency requirements. In qualifying for the M.S., 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.S. and M.S. programs.

In the summer following the senior year, the student will begin work on his or her graduate research. In preparation for this accelerated research program, the student will be required to take two semesters (6 credits) of A Atm 499, Undergraduate Research, during the junior or senior year. These 6 credits may be counted toward the undergraduate elective requirement from either of the following requirements: (1) from any four additional A Atm courses at the 400 or 500 level as advised or (2) from 6 additional credits in mathematics or sciences as advised.

Students may apply for admission to the combined degree program in atmospheric science at the beginning of their junior year or after the successful completion of 56 credits, but not later than the accumulation of 100 credits. A cumulative grade point average of 3.2 or higher and three supportive letters of recommendation from faculty are required for consideration.

Courses

A Atm 100 The Atmosphere (3)
Non-technical survey of the atmosphere; the physical environment of society and its historical development; intentional and unintentional modifications of the environment; cloud types and structure; severe storms; weather forecasting; air pollution; major wind and weather systems. Does not yield credit toward the major in atmospheric science. Two lectures, one-two-hour discussion each week. Fall semester only. [NS]

A Atm 101 The Upper Atmosphere (3)
Elementary survey of the properties and geophysical phenomena of the upper atmosphere; ionosphere, magnetosphere, and interplanetary space, ionospheric and magnetic storms; aurora and airglow; observational techniques including rockets and satellites. Does not yield credit toward the B.S. in atmospheric science. Two lectures, one two-hour discussion each week. May not be offered in 2005-2006. [NS]

A Atm 102 Science and Major Environmental Issues (3)
Study of the role of science in creating, defining, evaluating, and resolving major issues relating to energy production and its use and impact on the physical environments; case studies of such issues as change in climate, air pollution, the fluorocarbon/ozone link, etc. Three lectures each week. Does not yield credit toward the B.S. in atmospheric science. Spring semester only. [NS]

A Atm 107 The Oceans (3)
Introductory survey of the physical, chemical, geological, and biological processes in the marine environment; promise and problems of the oceans as a natural resource. Does not yield credit toward the B.S. in atmospheric science. Three lectures each week. Spring semester only. [NS]

A Atm 199 Contemporary Issues in Atmospheric Science (1)
Issues from the current literature in selected areas of atmospheric science. Particular areas of study to be announced each term. Intended for students interested in exploring in depth themes covered in large lecture courses. Prerequisite(s): permission of instructor. *S/U* graded. May not be offered in 2005-2006.

A Atm 210 Atmospheric Structure, Thermodynamics, and Circulation (4)
Technical survey of the atmosphere with application of elementary physical and mathematical concepts to the horizontal and vertical structure of the atmosphere; planetary, regional and local circulations; atmospheric radiation; precipitation physics and thermodynamics. Three lectures and one discussion/lab period per week. Prerequisites: A Mat 111 or 112 or 118; A Phy 108 or 150 or 151. Fall semester only.

A Atm 210Z Atmospheric Structure, Thermodynamics, and Circulation (4)
A Atm 210Z is writing intensive version of A Atm 210; only one may be taken for credit. Fall semester only. Three lectures and one discussion/lab period per week. [WI]

A Atm 211 Weather Analysis and Forecasting (4)
Physical principles and empirical methods of weather analysis and forecasting, with emphasis on synoptic, regional and local weather systems; introduction to use and interpretation of observed weather data, satellite imagery, temperature and precipitation processes, soundings and stability; use of computer forecast guidance models and products of the National Centers for Environmental Prediction. Prerequisite: A Atm 210 (or Atm 210Z) or permission of instructor. May not be taken *S/U* graded. Spring semester only.

A Atm 297 Independent Study I (1-3)
By advisement only and may be repeated once for credit. *S/U* graded. Fall and Spring semesters.

A Atm 300Z Solar Energy (3)
Discussion of solar energy technology, including solar energy measurement and distribution; direct use of the sun's energy; solar architecture; energy from wind, tides, waves, currents, and salinity gradients; biomass and geothermal energy; energy use, conservation, and other major environmental issues. Prerequisite(s): 6 credits in mathematics including one course in calculus; A Phy 108, or 150, or 151; junior or senior class standing. May not be offered in 2005-2006. [WI]

A Atm 304 Air Quality (3)
Designed for undergraduate students not pursuing the B.S. in Atmospheric Science. Topics include air pollution criteria standards and regulations, basic air pollution monitoring (including quality assurance), simple statistical analysis of data, and pollutant transport, transformation and deposition. Prerequisite(s): A Mat 111 or 112 or 118; A Phy 108 or 150 or 151. Offered alternate Spring semester. Next offered in Spring 2006.

A Atm 304Z Air Quality (3)
A Atm 304Z is writing intensive version of A Atm 304; only one may be taken for credit. Offered alternate spring semesters; will next be offered in Spring 2006. [WI]

A Atm 305 Global Physical Climatology (3)
The physical basis of climate and climate variability from a coupled atmosphere-ocean perspective. Emphasis will be placed on understanding the causes of regional climate differences and regional climate variability and the role that the global atmosphere and oceans play in the process Prerequisite(s): A Atm 210 (or 210Z). Offered alternate Fall semesters; will next be offered in fall 2005.

A Atm 307 (= A Chm 307) Introduction to Atmospheric Chemistry (3)
Chemical principles and concepts leading to understanding the composition and change in the chemical/atmospheric environment; sources and links of chemical constituents; chemistry of the troposphere and stratosphere; measurement and theory of greenhouse gases; global pollution and ozone depletion. Prerequisite(s): A Mat 111 or 112 or 118; A Phy 108 or 150 or 151; A Chm 121. Offered alternate Spring semesters. Will next be offered Spring 2007.

A Atm 307Z (= A Chm 307) Introduction to Atmospheric Chemistry (3)
A Atm 307Z is the writing intensive version of A Atm 307; only one may be taken for credit. Prerequisite(s): A Mat 111 or 112 or 118; A Phy 108 or150, A Chm 120 or 130. Offered alternate Spring semester. Will next be offered Spring 2007. [WI]

A Atm 311 Severe and Hazardous Weather Analysis and Forecasting (4)
Continuation of Atm 211, with emphasis on severe and unusual weather analysis and forecasting, including thunderstorms, tornadoes, downbursts, derechoes, hail, flash floods, hurricanes, winter storms, blizzards, blocking weather patterns, floods and drought; introduction to weather analysis software and weather display systems; commercial meteorology. Prerequisite(s): A Atm 211. Fall semester only.

A Atm 320 Atmospheric Thermodynamics (3)
Equation of state; principles of thermodynamics; water vapor and moist air thermodynamics; changes of phase and latent heat; hydrostatic equilibrium; atmospheric convection; thermodynamic diagrams; atmospheric stability and severe weather events. Prerequisite(s): A Atm 210 (or 210Z); A Mat 214; A Phy 150 or 151; Co-requisite: ATM 333. Fall semester only.

A Atm 321 Physical Meteorology (4)
Atmospheric physics, including radiation, optics, and visibility; atmospheric electricity; cloud and aerosol physics; acoustics; upper atmospheric processes; radar meteorology. Three lectures and one lab discussion per week. Prerequisite(s): A Atm 320, 333; A Phy 240 or 241. Spring semester only. [OD]

A Atm 333 Quantitative Methods in Geophysics (3)
Important topics in atmospheric and geophysical science studied using various analytical and numerical techniques. Description and analysis of specific but disparate geophysical phenomena will expose the student of the commonality of application of certain classical and modern mathematical approaches used to expound the underlying physical principles. Prerequisite(s): A 210 (or 210Z); Mat 214; Phy 150 or 151; Mat 311 (recommended as a pre-requisite, acceptable as a co-requisite). Fall semester only.

A Atm 335 Meteorological Remote Sensing (3)
Satellite remote sensing from UV to microwave including the principles of atmospheric radiative transfer, descriptions of important satellite orbits and sensors, the retrieval of atmospheric variables from active and passive systems, and basic principles of interpretation. Prerequisite(s): A Mat 111 or 112 or 118 and A Atm 211. Will next be offered in Fall 2006.

A Atm 390 Commercial Meteorology (2)
Examination of the impact of weather and climate forecasting on social and economic factors in our society. Emphasis on severe weather prediction, warnings, and disaster preparedness. Guest lectures by private-sector professional meteorologists. Each student will participate as a member of a mock "company" providing weather services to a real client in the community. One lecture each week. Prerequisite(s): A Atm 311 and permission of instructor. May not be offered in 2005-2006

A Atm 400 Synoptic Meteorology I (3)
Electronic meteorological database description and analysis procedures; use of meteorological software packages and remote sensing technologies in weather analysis and forecasting; operational numerical weather prediction model procedures; application of fundamental thermodynamic and dynamic principles to multiscale weather events; scientific issues in weather forecasting. Two joint lecture-laboratory periods each week. Corequisites: A Atm 311; 410. Fall semester only.

A Atm 401 Synoptic Meteorology II (3)
Application of more advanced thermodynamic and dynamic concepts, laws and remote sensing technologies to multiscale weather analysis and prediction; structure of global scale temperature, wind and precipitation regimes and their causes; use of operational weather prediction models and products for research and weather forecasting; severe weather and heavy precipitation analysis and forecasting. Two joint class/laboratory periods each week. Prerequisite: A Atm 400; corequisite(s): A Atm 411. Spring semester only.

A Atm 407 Hydrometeorology (3) (Formerly A Atm 408B)
The physical processes governing the continental hydrologic cycle such as water vapor transport, runoff, evapotranspiration, streamflow, sub-surface recharge; land/atmosphere interaction; spatial/ temporal variability of hydrologic parameters. Prerequisite(s): A Atm 211 or A Geo 260; will not yield upper level credit for the atmospheric science B.S. degree. Will next be offered in Fall 2005. Not open to students with credit in A Atm 408.

A Atm 408 Hydrometeorology (3)
The physical processes governing the continental hydrologic cycle such as water vapor transport, runoff, evapotranspiration, streamflow, sub-surface recharge; land/atmosphere interaction; spatial/ temporal variability of hydrologic parameters. Prerequisite(s): A Atm 320 and A Mat 311. Not open to students with credit in A Atm 407. Will next be offered in Spring 2006.

A Atm 409 Atmospheric Precipitation Processes (3)
Fundamentals of atmospheric precipitation processes; atmospheric moisture budget; convective and stratiform precipitation; application of satellite and radar imagery to precipitation analysis and forecasting; mesoscale convective systems; mesoscale precipitation structure in cyclones; flash flood forecasting; quantitative precipitation forecasting exercise. Prerequisite(s): A Atm 320; A Mat 311. Corequisite: A Atm 410. May not be offered in 2005-2006.

A Atm 410 Dynamic Meteorology I (3)
Forces and force balances in the atmosphere; thermal wind, vorticity and circulation; structure and dynamics of the middle latitudes and tropical cyclones. Prerequisite(s): A Atm 320, 321, 333. Fall semester only.

A Atm 411 Dynamic Meteorology II (3)
Derivation and scaling of the equations of atmospheric motion; major forces in the atmosphere; dynamics of frontal cyclones; mathematics of weather prediction. Prerequisite(s): A Atm 410. Spring semester only.

A Atm 414 Air Pollution (3)
Physical and chemical processes affecting air suspensoids; pollutant dispersion; effects of pollutants on materials, vegetation, and animal life; environmental gas cycles; applications to instruments and industrial removal processes. Corequisite(s): A Atm 410 or permission of instructor. Offered alternate Fall semesters; will next be offered in Fall 2005.

A Atm 421 Tropical Meteorology (3)
Tropical cyclone dynamics and thermodynamics; tropical cyclone formation; monsoons; tropical waves; El Niño. Prerequisite(s): A Atm 410 or equivalent. Spring semester only. May not be offered in Spring 2006.

A Atm 422 Meteorological Instrumentation and Measurement (2)
Principles of meteorological measurement; error and propagation of error; measurement of temperature, pressure, windfield, water vapor and solar radiation; basic photogrammetry; survey of measurement systems: Doppler radar, lidar, profilers and ASOS. One lecture and one demonstration/laboratory session per week. Prerequisite(s): A Atm 321; A Phy 240 or 241. May not be offered in 2005-2006.

A Atm 424 Fundamentals of Atmospheric Electricity (3)
An introduction to the basic electrical processes operating in the atmosphere; fair weather electricity and the global circuit; electrical properties of clouds and thunderstorms; thunderstorm electrification; the lightning flash; observation and measurement techniques. Prerequisite(s): A Atm 321; A Mat 214; A Phy 240 or 241. Spring semester only. May not be offered in 2005-2006.

A Atm 430 Solar Radiation and Applications (3)
Definition of solar and terrestrial radiation components; basic celestial geometry; introduction to the measurement of solar radiation; principles of solar radiation transfer through the Earth's atmosphere; study of the interrelationship between solar radiation components; applied solar radiation examples. Prerequisite(s): A Mat 113 or 119; A Phy 150 or 151. May not be offered in 2005-2006.

A Atm 450 Computer Applications in Atmospheric Science (3)
Computer programming and numerical methods for solving atmospheric science problems; data handling and storage; examination of currently used programs in atmospheric science research; iterative methods; numerical weather prediction. Prerequisite(s): A Atm 333; I Csi 204 or 205 or permission of instructor. May not be offered in 2005-2006.

A Atm 490 Internship in Atmospheric Science (1-3)
Research or operational experience in atmospheric-related activities with local governmental agencies or private industry. No more than 3 credits for A Atm 490 may be applied toward major requirements in atmospheric science. **Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher.** Prerequisite(s): junior or senior standing in atmospheric science. *S/U* graded, may be repeated for credit.

A Atm 497 Independent Study II (1-3)
May be repeated once for credit. No more than 6 credits from A Atm 490, 497, 498, and 499 may be applied toward major requirements in atmospheric science. Prerequisite(s): junior senior class standing, and by advisement only. Fall and spring semesters.

A Atm 498 Computer Applications in Meteorological Research (3)
Directed individual study of a particular problem in atmospheric science that requires use of the University Computing Center and/or departmental computers. May be repeated once for credit. No more than 6 credits from A Atm 490, 497, 498, and 499 may be applied toward major requirements in atmospheric science. Prerequisite(s): I Csi 201 or permission of instructor. *S/U* graded.

A Atm 499 Undergraduate Research (3)
Guided research leading to a senior thesis. Oral presentation of results required. May be repeated for credit. No more than 6 credits from A Atm 490, 497, 498, and 499 may be applied toward major requirements in atmospheric science. Prerequisite(s): junior or senior class standing, and permission of department chair. *S/U* graded.

BROADCAST METEOROLOGY B.A.

Careers

The B.A. in Broadcast Meteorology is offered as an interdisciplinary study of significant breadth combining science and the arts. It is intended for students focused on a career in the media. Students electing this major will have the opportunity to combine their passion for meteorology with full development of their personal communication skills, both written and oral, appropriate to the intended career path. However, those students desiring an advanced, research-oriented degree in Atmospheric Science should pursue the B.S. degree instead. All students contemplating any of the curricula described herein should thoroughly discuss their options with the personnel of the Advisement Services Center (ASC) and an Atmospheric Science undergraduate adviser in the DEAS, before formal declaration of a specific major.

The Bachelor of Arts degree in Broadcast Meteorology is a **restricted major**. For advisement purposes, students should initially declare the Earth and Atmospheric Sciences B.A. as their major; they can subsequently apply for the Broadcast Meteorology B.A. by December 1st of a fall semester, while enrolled in A Atm 210, or by May 1st of a spring semester, while enrolled in A Atm 211. A minimum grade of B- is required in **both** A Atm 211 and A Thr 240 for acceptance into this major.

Degree Requirements for the Major in Broadcast Meteorology

Bachelor of Arts (B.A.): A minimum of 60 credits for the combined major and minor including: A Atm 107, 210/Z, 211, 305 or A Gog 304, A Atm 311, 335, 390, 407 , 490, A Com 203, A Gog 290, 496, A Jrl 300/Z, either (A Mat 101 and 111) or A Mat 112, A Phy 105 or 140 or 141, 108 or 140 or 151, A Thr 240, 242.

EARTH AND ATMOSPHERIC SCIENCES B.A.

Careers

The B.A. in Earth and Atmospheric Sciences is offered as an interdisciplinary study of significant breadth spanning two classical disciplines. Students electing this major have the potential to realize new opportunities for personal enrichment and career development. However, those students committed to seeking advanced degrees in geology or atmospheric science should pursue the corresponding B.S. degree instead. All students contemplating any of the curricula described here should thoroughly discuss their options with personnel of the Advisement Services Center (ASC) and a department undergraduate adviser before formal declaration of a specific major.

Degree Requirements for the Major in Earth and Atmospheric Sciences

Bachelor of Arts (B.A.): A minimum of 56-60 credits for the combined major and minor including: A Phy 105 or 140 or 141, 106 or 145, 108 or 150 or 151, 109 or 155; A Mat 101, 108, 111; A Chm 120 or 130; A Geo 100 or 100Z, 106, A Geo 250 or A Gog 101; A Atm 100 or 102, 210 or 210Z, 211; two courses from A Gog 304, 385, 431, 496; a total of at least 12 credits from the following, including at least one course from each discipline: A Geo 330, 350, 435, and A Atm 304 or 304Z, 305, 307 or 307Z, 311, 335, 390, 407.

ENVIRONMENTAL SCIENCE B.S.

Careers

Graduates with a B.S. in Environmental Science will be well qualified for a broad range of positions within the highly inter-disciplinary field of environmental science. Consulting firms, industry, federal and state government agencies all require employees with this type of training. The demand for individuals with such a degree is anticipated to remain strong as our society attempts to cope with and address myriad environmental impacts that are occurring on local, regional, national and global scales. Additionally, graduates with this degree are well prepared to consider advanced degrees in the sciences, or other fields such as business administration (M.B.A.) or law (J.D.).

Degree Requirements for the Major in Environmental Science

Bachelor of Science (B.S.): A minimum of 64 credits for the combined major and minor including: A Atm 100, A Geo 100, A Geo/Gog 201, 210, 250, 350, A Gog/Pln 330, A Mat 108, 111 or 112, 113, and 108, A Bio 110Z, A Chm 120 or 130, A Phy 105 or 140 or 141, 108 or 140 or 150.

Additionally each student must select a concentration in either Earth Science, Atmospheric Science, Biology, or Geography at the time of major declaration (see below). Each concentration represents an emphasis within the overall program that best matches a student's interest and desired career path. For example, those most interested in land surface or hydrological processes would opt for the Earth Science concentration, while those seeking careers in land use planning and geographic information systems might opt for the Geography concentration. Correspondingly, students more interested in air pollution and climate would select the Atmospheric Science track, while those keen on aspects of biological processes and ecology would select the Biology concentration.

Earth Science Concentration (19-21 credits)

A Geo 260: *Electives (any combination of the following):* A Bio 111, 316, A Geo 330, 395Z, 420, 435, 450, 470, 497, 498, A Phy 202.

Atmospheric Science Concentration (19-21 credits)

A Atm 210/Z, A Geo 260; *Electives (any combination of the following);*A Atm 211, 304/Z, 305, 307/Z , 311, 335, 422, 407: *Additional electives (maximum of two):*A Geo 420, 450, A Bio 316, A Phy 202.

Biology Concentration (19-21 credits)

A Bio 111, 320: *Electives (any combination of the following);* A Bio 212, 306, 314, 316, 319/Z, 325, 365, 366, 402, 422, 432, 436, 442/443, 444, 445, 455, 468, A Chm 440, R Pad/R Pub 465.

Geography Concentration (19-21 credits)

A Geo 260: *Electives(any combination of the following);* A Gog 290, 293, 304, 385, 390, 404, 414, 431, 479, 485, A Gog/Pln 496, A Geo 420, 435.

Class Key to Environmental Science Major

Environmental Science B.S. core curriculum:

A Atm 100; The Atmosphere (3)
A Geo 100; Planet Earth (3)
A Geo/Gog 201; Environmental Analysis (3)
A Geo 210; Earth Materials (3)
A Geo 250; Energy and Resources (3)
A Geo 350; Environmental Geochemistry (3)
A Gog 330; Principles of Environ. Manag. (3)
A Mat 111 or 112; Algebra and Calculus II or Calculus I (4)
A Mat 113; Calculus II (4)
A Mat 108; Statistics (3)
A Bio 110 Z; General Biology I (4)
A Chm 120;General Chemistry I (3) or A Chm 130, Chemical Principles I: Advanced General Chemistry I
A Phy 105 and 108; General Physics I and II (6)

Earth Science Concentration (19-20 credits)

Required:
A Geo 260; Earth Surface Proc. & Hazards (3)

Electives (any combination):
A Bio 111; General Biology II (4)
A Geo 230; Stratigraphy, Sedimentology, and the Fossil Record (3)
A Geo 231; Field Excursions for Stratigraphy (2)
A Bio 316; Biogeography (3)
A Geo 420; Instrum. Anal. In Environ. Sci. (3).
A Geo 435; Geohydrology (3)
A Geo 450; Climate Change (4)
A Geo 466; Marine/Estuary Systems (3)
A Geo 497; Independent Study (at USGS or other local organization) (1-3)
A Geo 498; Honors Research (3)
A Phy 202; Environmental Physics (3)

Atmospheric Science Concentration (19-20 credits)

Required:
A Atm 210/Z; Atmospheric Structure (3)
A Geo 260; Earth Surface Proc. and Hazards (3)

Electives (any combination):
A Atm 211; Weather Analysis and Forecasting (4)
A Atm 304/Z; Air Quality (3)
A Atm 305;Global Physical Climatology (3)
A Atm 307/Z; Atmospheric Chemistry (3)
A Atm 311; Severe and Unusual Weather and Forecasting (3)
A Atm 335; Meteorological Remote Sensing (3)
A Atm 407; Hydrometeorology (3)
A Atm 422; Meteorological Instrumentation & Measurement (2)

Additional electives (maximum of two):
A Geo 420; Instrum. Anal. in Environ. Sci.(3)
A Geo 450; Climate Change (4)
A Gog 304 Climatology (3)
A Bio 316; Biogeography (3)
A Phy 202; Environmental Physics (3)

Biology Concentration (19-20 credits)

Required:
A Bio 111; General Biology II (4)
A Bio 320; Ecology (3)

Electives (any combination):
A Bio 199; Cont. Issues in Bio Sciences (1-3)
A Bio 212; Introductory Genetics (4)
A Bio 306; Marine Biology (3)
A Bio 314; General Bacteriology (3)
A Bio 316; Biogeography (3)
A Bio 365; Biological Chemistry (3)
A Bio 366; Biological Chemistry II (3)
A Bio 399; Supervised Research (1-3)
A Bio 402; Evolution (3)
A Bio 422; Biological Architecture (3)
A Bio 432; Animal Behavior (3)
A Bio 442/443; Restoration Ecology (3+1)
A Bio 444; Biology of Birds (3)
A Bio 445; Experimental Ecology (3)
A Bio 455; Plant Ecology (4)
A Bio 499; Supervised Research (1-3)
A Chm 440; Comprehensive Biochemistry A (3)
A Chm 440; Comprehensive Biochemistry B (3)

Geography Concentration (19-20 Credits)

Required:
A Geo 260; Earth Surface Proc. & Hazards (3)

Electives(any combination):
A Gog 290; Introduction to Cartography (4)
A Gog 293; Use and Interpretation of Aerial Photographs (3)
A Gog 304; Climatology (3)
A Gog 385; Introduction to Remote Sensing of the Environment (4)
A Gog 390; Intermediate Cartography (3)
A Gog 404; Topics in Physical Geography (1-4)
A Gog 414; Computer Mapping (3)
A Gog 431; Climatic Change (3)
A Gog 479; Fundamentals of Applied GIS (3)
A Gog 485; Advanced Remote Sensing of the Environment (3)
A Gog/Pln 496; Geographic Information Systems (3)
A Geo 420; Instrum. Anal. in Environ. Sci. (3)
A Geo 435; Geohydrology (3)

DEPARTMENT OF EAST ASIAN STUDIES

Faculty

Professors

James M. Hargett, Ph.D.
Indiana University

Charles M. Hartman, Ph.D.
Indiana University

Christopher J. Smith, Ph.D.
University of Michigan

Kwan Koo Yun, Ph.D. (Associate Faculty)
Stanford University

Associate Professors

Susanna Fessler, Ph.D.
Yale University

Mark Blum, Ph.D.
University of California, Berkeley

Anthony DeBlasi, Ph.D. (Department Chair)
Harvard University

Assistant Professors

Andrew Sangpil Byon, Ph.D.,
University of Hawaii

Cheng Chen, Ph.D. (Associate Faculty)
University of Pennsylvania

Fan Pen Chen, Ph.D.
Columbia University

Angie Y. Chung, Ph.D. (Associate Faculty)
University of California, Los Angeles

Youqin Huang, Ph.D. (Associate Faculty)
University of California, Los Angeles

Jennifer Rudolph, Ph.D. (Associate Faculty)
University of Washington

Lecturer

Michiyo Kaya Wojnovich, M.S.
University at Albany

Teaching Assistants: 4

The Department of East Asian Studies offers courses in the languages and cultures of the three major civilizations of East Asia: China, Japan and Korea. The department provides instruction in elementary, intermediate and advanced Chinese and Japanese, and Korean. There are also courses taught in English on Chinese, Japanese, Korean literature, philosophy, history, geography, economics and political science.

Careers

Graduates of the Department traditionally enter careers in teaching, international trade, U.S. government security, and the travel industry. The degree is also excellent preparation for professional graduate programs in business administration (M.B.A.), law, librarianship, and Teaching English as a Second Language. The department strongly encourages students interested in East Asian Studies to double-major. Combinations with particularly strong employment potential are East Asian Studies and economics, business, and political science.

Special Programs or Opportunities

The University maintains exchange programs in China with Beijing University, Fudan University, Nanjing University, and Nankai University. These programs provide students an opportunity to study Chinese language and selected topics in the humanities and social sciences in China for one academic year. The university also maintains a similar exchange program with Kansai University and Tokyo University of Foreign Studies in Japan and with Yonsei University in Seoul, Korea. All departmental majors are strongly encouraged to participate in these exchange programs in order to gain first-hand experience of life in contemporary East Asia.

B.A. in Chinese/M.BA. Degree Program

The Department of East Asian Studies and the School of Business offer a five-year B.A./M.B.A. Degree Program in Chinese and Business Administration. Students in this program fulfill requirements for the Chinese major during their freshman, sophomore, and junior years. The junior year is spent at Fudan University in Shanghai, where students receive additional language training and participate in internship programs arranged with international businesses. The fourth and fifth years focus on completing the requirements for the M.B.A. degree.

B.A. in Japanese/M.BA. Degree Program

The Department of East Asian Studies and the School of Business offer a five-year B.A./M.B.A. Degree Program in Japanese and Business Administration Students in this program fulfill requirements for the Japanese major during their freshman, sophomore, and junior years. The junior year is spent at Kansai Gaidai University in Osaka, where students receive additional language training. The fourth and fifth years focus on completing the requirements for the M.B.A. degree.

Degree Requirements

The Department of East Asian Studies offers three concentrations or degree tracks. Each is a separate and distinct course of study leading to the B.A. degree. These are 1) the Major in Chinese Studies, 2) the Major in East Asian Studies, and 3) the Major in Japanese Studies. Requirements for these programs are as follows:

Major in Chinese Studies

One Introductory course-100 level: (choose **1** from the following)

A Eas 103; A Eac 170

Language: (the following are required)

A Eac 201, A Eac 202, A Eac 301, A Eac 302

Three intermediate prerequisites: (choose **3** from the following) A Eas 255, A Eas 205; A Eac 210, A Eac 211, A Eac 212, A Eac 280, A Eac 281, A Eac 379, A Eac 380

One 300-level Seminar: (choose **1** of the following) A Eac 390, A Eac 395, A Eac 398; A Eas 392, A Eas 393, A Eas 399

One upper level elective-300 or 400 level: (choose **1** from the following) Any A Eac 300-level course or A Eas 495

Faculty-Initiated Interdisciplinary Major with a Concentration in East Asian Studies

One introductory course-100 level: (choose **1** from the following) A Eas 103, A Eas 104; A Eac 170; A Eaj 170; A Eak 170

Language: (any combination of **10 credits** from the following): A Eac 101, A Eac 102, A Eac 201, A Eac 202, A Eac 301, A Eac 302, A Eac 310, A Eac 311; A Eaj 101, A Eaj 102, A Eaj 201, A Eaj 202, A Eaj 301, A Eaj 302, A Eaj 410, A Eaj 411; A Eak 101, A Eak 102, A Eak 201, A Eak 202, A Eak 301, A Eak 302

One Course history requirement: (choose **1** from the following) A Eaj 384, A Eaj 385; A Eac 379, A Eac 380

Two Intermediate prerequisites: (choose **2** from the following) A Eas 255, A Eas 261, A Eas 265; A Eac 280, A Eac 281, A Eac 266, A Eac 210, A Eac 211, A Eac 212; A Eaj 210, A Eaj 212; A Eas 205

Two 300-level Seminars: (choose **2** of the following) A Eas 392, A Eas 393, A Eas 399; A Eac 390, A Eac 395, A Eac 398; A Eaj 396, A Eaj 391; A Eas 394

Two Upper level electives-300 or 400

level: (choose **2** from the following) Any two A Eas, A Eac, A Eaj and/or A Eak 300 level course or A Eas 495

Faculty Initiated Interdisciplinary Major with a Concentration in Japanese Studies

One Introductory course-100 level: (choose **1** from the following) A Eas 103, A Eas 104; A Eaj 170; A Eac 170; A Eak 170

Language: (the following are required) A Eaj 201, A Eaj 202, A Eaj 301, A Eaj 302

Three Intermediate prerequisites: (Choose **3** from the following) A Eas 255; A Eaj 210, A Eaj 212, A Eaj 384, A Eaj 385; A Eas 261, A Eas 266, A Eas 205

One 300-level Seminar: (choose **1** of the following) A Eaj 391, A Eaj 396; A Eas 394, A Eas 392, A Eas 393, A Eas 399

One upper level electives-300 or 400 level: (choose **1** from the following) Any A Eaj 300-level course or A Eas 495

Honors Program in the Three East Asian Studies Majors

Students in the Honors Program are required to complete all requirements for the major in *Chinese Studies* or *East Asian*:

At the beginning of the fall semester (preferably of the senior year), students will submit their honors proposal(s) to the faculty. If the faculty approves the proposal, the student will be assigned a project advisor and will be permitted to enroll in A Eas 495 (3 credits), Colloquium in East Asian Studies (directed readings and conferences involving appropriate members of the faculty, to be offered only when requested by students eligible for the honors program. The project will be evaluated by the project advisor at the end of the fall semester and if the student is making appropriate progress s/he will be permitted to enroll in A Eas 495 again in the spring semester. The project will be formally evaluated by the Department Honors Committee no later than the mid-term point in the second semester of the senior year. The final version of the project must be submitted by the last day of classes during the second semester of the senior year.

Courses in Chinese Studies

A Eac 101 Elementary Chinese I (5)
An introduction to modern Chinese (Mandarin) with emphasis on speaking, reading and writing. Basic fluency in the spoken language is developed through intensive use and repetition of fundamental sentence patterns and vocabulary. Students learn both traditional full-form characters and the simplified versions in use on mainland China. May not be taken by students with any previous knowledge of any Chinese language.

A Eac 102 Elementary Chinese II (5)
Continuation of A Eac 101. Prerequisite(s): A Eac 101. [FL]

A Eac 150 China Through Western Eyes (3)
American and European perceptions of China from the 13th century to the present, emphasizing the origin(s) and influence of these Western perspectives. Readings range from the travel journals of Marco Polo to recent reports. [HU] [GC]

A Eac 160 (= A Gog 160) China in the Post-Utopian Age (3)
An introduction to the human and physical geography of China. After a brief survey of China's historical geography and development, the course focuses on post-liberation China and the urban, economic, social and demographic problems associated with modernization. A Eac 160Z & A Gog 160Z are the writing intensive versions of A Eac 160 & A Gog 160; only one of the four courses may be taken for credit. [BE IL SS]

A Eac 160Z (= A Gog 160Z) China in the Post-Utopian Age (3)
A Eac 160Z & A Gog 160Z are the writing intensive versions of A Eac 160 & A Gog 160; only one of the four courses may be taken for credit. [BE IL SS WI]

A Eac 170 China: Its Culture and Heritage (3)
Survey of the essential elements of traditional Chinese civilization and their transformation in the 20th century. Focus is on the development of basic Chinese social, political and aesthetic ideas. Conducted in English; no knowledge of Chinese required. [BE HU]

A Eac 180/Z (= A Arh 281) Introduction to Chinese Art and Culture (3)
The course combines a rapid survey of Chinese art with selected readings in Chinese literature to present an introduction to the visual and written culture of traditional China. Evidence from archaeology, sculpture, architecture, and painting will be viewed and analyzed to illustrate such topics as the origins and multiethnic character of Chinese civilization, the nature of the Chinese writing system, the growth of religious systems, and the development of the bureaucratic state. No prior knowledge of Chinese or Art History is required. A Eac 180Z is the writing intensive version.

A Eac 201 Intermediate Chinese I (5)
Speaking, reading, and writing modern Chinese, including continued study of both full-form and simplified characters, introduction to dictionaries, principles of character formation and classification, and the phonetic writing system (chu-yin-fu-hao). Prerequisite(s): A Eac 102 or equivalent.

A Eac 202 Intermediate Chinese II (5)
Continuation of A Eac 201. Prerequisite(s): A Eac 201 or equivalent.

A Eac 210Survey of Classical Chinese Literature in Translation I (3)
An introduction to the major works of Chinese literature from The Book of Songs (1100–600 B.C.) to poetry and prose writings of the Sung dynasty (960–1279). [HU OD]

A Eac 211 Survey of Classical Chinese Literature in Translation II (3)
An introduction to the major works of Chinese literature from the Yüan dynasty (1279–1368) to the Ch'ing period (1644–1911), with emphasis on plays, poems and fiction. [HU OD]

A Eac 212 Modern Chinese Literature in Translation (3)
Survey of literature in China from the May Fourth Movement (1919) to the present, including works written after the Cultural Revolution in the 1960's. Special attention is called to the impact of the West on modern Chinese writers in the 1920's and 1930's. [HU OD]

A Eac 280 (= A Arh 280) Chinese Painting (3)
Introduces students to the major works of traditional Chinese painting and analyzes those works to arrive at an understanding of life in traditional China. The major class activity will be viewing, discussing and analyzing slides of Chinese paintings. Only one of A Arh 280 & A Eac 280 may be taken for credit. [AR]

A Eac 301 & 302 Advanced Chinese I & II (3, 3)
A survey of a wide variety of materials written in modern Chinese, including selections from the works of major 20th-century writers, newspaper articles from both Taiwan and mainland China, and readings from the Great Proletarian Cultural Revolution. Students will view and study at least one full-length Chinese movie. Equal emphasis is placed on enhancing reading, writing and oral communication skills. Class is conducted entirely in Chinese. Prerequisite(s): A Eac 202 or equivalent for A Eac 301; A Eac 301 or equivalent for A Eac 302. [OD]

A Eac 310 Classical Chinese I (3)
Introduction to the literary Chinese language and classical Chinese culture through readings of simple texts selected from early classics, including the Chuangtzu and Records of the Grand Historian. Prerequisite(s): A Eac 202 or permission of the instructor.

A Eac 311 Classical Chinese II (3)
Continuation of A Eac 310. Prerequisite(s): A Eac 310 or permission of the instructor.

A Eac 350 (= A Gog 350) Urban Development in China (3)
Provides a comprehensive understanding of urban development in China. Reviews the history of urban development in China and examines the demographic, social, economic, and cultural dimensions of the urbanization process. Analyzes the emerging urban land and housing markets, and the changing urban landscape.

A Eac 357 (= A His 357, A Wss 357) Chinese Women and Modernity (3)
Chinese women and their search for and encounter with modernity will be the focus of this class. What have been the concerns of Chinese women? What forms have women's movements taken in the Chinese context? What has been the role of women in creating a modern Chinese state and society? These and other questions will be examined over the course of the semester. [BE]

A Eac 373 (= 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]

A Eac 379 (= A His 379) History of China I (3)
This course is a survey of China's historical development from prehistory to the founding of the Ming Dynasty in the fourteenth century. We will concern ourselves especially with the transformation of Chinese social structure over time, the relations between the state and the social elite, and the relationship between China's intellectual, political, and social histories. Prerequisite(s): junior or senior standing, or 3 credits in East Asian Studies or History. A Eac 379Z is the writing intensive version of A Eac 379; only one may be taken for credit. [WI]

A Eac 379Z (= A His 379Z) History of China I (3)
A Eac 379Z is the writing intensive version of A Eac 379; only one may be taken for credit. [BE]

A Eac 380 (= A His 380) History of China II (3)
This course offers a general survey of Chinese history from 1644 to the present, with emphasis on China's relations with the West and on political and economic developments. A His 380Z is the writing intensive version of A His 380; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in East Asian Studies or history. [BE]

A Eac 380Z (= A His 380Z) History of China II (3)
A Eac 380Z is the writing intensive version of A Eac 380; only one may be taken for credit. [WI] [BE]

A Eac 389 Topics in Chinese Literature, History, and Culture (3)
This course will focus on a selected topic or major work of traditional or modern Chinese literature or history for intensive study. This course is conducted solely in English; knowledge of Chinese is not required. May be repeated for credit when the topic varies. Prerequisite(s): A Eas 103 or A Eac 170 or A Eac 210 or A Eac 211 or A Eac 212 or permission of the instructor.

A Eac 390 Classical Chinese Poetry (3)
This class surveys Chinese poetry written in traditional verse forms, beginning with works from the *Book of Poetry* (600 BC) and concluding in the eighteenth century. Major poets will include Qu Yuan, Du Fu, Li Bo, and Su Shi. The course will begin with the major linguistic and rhetorical elements of Chinese poetry and proceed to introduce elements of traditional Chinese poetics. No knowledge of Chinese is required. All readings and discussions will be in English. Prerequisite(s): Any one of the following courses: A Eas 103, A Eac 170, A Eac 210, or A Eac 211.

A Eac 395 (= A Arh 480) Yüan and Sung Painting (3)
A seminar on Chinese painting during the Sung and Yüan Dynasties (960-1368) with research into selected paintings. The course will combine a detailed survey of painting during this period with examination of selected topics such as the rise of literati painting, Court painting as government art, and painting as political expression during the Sung-Yüan transition. Prerequisite(s): A Eac 180/A Arh 281 or A Eac/A Arh 280 and permission of instructor.

A Eac 396 (= A Thr 323) Readings in Chinese Drama (3)
After introducing the history and aesthetics of the Chinese theatre, this course will concentrate on reading and discussing pieces of Yuan Zaju Drama, Ming Chuanqi Drama, Peking/Beijing Opera, Chuanju Drama, and Chinese Shadow Plays. Knowledge of the Chinese language is not necessary for taking this course. Prerequisite(s): Any 200 level course from either the Department of East Asian Studies (other than 200 level language courses) or the Theater Department.

A Eac 398 (= A His 398) Change in Medieval China (3)
This course focuses on the dramatic change that China underwent between the eighth and the fourteenth centuries. We will examine this transformation from several historical perspectives: political history, economic history, social history, intellectual history, and cultural history in order to better understand China's shift from aristocratic to literati society. Prerequisite(s) A Eac 379, A His 379, A His 177, or permission of instructor.

A Eac 458 (= A His 458) New Orders in Asia (3)
This class examines the international orders in place in Asia from the days of nineteenth-century imperialism to the search for a twenty-first century post-Cold War order. The focus will be on political, cultural, and economic interactions among the three main East Asian powers: China, Japan, and the US. Prerequisite(s): Junior or Senior class standing.

A Eac 470Z (= A Gog 470Z) China After Deng Xiaoping (3)
This course examines some of the issues associated with modernization and economic development in Post-Deng Xiaoping China. The course focuses on the era of economic reform associated with Deng, and is particularly concerned with the social, spatial and political ramifications of China's entry into the global economy. Prerequisite(s): any of the following: A Eac 160 Z or 170, or A Gog 102Z or 220. [WI]

A Eac 497 Independent Study in Chinese (1–6)
Projects in selected areas of Chinese studies, with regular progress reports. Supervised readings of texts in Chinese. May be repeated once for credit when topics differ. Prerequisite(s): two 300-level Chinese courses and equivalent, or permission of instructor.

Courses in Japanese Studies

A Eaj 101 Elementary Japanese I (5)
Designed for the acquisition of a basic competence in modern standard Japanese in the areas of speaking, reading and writing. Format will be lecture with drill and discussion. Five class hours a week will be enhanced with a one-hour language lab. Not open to students with previous knowledge of the Japanese language.

A Eaj 102 Elementary Japanese II (5)
Continuation of A Eaj 101. Aural comprehension, speaking, reading and writing will be emphasized. The format will be lecture will drill and discussion, and one hour in the language lab. Prerequisite(s): A Eaj 101 or permission of instructor.[FL]

A Eaj 170 Japan: its Culture and Heritage (3)
Survey of the essential elements of traditional Japanese civilization and their transformation in the post-Meiji era and twentieth century. Focus on the development of basic Japanese social, political, and aesthetic ideas. Conducted in English; no knowledge of Japanese is required. [BE HU]

A Eaj 201 Intermediate Japanese I (5)
Concentrates on the reading and analysis of language texts. A large amount of time is devoted to the understanding of Japanese grammar and oral practice. The format will be lecture with drill and discussion. Prerequisite(s): A Eaj 102 or permission of instructor.

A Eaj 202 Intermediate Japanese II (5)
Continuation of A Eaj 201. The course will concentrate on the reading and analysis of language texts. A large amount of time is devoted to the understanding of Japanese grammar and oral practice. The format will be lecture with drill and discussion. Prerequisite(s): A Eaj 201 or permission of instructor.

A Eaj 210 Survey of Traditional Japanese Literature (3)
This course presents a survey of the major works of traditional Japanese literature from the 9th to the 19thcentury, including the Tosa Journal, the Pillow Book, and Essays in Idleness. The course is conducted solely in English; knowledge of Japanese is not required. [HU] [BE]

A Eaj 212 Modern Japanese Literature in Translation (3)
Survey of prose literature in Japan from the Meiji Restoration (1868) to the present. Emphasis is placed on pre-war writers and their quest for modernity. [BE] [HU]

A Eaj 301 & 302 Advanced Japanese I & II (3,3)
Acquisition of complex structures through intensive oral/aural and reading/writing practice. Discussion, authentic written materials, videotapes and audiotapes are incorporated. Prerequisite(s): A Eaj 202 or equivalent for A Eaj 301; A Eaj 301 or equivalent for A Eaj 302.[OD]

A Eaj 384 (= A His 384) History of Japan I (3)
This course will cover Japanese history from prehistory through 1600. Focus will be on political and economic trends. A His 384Z is the writing intensive version of A His 384; only one may be taken for credit. Prerequisite(s): junior or senior standing, or permission of instructor.

A Eaj 384Z (= A His 384Z) History of Japan I (3)
A Eaj 384Z is the writing intensive version of A Eaj 384; only one may be taken for credit. [WI] [BE]

A Eaj 385 (= A His 385) History of Japan II (3)
This course will cover modern Japanese history from the Meiji Restoration of 1868 through the Meiji, Taisho, Showa, and the present Heisei eras. Focus will be on political and economic trends, and Japans development as a modernized country. A His 385Z is the writing intensive version of A His 385; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in East Asian Studies or history.

A Eaj 385Z (= A His 385Z) History of Japan II (3)
A Eaj 385Z is the writing intensive version of A Eaj 385; only one may be taken for credit. [WI] [BE]

A Eaj 389 Topics in Japanese Literature, History, and Culture (3)
This course will focus on a selected topic or major work of traditional or modern Japanese literature or history for intensive study. This course is conducted solely in English; knowledge of Japanese is not required. May be repeated for credit when the topic varies. Prerequisite(s): A Eas 104 or A Eaj 170 or A Eaj 210 or A Eaj 212 or permission of the instructor.

A Eaj 391 World War II: The Japanese View (3)
This course will examine several works of Japanese literature (in translation) written during and after World War II. The works include and essay, novels, short stories, a play, and poetry. Attention will be given to the question of how the Japanese perceived their role in the war, the nature of the war itself, and if these changed with the passing of time. Prerequisites(s): A Eaj 212 or permission of the instructor.

A Eaj 396 Meiji Literature in Translation (3)
This course will examine several works of Japanese prose literature (in translation) written during the Meiji Period (1868-1912). The works include an essay, novels, and short stories. Attention will be given to the question of modernity, the nature of the novel, and European influence on Japanese literature. No knowledge of Japanese required. Prerequisite(s): A Eaj 212 or permission of the instructor.

A Eaj 410 Readings in Modern Japanese Literature (3)
This is an advanced course in Japanese language for students who have completed at least three years of college Japanese. The class will read selected passages from major works of modern Japanese literature. Lecture and discussion will be in Japanese. Prerequisite(s): A Eaj 302 or permission of instructor.

A Eaj 411 Readings in Modern Japanese Literature (3)
This is a continuation of A Eaj 410. Class will read selected passages from major works of Japanese literature. Lecture and discussion will be in Japanese. Prerequisite(s): A Eaj 410 or permission of instructor.

A Eaj 423 Practicum in Teaching Japanese (2)
This course is an introduction to the theory and practice of teaching Japanese as a foreign language, designed for those who contemplate a career teaching Japanese at the secondary or college level. Focus is on attaining practical experience through class observation and a supervised classroom practicum. Prerequisite(s): fluency in Japanese; permission of instructor. *S/U* graded.

A Eaj 497 Independent Study in Japanese (1–6)
Projects in selected areas of Japanese studies, with regular progress reports; or supervised readings of texts in Japanese. May be repeated once for credit when topics differ. Prerequisite(s): A Eaj 302 permission of instructor.

Courses in Korean

A Eak 101 Elementary Korean I (5)
An introduction to modern Korean, with emphasis on speaking, reading and writing. Format will include both lecture and drill sessions. Not open to students with any previous knowledge of the Korean language.

A Eak 102 Elementary Korean II (5)
Continuation of A Eak 101. Prerequisite(s): A Eak 101 or equivalent.. [FL]

A Eak 170 Korea: Its Culture and Heritage (3)
Survey of the essential elements of traditional Korean civilization, early contacts with the West, and modern development. Focus on the evolution of basic Korean social, political, economic, and aesthetic ideas. Conducted in English; no knowledge of Korean is required. [BE]

A Eak 201 Intermediate Korean I (5)
Concentration on reading, writing, and speaking at the intermediate level. Emphasis on vocabulary drills, grammar exercises, and pattern practice. Prerequisite(s): A Eak 102 or equivalent.

A Eak 202 Intermediate Korean II (5)
Continuation of A Eak 201. Enhancement of reading, writing, and speaking skills will be emphasized. Students will also master several Korean proverbs. Prerequisite(s): A Eak 201 or equivalent.

A Eak 301 Advanced Korean I (3)
Acquisition of complex structures through intensive oral/aural and reading/writing practice. Discussion, authentic written materials, videotapes and audiotapes are incorporated. Prerequisite(s): Eak 202 or equivalent. [OD]

A Eak 302 Advanced Korean II (3)
This course is a continuation of A Eak 301. Prerequisite(s): A Eak 301 or equivalent. [OD]

A Eak 389 Topics in Korean Literature, History, and Culture (3)
This course will focus on a selected topic or major work of traditional or modern Korean literature or history for intensive study. This course is conducted solely in English; knowledge of Korean is not required. May be repeated for credit when the topic varies. Prerequisite(s): A Eak 101, or A Eak 170, or permission of the instructor.

A Eak 497 Independent Study in Korean (1-6)
Projects in selected areas of Korean studies, with regular progress reports; or supervised readings of texts in Korean. May be repeated once for credit when topics differ. Prerequisite(s): Two 300-level Korean courses or equivalent, or permission of instructor.

Courses in East Asian Studies

A Eas 103 Sources of East Asian Civilizations I (3)
A basic introduction to the primary texts that have contributed to the formative cultural foundations of Chinese and Korean civilizations. Readings will include the Analects of Confucius, the Tao te ching, and the Journey to the West. [BE HU]

A Eas 104 Sources of East Asian Civilizations II (3)
A basic introduction to the primary texts that have contributed to the formative cultural foundations of Korean and Japanese civilizations. Readings will include selections from the Tale of Genji and Basho's Narrow Road to the Deep North. [BE HU]

A Eas 140 Introduction to East Asian Cinema (3)
This course offers an introduction to East Asian cinema, with emphasis on movies produced in China and Japan. Lectures and class discussions will focus on the interpretation of cinematic texts, especially as they relate to cultural dynamics and social change. [AR]

A Eas 177 (= A His 177) Cultures and Societies of Asia: An Historical Survey II (3)
An introduction to the history and cultures of East Asia (China, Japan, and Korea), their major institutions and their religious and philosophical traditions form ancient times to the present. A Eas 177Z is the writing intensive version of A Eas 177; only one may be taken for credit. [BE]

A Eas 177Z (= A His 177Z) Cultures and Societies of Asia: An Historical Survey II (4)
A Eas 177Z is the writing intensive version of A Eas 177; only one may be taken for credit. [WI]

A Eas 180 (= A Gog 180) Asian America (3)
This course examines the history of the Asian experience in the United States (especially that of the Chinese, Japanese, Korean, and Southeast Asian communities). Topics include immigration, legal status, the transformation of Asian-American communities, their relationship with their native lands, and Asian-American self-representation in literature and film. [DP US*]

A Eas 190 Confucianism and the Samurai Ethic (3)
This course will examine primary texts in translation from Confucius' Analects to 20th century political propaganda in an effort to trace the origins and evolution of the ideas that formed the samurai ethic in Japan. Course taught in English; no knowledge of Chinese or Japanese necessary. [OD] [GC]

A Eas 205 East Asian Research and Bibliographic Methods (3)
This course will cover research and bibliographic methods in East Asian studies. Students will learn how to navigate library catalogs and the internet with specific emphasis on East Asian databases and resources. Students will also learn how to use East Asian reference materials, such as character dictionaries. Prerequisite(s): One year or equivalent of Chinese, Japanese, or Korean [IL]

A Eas 220 Chinese and Japanese Calligraphy (3)
Practical instruction in the artistic design and the different styles of written Chinese and Japanese with the traditional implements: brush, rice paper, ink plate and ink bar. Knowledge of Chinese or Japanese is not required.

A Eas 260 (= A His 260) China in the Revolution (3)
This course examines China's four great twentieth century revolutions: the 1911 Revolution, the 1949 Communist Revolution, the Great Proletarian Cultural Revolution, and the reforms of the 1980's and 1990's. Topics include authority and dissent, constituency mobilization, the relationship between urban and rural regions, and the changing nature of ideology in China. [BE]

A Eas 261 (=A Rel 261) Introduction to the Religions of Japan (3)
An introduction to the major religious traditions of Japan, particularly Shinto and Buddhism, this course will cover the major forms of religious expression in Japanese history from the earliest historical records to the so-called New Religions which arose in the twentieth century. Discussion will include the philosophical, artistic, social, and political dimensions of religion in Japanese society.

A Eas 265 (= A Rel 265) Introduction to Indian Buddhism (3)
An introduction to the story of Buddhism in South Asia. Focus is on the evolution of the Buddhist view of sentient life during its first 1500 years on the subcontinent as expressed primarily in doctrine, but cultural, artistic, social, and political issues will also be considered.

A Eas 266 (= A Rel 266) Buddhism in China and Japan (3)
An introduction to the heritage of Buddhism in East Asia. Focus is on the cultural interaction between Indian Buddhist notions of the human condition and the traditional religious and philosophical assumptions of China and Japan. Discussion will center on doctrine and the history of its transmission and understanding, including issues in language, artistic expression, and the establishment of the monastic community.

A Eas 270 (= A Wss 270) Women in East Asian Literature (3)
Female persona in East Asian literature will be examined in relation to their cultural background as well as the genres in which they appear. Women as rulers and lovers; as goddesses and prostitutes; exemplars and shrews. Conducted in English; no knowledge of the East Asian languages or cultures is required. Only one of A Eas 270 & A Wss 270 may be taken for credit. [BE, HU]

A Eas 321 (= A Lcs 321 and A Gog 321) Exploring the Multicultural City (3)
This course will explore the human dimensions and implications of ethnic diversity in the United States, focusing on New York City. The course utilizes a variety of methods to introduce students to the multicultural city, beginning in the classroom but ending with fieldwork in a specific New York neighborhood. A Eas 321 is equivalent in content to A Lcs 321 and A Gog 321; only one of the three courses may be taken for credit. Prerequisite(s): A Gog 102 or 102Z; or A Gog 120Z, or A Gog 125, A Gog 160 or 160Z; or A Gog 220, or A Gog 240. [OD SS]. May not be offered in 2005-2006.

A Eas 345 (= A Rel 345) Ethical Issues in East Asian Thought (3)
This is a discussion course that looks at ethical issues of contemporary significance to the cultures of Asia. Students read contemporary academic discussions of how problems such as suicide, euthanasia, abortion, sexuality, cloning, etc. have been understood historically and in terms of contemporary social morality in India, China, Tibet, and Japan.

A Eas 357 (= A Rel 357) Zen Buddhism (3)
An introduction to the religious, philosophical, and artistic tradition of Zen Buddhism in China, Korea, and Japan and the West. This course looks at the birth and subsequent historical evolution of the Zen or Ch'an school of Buddhism in East Asia. We will look at the intersection of Buddhist and Chinese presumptions about spirituality that gave rise to this unusual religious form, discussing precisely what is and is not iconoclastic about its tenets. The experience of American Zen communities will also be considered.

A Eas 362 (= A Eco 362) Economies of Japan and Korea (3)
A study of the economic growth of Japan and Korea and of current issues facing these economies. A Eco 362Z & A Eas 362Z are the writing intensive versions of A Eco 362 & A Eas 362; only one of the four courses may be taken for credit. Prerequisite(s): A Eco 110 and 111 or permission of instructor.

A Eas 362Z (= A Eco 362Z) Economies of Japan and Korea (3)
A Eas 362Z & A Eco 362Z are the writing intensive versions of A Eas 362 & A Eco 362; only one of the four courses may be taken for credit. Prerequisite(s): A Eco 110 and 111 or permission of instructor. [WI]

A Eas 392 East Asian Travel Literature (3)
This course will examine the traditions of travel writing in China and Japan. Students will read selections from both countries that cover a range from the 9th century to the 18th century. Half of the semester will focus on China and half on Japan. All readings will be in English; no knowledge of Chinese or Japanese is required. Prerequisite(s): Any one of the following, or permission of the instructor: A Eas 104, A Eaj 210; A Eas 104; A Eac 210, A Eac 211

A Eas 393 (= A Rel 393) Readings in Buddhist Texts (3)
This is an advanced course in the study of Buddhism that will focus on the close reading of Buddhist scriptures in English translation. Prerequisite(s): A Eas 265/A Rel 265; A Eas 266/A Rel 266, or permission of the instructor.

A Eas 394 (= E Rel 394) Readings in Japanese Religious Studies (3)
This is an advanced course in the religious traditions of Japan. We will read English translations of religious texts native to the Japanese experience of religion, specifically Buddhist, Shinto, Confucian, and Folk. Prerequisite(s): One of the following: A Eaj 261/A Rel 261; A Eas 266/A Rel 266, A Eas 190, A Eas 357 or permission of the instructor.

A Eas 397 The Silk Road (3)
The course examines the history of various land links between China and India, which are known collectively as "The Silk Road." Special attention is given to the transmission of ideas (Buddhism), art forms, and commercial goods along this route, especially during the heyday of the Silk Road from about 600 to 1000 AD. The many discoveries made by Western archeologists in Central Asia in the late 19th and early 20th centuries are also considered, as well as issues related to their removal of Silk Road treasures to museums in Europe and around the world. Prerequisite(s): Any one of the following: A Eac 170; A Eas 103; A Eac 210, or A Eac 211.

A Eas 399 (= A His 399) Confucius and Confucianism (3)
This course surveys the main texts and themes in the development of the Confucian tradition from its origins in China through its spread in Japan and Korea to its reemergence in contemporary East Asia. The emphasis is on the way that the tradition has responded to social conditions. Particular attention will be paid to the relationship between Confucian intellectuals and political power. The rivalry with other traditions (e.g., Taoism, Buddhism, Marxism, Liberalism, etc.) will also be considered. Prerequisite(s): A His 177, A Eas 103, A Eas 190, A Eac 379, or permission of the instructor.

A Eas 495 Colloquium in East Asian Studies (3)
Directed readings and conferences involving several members of the faculty for students pursuing undergraduate honors in the Department of East Asian Studies. To be offered only when requested by students eligible for the honors program. Prerequisite(s): major in the department; junior or senior class standing; acceptance into the Honors Program.

DEPARTMENT OF ECONOMICS

Faculty

Distinguished Professor
Kajal Lahiri, Ph.D.
University of Rochester
Professors Emeritae/i
Jean Auclair, Ph.D.
University of Lille (France)
Melvin K. Bers, Ph.D.
University of California, Berkeley
Jack E. Gelfand, Ph.D.
New York University
Pong S. Lee, Ph.D.
Yale University
Richard J. Kalish, Ph.D.
University of Colorado
Donald J. Reeb, Ph.D. (Collins Fellow)
Syracuse University
Edward F. Renshaw, Ph.D.
University of Chicago
Professors
Betty C. Daniel, Ph.D.
University of North Carolina
Michael Jerison, Ph.D. (Department Chair)
University of Wisconsin
Terrence W. Kinal, Ph.D.
University of Minnesota
Hamilton Lankford, Ph.D.
University of North Carolina, Chapel Hill
Irene Lurie, Ph.D.
University of California, Berkeley
Michael J. Sattinger, Ph.D.
Carnegie Mellon University
Hany A. Shawky, Ph.D.
Ohio State University
Jogindar S. Uppal, Ph.D.
University of Minnesota
James H. Wyckoff, Ph.D.
University of North Carolina, Chapel Hill
Kwan Koo Yun, Ph.D.
Stanford University
Associate Professors
Diane M. Dewar, Ph.D.
University at Albany
Bruce C. Dieffenbach, Ph.D.
Harvard University
John B. Jones, Ph.D.
University of Wisconsin, Madison
Laurence J. Kranich, Ph.D.
University of Rochester
Gerald Marschke, Ph.D.
University of Chicago
Adrian Masters, Ph.D.
University of Pennsylvania
Thad W. Mirer, Ph.D.
Yale University
Assistant Professors
Kenneth R. Beauchemin, Ph.D.
University of Iowa
Stacey Chen, Ph.D.
University of Rochester
Nadav Levy, Ph.D.
Northwestern University
George Monokroussos, Ph.D.
University of California, San Diego
Ozgen Sayginsoy, Ph.D.
Cornell University
Rui Zhao, Ph.D.
University of Minnesota
Adjuncts (estimated): 16
Teaching Assistants (estimated): 5

The major in economics is useful as training for employment in business, government, and nonprofit agencies and as preparation for further study at the graduate level. It is also an excellent undergraduate background for study in professional schools of law, accounting, business administration, public administration, public policy, social work, and others. The department also offers the M.A. and Ph.D. degrees in economics.

Careers

Graduates of the undergraduate economics program work as financial analysts, finance and credit officers for insurance companies and banks, economic analysts for corporations, policy and legislative fiscal analysts, and business officers for nonprofit and government organizations, as well as administrators and heads of businesses and government agencies.

Admission

Students may not declare a major in economics until they have completed both A Eco 110 and 111 with grades of C or better. For exceptional circumstances, students who do not meet these requirements may appeal by written petition to the department chair. Appeals received by the first day of classes each semester will be evaluated before the final date for adding semester-length courses.

Transfer students who have not completed both A Eco 110 and 111, or their equivalents, with grades of C or better will not be formally admitted to the major when they enter the University. Transfer students who are not admitted, but who want to major in economics, may declare their intention to major in economics and will be advised by the department as intended majors for one semester. After satisfying the admission criteria, students may be admitted to the major.

Degree Requirements for the Major in Economics

General Program

B.A.: A minimum of 36 credits as follows: A Eco 110, 111, 300, 301 and 320; A Eco 210 or A Mat 106, 111, 112 or 118; and 18 additional credits in economics at the 300 level or above. The courses A Eco 300, 301, and 320 must be taken at the University unless completed elsewhere prior to matriculation.

B.S.: A minimum of 40 credits as follows: A Eco 110, 111, 300, 301 and 320, and 420 or 420Z; A Mat 111 or 112 or 118, A Eco 410 or A Mat 113 or 119; and 15 additional credits in economics at the 300 level or above, including at least 6 additional credits from among A Eco 400-489 or 499Z. The courses A Eco 300, 301, 320, 420 or 420Z, and at least 6 credits from among A Eco 400-489 or 499Z that fulfill the *additional credits* requirement above must be taken at the University unless completed elsewhere prior to matriculation.

For both the B.A. and B.S. programs, A Eco 300, 301, and 320 must be taken at the University unless completed elsewhere prior to matriculation.

Honors Program

The honors program is designed to provide capable and motivated students with a greater understanding of economics and to better prepare students for graduate and professional schools.

Students may apply to the honors program after completing any two of A Eco 300, 301, and 320. To be accepted and to complete the program, the student must have an average of at least 3.40 in all courses applicable to the major and 3.25 in all courses taken at the University. Interested students should see the department's Director of Undergraduate Studies even before completing the required courses, for advice on choosing elective courses and on meeting the other requirements of the honors program.

The honors student must complete all requirements of the B.S. program in economics, including A Eco 499Z (the Senior Honors Research Seminar) as part of the program. In addition, the honors student must submit a senior honors thesis acceptable to the Economics Honors Committee.

A plan for the senior honors thesis normally arises from consultation with faculty concerning a suitable topic and method of inquiry. The student, with advice and consent of the Economics Honors Committee, will choose a faculty adviser who will assist the student in completing the thesis. Work on the thesis may begin in the junior year, but it must be completed while the student is enrolled in A Eco 499Z.

If all requirements stated above are met, the department will recommend that the student be awarded the B.S. degree with honors in economics.

Combined Bachelor's/Master's Programs

Combined programs leading to a bachelor's degree in Economics and a master's degree in Business Administration (M.B.A.), Public Administration (M.P.A.), or Health Policy and Management (M.S.) provide students of recognized academic ability and educational maturity the opportunity to fulfill integrated requirements for the undergraduate and graduate degrees. With careful planning, it is possible to earn both degrees in five years.

To qualify for the bachelor's degree (B.A. or B.S., as approved), students must meet all requirements for the undergraduate major and minor described previously, the minimum 90- or 60-credit liberal arts and sciences requirement, the general education requirements, and the residency requirements. To qualify for the master's degree (M.B.A., M.P.A., or M.S.), students must meet all requirements as outlined in the Graduate Bulletin including the completion of required graduate credits and any other conditions such as a research seminar, thesis, comprehensive examination, professional experience, and residence requirements. Up to 12 graduate credits may be applied simultaneously to the bachelor's and master's programs.

Students may be admitted to one of the combined degree programs 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 grade point average of at least 3.3 (M.B.A.) or 3.2 (M.P.A. and M.S.) and three supportive letters of recommendation from faculty are required. Students interested in learning more about the programs should contact the Director of Undergraduate Studies in the Department of Economics.

Courses

A Eco 110 Principles of Economics I: Microeconomics (3)
Analysis of supply and demand in markets for goods and markets for the factors of production. Study of various market structures, price determination in perfectly competitive and imperfectly competitive markets. May not be taken for credit by students with credit for A Eco 300. Prerequisite(s): plane geometry and intermediate algebra, or A Mat 100. [SS]

A Eco 111 Principles of Economics II: Macroeconomics (3)
Examination of the institutional structure of an economic system. Analysis of aggregate economic activity, the determinants of the level, stability, and growth of national income, the role of monetary and fiscal policy. May not be taken for credit by students with credit for A Eco 301. Prerequisite(s): A Eco 110. [SS]

A Eco 130 The Third World Economies: An Interdisciplinary Profile (3)
An interdisciplinary study of economic disparities among nations. Focus on Third World Countries: underdevelopment and poverty, problems in agricultural and industrial development. Population growth and unemployment. Global interdependence and role of the United States. Some global issues facing the Third World: debt crisis; privatization and deregulation; relationship with developed countries including the United States. [DP if taken *before* Fall 2004; GC]

A Eco 202 The American Economy: Its Structure and Institutions (3)
Discussion of the historical development and current structure of the American economy. Using an interdisciplinary approach and without any technical/mathematical tools, major economic issues will be discussed, such as federal budget deficit, unemployment, poverty, family structure, welfare reforms, America in the world economy, immigration, and health reforms. May not be taken for credit by students with credit for A Eco 110 or 111. [SS]

A Eco 210 Tools of Economics (3)
Introduction to some of the basic mathematical tools used in economics, including the construction and comprehension of simple graphs, as well as some of the economist's conceptual tools, including marginal analysis, national income analysis, supply and demand. May not be taken for credit by students with credit for A Mat 106 or 111 or 112 or 118, or equivalent. May not be offered in 2005-2006. [MS]

A Eco 280 Current Topics in Economics (3)
Examines current topics in economics; topics vary from time to time. A Eco 280Z is the writing intensive version of A Eco 280; only one may be taken for credit.

A Eco 280Z Current Topics in Economics (3)
A Eco 280Z is the writing intensive version of A Eco 280; only one may be taken for credit. [WI]

A Eco 300 Intermediate Microeconomics (3)
Introduction to price theory, distribution theory, and market structure analysis. Relevance of economic theory in production and consumption decisions. Prerequisite(s): A Eco 110 with grade of *C* or better; A Eco 111; and A Eco 210 or A Mat 106 or A Mat 111 or A Mat 112 or A Mat 118.

A Eco 301 Intermediate Macroeconomics (3)
Theoretical and empirical analysis of aggregate output and employment, the average price level, and interest rates. Applications include long-run growth, business cycles, and fiscal and monetary policy. Prerequisite(s): A Eco 110; A Eco 111 with grade of *C* or better; and A Eco 210 or A Mat 106 or A Mat 111 or A Mat 112 or A Mat 118.

A Eco 312 Development of the American Economy (3)
Study of American economic institutions from the early 19th century to the present. Employs statistical methods and both micro and macro theoretical constructs. A Eco 312Z is the writing intensive version of A Eco 312; only one may be taken for credit. Prerequisite(s): A Eco 110 and 111. May not be offered in 2005-2006.

A Eco 312Z Development of the American Economy (3)
A Eco 312Z is the writing intensive version of A Eco 312; only one may be taken for credit. Prerequisite(s): A Eco 110 and 111. May not be offered in 2005-2006. [WI]

A Eco 313 Development of the European Economy (3)
Economic change in modern European societies. Comparative study of the growth of various European countries emphasizing the variables associated with development: population, technology, capital formation, output, resources, and income distribution. A Eco 313Z is the writing intensive version of A Eco 313; only one may be taken for credit. Prerequisite(s): A Eco 110 and 111. May not be offered in 2005-2006.

A Eco 313Z Development of the European Economy (3)
A Eco 313Z is the writing intensive version of A Eco 313; only one may be taken for credit. Prerequisite(s): A Eco 110 and 111. May not be offered in 2005-2006. [WI]

A Eco 314 History of Economic Thought (3)
The evolution of modern economics with emphasis on the contributions of such writers as Smith, Malthus, Ricardo, Mill, Marx, Marshall and Keynes. The turn of events that motivated the construction of the main body of economic knowledge is also examined. A Eco 314Z is the writing intensive version of A Eco 314. Only one may be taken for credit. Prerequisite(s): A Eco 300.

A Eco 314Z History of Economic Thought (3)
A Eco 314Z is the writing intensive version of A Eco 314; only one may be taken for credit. Prerequisite(s): A Eco 300. [WI]

A Eco 320 Economic Statistics (3)
Statistical techniques in economic analysis. Topics include distribution theory and statistical inference as applied to regression models. Students gain experience in testing economic theories using a computer regression package. Prerequisite(s): A Eco 110 and 111; A Eco 210 or A Mat 106 or 111 or 112 or 118.

A Eco 330 Economics of Development (3)
Introduction to the analysis of economic growth and development. Historical, descriptive, and analytical approaches to the problems of fostering economic growth. Consideration of alternative theories of the causes and problems of underdevelopment. A Eco 330Z is the writing intensive version of A Eco 330; only one may be taken for credit. Prerequisite(s): A Eco 110 and 111.

A Eco 330Z Economics of Development (3)
A Eco 330Z is the writing intensive version of A Eco 330; only one may be taken for credit. Prerequisite(s): A Eco 110 and 111. [WI]

A Eco 341 (= A Soc 371) Urban Economics (3)
Analysis of the city-metropolis and the economic forces which condition its growth pattern and allocation of scarce resources. The public sector, especially local government, is examined in its role of solving the problems of inadequate jobs, housing, education, and other services. A Eco 341Z is the writing intensive version of A Eco 341 and A Soc 371; only one of the three courses may be taken for credit. Prerequisite(s): A Eco 110 and 111.

A Eco 341Z (= A Soc 371) Urban Economics (3)
A Eco 341Z is the writing intensive version of A Eco 341 and A Soc 371; only one of the three courses may be taken for credit. Prerequisite(s): A Eco 110 and 111. [WI]

A Eco 350 Money and Banking (3)
The principles of money, commercial banking, and central banking; an elementary consideration of issues of monetary policy and financial markets. Prerequisite(s): A Eco 110 and 111.

A Eco 351 (= A Mat 301) Theory of Interest (3)
The basic measures of interest, annuities, sinking funds, amortization schedules, bonds, and installment loans. Recommended as preparation for Course Exam 140 of the Society of Actuaries. Prerequisite(s): A Mat 113 or 119.

A Eco 355 Public Finance (3)
Introduction to the financial problems of governments: public expenditures, basic kinds of taxes and tax systems, grants-in-aid, public borrowing, debt management, and fiscal policy. Prerequisite(s): A Eco 110 and 111.

A Eco 356 State and Local Finance (3)
Problems of financing state and local government within the context of a federal system. Relevance and limits of fiscal theory for state and local government tax and expenditure policy. A Eco 356Z is the writing intensive version of A Eco 356; only one may be taken for credit. Prerequisite(s): A Eco 110 and 111.

A Eco 356Z State and Local Finance (3)
A Eco 356Z is the writing intensive version of A Eco 356; only one may be taken for credit. Prerequisite(s): A Eco 110 and 111. [WI]

A Eco 360 International Economic Relations (3)
The development of international trade and trade theory since mercantilism; international financial institutions, the foreign exchange market, and the problems of international balance of payments and international liquidity. Prerequisite(s): A Eco 110 and 111.

A Eco 361 (= A Lcs 361) Development of the Latin American Economy (3)
Economic change in Latin American societies. Comparative study of the growth of various Latin American countries emphasizing the variables associated with development: population, technology, capital information, output, resources and income distribution. Only one of A Eco 361 & A Lcs 361 may be taken for credit. Prerequisite(s): A Eco 110 and 111.

A Eco 362 (= A Eas 362) Economies of Japan and Korea (3)
A study of the economic growth of Japan and Korea and of current issues facing these economies. A Eco 362Z & A Eas 362Z are the writing intensive versions of A Eco 362 & A Eas 362; only one of the four courses may be taken for credit. Prerequisite(s): A Eco 110 and 111 or permission of instructor.

A Eco 362Z (= A Eas 362Z) Economies of Japan and Korea (3)
A Eco 362Z & A Eas 362Z are the writing intensive versions of A Eco 362 & A Eas 362; only one of the four courses may be taken for credit. Prerequisite(s): A Eco 110 and 111 or permission of instructor. [WI]

A Eco 370 Economics of Labor (3)
Study of wage theories and wage structures; wage-cost-price interaction; and wage, supply, and employment relationships. Prerequisite(s): A Eco 110 and 111.

A Eco 371 The Distribution of Income and Wealth (3)
Theoretical, empirical, and institutional analysis of the distribution of income and wealth, including policies and programs designed to affect these distributions. Prerequisite(s): A Eco 300.

A Eco 377 Network Economics (3)
Introduction to network economics, information economics, and electronic commerce. Markets such as publishing, telecommunications, electricity, and electronic commerce will be examined. Prerequisite(s): A Eco 110 and 111. May not be offered in 2005-2006.

A Eco 380 Contemporary Economic Issues (3)
An introductory discussion of selected economic issues of current importance. The course will focus on different economic problems each term. May be repeated for credit when topics differ, up to a maximum of 6 credits in A Eco 380 and 380Z. Prerequisite(s): A Eco 110 and 111.

A Eco 380Z Contemporary Economic Issues (3)
A Eco 380Z is the writing intensive version of A Eco 380. May be repeated for credit when topics differ, up to a maximum of 6 credits in A Eco 380 and 380Z. Prerequisite(s): A Eco 110 and 111. [WI]

A Eco 381 (= H Hpm 381, H Sph 381) Economics of Health Care (3)
Economics concepts are used to explain the nature of demand and supply in the health care field. The behavior of consumers and health care providers is examined from an economic perspective. Areas of market failures and the rationale for government intervention are also described. Prerequisite(s): A Eco 300 or permission of the instructor.

A Eco 383 Economics of Law (3)
The application of economic concepts such as efficiency, externalities, and trade-offs to the analysis of common law, crime and punishment, product safety laws, and other legal interventions in market and nonmarket behavior. Prerequisite(s): A Eco 300.

A Eco 385 Environmental Economics (3)
Environmental pollution; social costs; population control; zoning; economics of public health; conservation of endangered species, natural wonders, and artifacts; natural resource exhaustion; and the end of progress hypothesis are examined and analyzed. A Eco 385Z is a writing intensive version of A Eco 385; only one may be taken for credit. Prerequisite(s): A Eco 110 and 111.

A Eco 385Z Environmental Economics (3)
A Eco 385Z is a writing intensive version of A Eco 385; only one may be taken for credit. Prerequisite(s): A Eco 110 and 111. [WI]

A Eco 398W Discourse in Economics (1)
This course provides undergraduate majors in economics the opportunity to develop and practice the oral communication and writing skills that are needed to participate in debate and discussion and that serve to sharpen their critical thinking and understanding of economics. This course can be taken only while simultaneously enrolled in a designated 300- or 400-level companion course in economics, which will be the focus of the oral and written discourse. A students who withdraws from the companion course, but not from this course, will receive an unsatisfactory grade. Prerequisite(s): declared economics major, concurrent registration in a designated 300- or 400-level economics course, permission of department. *S/U* graded. [OD, WI]

A Eco 401 Macroeconomic Modeling, Forecasting and Policy Analysis (3)
Introduction to the construction and use of econometric macro models, including theoretical specification, statistical estimation and validation; the structure of large-scale macro models; forecasting and policy analysis; critiques of current macroeconomic modeling. Prerequisite(s): A Eco 300, 301, and 320.

A Eco 405 Game Theory (3)
Study of the strategic interaction among rational agents. Development of the basic analytical tools of game theory, including simultaneous and sequential move games, games with incomplete information, and alternative equilibrium concepts. Applications in fields such as industrial organization. public economics, international trade, and voting: Prerequisite(s): A Eco 300; A Eco 320 (or B Itm 220 or A Mat 108) or permission of the instructor.

A Eco 410 Mathematics for Economists (3)
Techniques of differentiation, integration, differential equations, difference equations, and linear algebra as used in economic analysis. Prerequisite(s): A Eco 300 and 301.

A Eco 420 Applied Econometrics (3)
Application of regression to a problem chosen by the student. Some general discussion of data sources, the derivation of index numbers and other problems that might be encountered in estimating economic relations. Emphasis is on class presentation and analysis of student projects. Prerequisite(s): A Eco 320.

A Eco 420Z Applied Econometrics (3)
A Eco 420Z is a writing intensive version of A Eco 420. Only one may be taken for credit. Prerequisite(s): A Eco 320. [WI]

A Eco 427 Computer Applications in Economics (3)
Introduction to computer use and applications in economics, econometrics, and data analysis. Applications may include spreadsheet software such as Excel and statistical software such as SAS. Prerequisite(s): A Eco 320.

A Eco 445 International Trade (3)
Theoretical, institutional, and empirical characteristics of trade and capital movements between nations. Review of the pure theories of comparative advantage, gains from trade, commercial policy, and resource transfers. Brief review of modern balance of payments theory and policy question. Prerequisite(s): A Eco 300 and 301.

A Eco 446 International Finance (3)
The foreign exchange market and international payments are described and analyzed. Emphasis is placed on analyzing the implications of price levels and employment in small and large countries. Proposals for exchange management and reform of the international monetary system are evaluated. Prerequisite(s): A Eco 110, 111, and 301.

A Eco 455 Public Microeconomics (3)
Microeconomic analysis of the role of the public sector in resource allocation within a market economy: theory of market failures, alternative corrective measures for market failures, public choice theory, partial and general equilibrium analyses of major taxes, and welfare-based public investment criteria. A Eco 455Z is the writing intensive version of A Eco 455; only one may be taken for credit. Prerequisite(s): A Eco 300; and 355 or permission of instructor.

A Eco 455Z Public Microeconomics (3)
A Eco 455Z is the writing intensive version of A Eco 455; only one may be taken for credit. Prerequisite(s): A Eco 300 and 355 or permission of instructor.

A Eco 466 Financial Economics (3)
Financial markets, efficient-market theory, financial panics, choice under uncertainty, risk aversion, portfolio choice, capital-asset pricing model, futures, options, flow of funds, saving and investment, financing economic development, government debt, international debt, term structure of interest rates, interest rate forecasting. Prerequisite(s): A Eco 301 or 350. [OD]

A Eco 474 Industrial Organization (3)
Relationship between market structure, behavior of the firm, economic performance, and analysis of U.S. antitrust activities. Prerequisite(s): A Eco 300.

A Eco 475 Managerial Economics (3)
Application of economic concepts to the decision making of the firm. Topics may include market and demand analysis, risk and uncertainty, pricing, production, investment decisions, and capital budgeting. Prerequisite(s): A Eco 300 and 320, or permission of the instructor.

A Eco 480 Topics in Economics (3)
Detailed analysis of specific topics in economics. Topics may vary from semester to semester. May be repeated for credit if topics differ, up to a maximum 6 credits. A Eco 480Z is the writing intensive version of A Eco 480; only one may be taken for credit. Prerequisite(s): A Eco 300, 301 and 320; permission of instructor.

A Eco 480Z Topics in Economics (3)
A Eco 480Z is the writing intensive version of A Eco 480; only one may be taken for credit. Prerequisite(s): A Eco 300, 301 and 320; permission of the instructor. [WI]

A Eco 495 Economics Practicum (3)
This course provides undergraduate majors in economics the opportunity to work as a teaching aide and facilitator to faculty teaching the introductory courses in economics. Meetings with students enrolled in the Introductory course are scheduled weekly. Prerequisite(s): major in economics; a grade of *B* or higher in A Eco 300 and 301; and permission of instructor. *S/U* graded. May not be offered in 2005-2006.

A Eco 496 Economics Internship (3)
Economics Internship requires active participation in economic research outside the University, together with senior class standing as an economics major. May be taken only once for credit. **Internships are open only to qualified seniors who have an overall grade point average of 2.50 or higher.** Permission of instructor is required. *S/U* graded.

A Eco 497 Independent Study and Research (3)
Student-initiated research project under faculty guidance. May be repeated for credit up to a total of 6 credits with permission of department. A Eco 497Z is the writing intensive version of A Eco 497. Only one may be taken for credit. Prerequisite(s): A Eco 300, 301 and 320; a *B* average or higher in all economic courses attempted.

A Eco 497Z Independent Study and Research (3)
A Eco 497Z is the writing intensive version of A Eco 497. Only one may be taken for credit. Prerequisite(s): A Eco 300, 301 and 320; a B average or higher in all economic courses attempted. [WI]

A Eco 499Z (formerly A Eco 499) Senior Honors Research Seminar (3)
Senior seminar, in which a substantial "senior thesis" is prepared by an honors candidate under the supervision of a faculty adviser. Students present oral and/or written progress reports on their ongoing research and read, discuss, and criticize each other's work. The former A Eco 499 does not yield writing intensive credit. Prerequisite(s): admission to the honors program and A Eco 420 or 420Z. [WI]

DEPARTMENT OF ENGLISH

Faculty

Distinguished Teaching Professor Emeritae/i
- Judith Fetterley, Ph.D. (Collins Fellow)
  Indiana University
- Eugene K. Garber, Ph.D.
  University of Iowa

Distinguished Service Professor
- Ronald A. Bosco, Ph.D. (Collins Fellow)
  University of Maryland

Distinguished Teaching Professor
- Stephen North D.A. (Department Chair)
  University at Albany, SUNY

Professors Emeritae/i
- Frances Colby Allee, Ph.D.
  Johns Hopkins University
- Stanley K. Coffman Jr., Ph.D.
  Ohio State University
- Sarah Blacher Cohen, Ph.D.
  Northwestern University
- Arthur N. Collins, Ph.D. (Collins Fellow)
  University of Minnesota
- Robert A. Donovan, Ph.D.
  Washington University
- William A. Dumbleton, Ph.D.
  University of Pennsylvania
- Walter Knotts, Ph.D.
  Harvard University
- Eugene Mirabelli, Ph.D.
  Harvard University
- Daniel W. Odell, Ph.D.
  Cornell University
- Townsend Rich, Ph.D.
  Yale University
- Harry C. Staley, Ph.D.
  University of Pennsylvania

Professors
- Judith E. Barlow, Ph.D. (Collins Fellow)
  University of Pennsylvania
- Thomas Bass, Ph.D.
  University of California at Santa Cruz
- Jeffrey Berman, Ph.D.
  Cornell University
- Donald J. Byrd, Ph.D.
  University of Kansas
- Thomas D. Cohen, Ph.D.
  Yale University
- Randall T. Craig, Ph.D.
  University of Wisconsin, Madison
- Rosemary Hennessey, Ph.D.
  Syracuse University
- Judith E. Johnson, B.A.
  Barnard College
- Pierre Joris, Ph.D.
  Binghamton University, SUNY
- William Kennedy, B.A.
  Siena College
- Marjorie Pryse, Ph.D.
  University of California, Santa Cruz
- Martha T. Rozett, Ph.D. (Collins Fellow)
  University of Michigan
- Charles Shepherdson, Ph.D.
  Vanderbilt University

Associate Professors Emeritae/i
- Theodore Adams, Ph.D.
  Ohio University
- Diva Daims, Ph.D.
  University of Virginia
- Deborah Dorfman, Ph.D.
  Yale University
- Richard M. Goldman, Ph.D.
  Indiana University
- Edward M. Jennings, Ph.D.
  University of Wisconsin
- Charles Koban, Ph.D.
  University of Illinois
- Thomson Littlefield, Ph.D.
  Columbia University
- Rudolph L. Nelson, Ph.D.
  Brown University
- David C. Redding, Ph.D.
  University of Pennsylvania
- Joan E. Schulz, Ph.D. (Collins Fellow)
  University of Illinois
- Frederick E. Silva, Ph.D.
  Indiana University
- Donald B. Stauffer, Ph.D.
  Indiana University
- Robert E. Thorstensen, M.A.
  University of Chicago

Associate Professors
- Branka Arsic, Ph.D.
  University of Belgrade
- Sylvia Barnard, Ph.D.
  Yale University
- Richard A. Barney, Ph.D.
  University of Virginia
- Lana Cable, Ph.D.
  Johns Hopkins University
- Lydia Davis, B.A. (Writer in Residence – On Leave)
  Barnard College
- Teresa Ebert, Ph.D.
  University of Minnesota
- Helen Regueiro Elam, Ph.D.
  Brown University
- Donald Faulkner, M.Phil
  Yale University
- Michael Hill, Ph.D.
  Stony Brook University, SUNY
- Lynne Tillman, B.A. (Writer in Residence)
  Hunter College
- Carolyn Yalkut, Ph.D.
  University of Denver

Assistant Professors Emeritae/i
- George S. Hastings, Ph.D.
  University of Pennsylvania
- Glyne Griffiths, Ph.D.
  University of the West Indies, Mona

Assistant Professors
- Bret Benjamin, Ph.D.
  University of Texas at Austin
- Jennifer Greiman, Ph.D.
  University of California, Berkeley
- Eric Keenaghan, Ph.D.
  Temple University
- Hoang G. Phan, Ph.D.
  University of California, Berkeley
- Helene E. Scheck, Ph.D.
  Binghamton University, SUNY
- Edward L. Schwarzschild, Ph.D.
  Washington University
- Lisa Thompson, Ph.D.
  Stanford University
- Laura Wilder, Ph.D.
  University of Texas at Austin

Full-Time Lecturers
- Jill Hanifan, D.A.
  University at Albany, SUNY
- Kathleen Thornton, D.A.
  University at Albany, SUNY
- Mary Valentis, Ph.D.
  University at Albany, SUNY
- Kate Winter, D.A.
  University at Albany, SUNY

Teaching Assistants (estimated): 20

Careers for English Majors

The major in English prepares students for any field of work that requires a broad liberal education with special strength in language, critical analysis and research. English graduates find careers in theatre and film, government, counseling, broadcasting, public policy and administration, banking, retailing and manufacturing as well as writing, editing, publishing, teaching, advertising and public relations. The English major is also excellent preparation for advanced study in such professional graduate programs as law, medicine, librarianship, social welfare, theology, and education.

Curriculum

The curriculum of the Department of English is designed to aid students to write effectively, to read critically, and to acquire a sense of the development of literature written in English and of its relation to society. English majors also have the option of applying for admission to the Honors Program. Students planning to take the GRE for graduate study in English are strongly urged to include course work in pre-1800 British and American literature. All English majors are strongly encouraged to study at least one foreign language. Students may count up to 6 credits toward their English electives from the following list of courses offered by other departments.

Approved Courses for English Electives Listed by Department

Africana Studies

A Aas 340 The Black Essay
A Aas The Black Novel
A Aas 345 The Black Novel: Black Perspectives
A Aas 355Z African-American Poetry
A Aas 357 Black Popular Culture

Anthropology

A Ant 343 Native American Literature
A Ant 381 Anthropology of Gender
A Ant 360 Social Anthropology
A Ant 363 Ethnology of Religion
A Ant 390 Ethnological Theory

Classics

A Clc 220Z Roman Poets and Playwrights
A Clc 223ZE Masterpieces of Greek Tragedy and Comedy
A Clc 225 Greek Literature in Translation

College of Arts and Sciences

A Cas 220 Literatures of the World I
A Cas 221 Literatures of the World II
A Cas 360Z Passion and Choice

East Asian Studies

A Eac 210 Survey of Chinese Literature in Translation 1
A Eac 211 Survey of Chinese Literature in Translation 2
A Eac 212 Survey of Chinese Literature in Translation 3
A Eac 390 Classical Chinese Poetry
A Eaj 210 Survey of Traditional Japanese Literature
A Eaj 212 Modern Japanese Literature in Translation
A Eaj 396 Meiji Literature in Translation
A Eas 270-WSS 270 Women in East Asian Literature
A Eas 392 East Asian Travel Literature

Judaic Studies

A Jst 248 Women in Jewish Life and Literature
A Jst 272 Modern Hebrew Literature in Translation
A Jst 273 The Arab in Israeli Literature
A Jst 274 Love and Sex in Hebrew Literature
A Jst 280 The Torah
A Jst 281 The Prophets
A Jst 282 Late Biblical Literature
A Jst 285 Hero and Antihero in Scripture
A Jst 325 Rabbinic Literature
A Jst 360 Jewish Autobiographies
A Jst 367 Jewish American Literature

Languages, Literatures and Cultures

Prerequisites appear in parentheses following the title. An asterisk indicates a class not normally conducted in English.
A Fre 202 French Literature
A Fre 208 Haiti Through Literature and Film
A Fre 238 Great Classics of French Cinema
A Fre 281 French Canada Through Film and Literature
A Fre 338 French Cinema and Society
A Fre 315 Introduction to French Cinema (A Fre 241Z) *
A Fre 338 French Cinema and Society (Junior or senior class standing or permission of instructor)
A Fre 415 French Cinema and Society (A Fre 341Z and 340Z) *
A Fre 430 Translation (A Fre 341Z and 340Z) *
A Fre 462 The Novel (A Fre 341Z and 340Z) *
A Fre 463 Poetry (A Fre 341Z and 340Z) *
A Fre 481 Francophone Cultures (A Fre 341) *
A Ita 312 General View of Literature (A Ita 223 or permission of instructor) *
A Ita 315 Italian Civilization: Etruscans to Galileo
A Ita 316 Italian Civilization: Unification to Present
A Ita 318 Italian Cinema and Literature
A Ita 421 Dante (A Ita 311 or permission of instructor) *
A Ita 441 The Italian Renaissance (A Ita 311 or permission of instructor) *
A Ita 471 From Baroque to Romanticism (A Ita 311 or permission of instructor) *
A Ita 481 The Italian Novel and Poetry of the 20th Century (A Ita 311 or permission of instructor)
A Rus 251 Masterpieces of Nineteenth Century Literature
A Rus 252 Masterpieces of Twentieth Century Literature
A Rus 253 Contemporary Russian Lit
A Rus 261 Dostoevsky and Tolstoy in English Trans (One course in lit or junior/senior standing)
A Rus 266 Gogol in English Translation
A Rus 267 Chekhov in English Translation
A Rus 270 Topics in Slavic Literatures and Cultures
A Rus 280 Soviet and Russian Cinema
A Rus 354 Russian Novel in Western Context (One course in lit or junior/senior standing)
A Rus 380 Topics Russian and Soviet Cinema (A Rus 280 or permission of instructor)
A Rus 421 Introduction to Literary Theory and Analysis (A Rus 202)
A Rus 426 Russian 19th Century Poetics
A Rus 427 Russian 20th Century Poetry
A Pol 290 Topics in Polish Studies
A Spn 311 Hispanic Literature Through the Golden Age (A Spn 223) *
A Spn 316 Representative Spanish-American Authors (A Spn 223) *
A Spn 318 Topics in Hispanic Film (A Spn 223 or permission of instructor) *
A Spn 320 20th Century Spanish Literature (A Spn 223) *
A Spn 325 The Hispanic Short Story (A Spn 223)*
A Spn 326 Spanish-American Poetry and Theatre (A Spn 223) *
A Spn 333 Hispanic Literature in Translation (Junior or senior class standing)
A Spn 414 Literature of the Hispanic Caribbean (A Spn 223) *
A Spn 418 Hispanic Cinema and Literature (A Spn 223) *
A Spn 446 Literature and Human Rights (A Spn 312 and 316) *
A Spn 481 The Generation of '98 (A Spn 312)

Latin American, Caribbean, and U.S. Latino Studies

A Lcs 327/327Z Four Caribbean Writers
A Lcs 319 Twentieth Century Spanish American Literature (In Spanish)
A Lcs 326 Spanish-American Poetry and Theatre (In Spanish)
A Lcs 414 Literature of the Hispanic Caribbean (in Spanish)
A Lcs 415 Los Latinos en EE.UU: Historia, Cultura, y Literatura

Theatre Studies

A Thr 310Z Play Analysis
A Thr 221 Development of Theatre and Drama 1
A Thr 222 Development of Theatre and Drama 2
A Thr 224 Contemporary Issues in Modern Drama
A Thr 225 American Theatre History
A Thr 228 Voices of Diversity in Contemporary Theatre and Drama
A Thr 239 Great Drama on Film and Video
A Thr 322 Development of Theatre and Drama III
A Thr 350 Directing 1
A Thr 407 Scriptwriting
A Thr 430 Contemporary Theatre
A Thr 456 Seminar in Dramatic Literature

Women's Studies

A Wss 202 Introduction to Lesbian and Gay Studies
A Wss 220 Introduction to Feminist Theory
A Wss 240 Classism, Racism, Sexism
A Wss 218 Constructed Image: Women and the Media
A Wss 450 Literature of Feminism
A Wss 465 Feminist Theory

Degree Requirements for the Major in English (36 credits) *for students who matriculate for **fall 2004 or thereafter***

Twelve credits from required courses: 205Z, 210, 305Z, 310; an additional nine credits from 200-400 level; an additional nine credits from 300-400 level; and six credits from 400 level

Additional Requirements

A grade of C or higher in A Eng 210, or permission of instructor, is required in order to register for A ENG 310 and most 400-level courses in English.

Honors Program in English

The honors program in English is designed to promote intellectual exchange and community among able English majors and to prepare them to do independent work. Successful completion of the program earns an Honors Certificate in English and nomination for graduation with "Honors in English" from the University.

Admission to the honors program is through a competitive selection process. Application for the honors program is normally made in the spring semester of the sophomore year to the honors program coordinator. For admission, students should have completed 12 credits in English, including A Eng 210 and one 300-level course. Students should have an overall average of at least 3.25 and 3.50 in English.

The honors committee may waive the entry requirements where appropriate. Transfer students may apply upon acceptance to the University.

To remain in the honors program students are required to maintain a minimum cumulative grade point average of 3.50 in English courses and a minimum 3.25 overall. Any student who leaves the honors program is held responsible for the English major requirements.

The Departmental Honors Committee reviews applications and admissions, monitors the progress of honors students, and evaluates the honors thesis. Upon students' completion of the requirements, the honors committee recommends candidates for the degree with honors in English.

Degree Requirements for Honors in English (37 credits)

Nine credits from major core courses: 205Z, 210, 310

A minimum of thirteen credits from required courses: 398Z (3) or 305Z, 399Z (4), 498 (3), 499 (3)

Nine credits from 200-400 level

Six credits from 300-400 level

Combined B.A./M.A. Program

The combined B.A./M.A. program in English provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of the 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 requirements, 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 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 letters of recommendation from faculty are required for consideration. Students will be admitted upon the recommendation of the Graduate Admissions Committee of the department.

Degree Requirements for the Major in English *for students who matriculate **prior** to fall 2004*

B.A. General Sequence: 36 credits in English, at least 18 of them in courses at the 300 level or above, including the following in recommended order of study.

3 credits of:
A Eng 121

3 credits of:
A Eng 210, Introduction to English Studies

3 credits from the following Generic Survey courses:
A Eng 251, British Poetic Traditions I
A Eng 260, Forms of Poetry
A Eng 261, American Poetic Tradition
A Eng 291 British Literary Traditions I
A Eng 295 Classics of Western Literature
A Eng 323 Nineteenth Century American Novel
A Eng 324 Twentieth Century American Novel
A Eng 325 American Drama
A Eng 351 Technology, Media, Performance
A Eng 355 Studies in Film
A Eng 357 Studies in Drama
A Eng 358 Studies in Poetry
A Eng 359 Studies in Narrative

3 credits from the following Author courses:
A Eng 342 Study of an Author or Authors Before mid-Eighteenth Century
A Eng 343 Studies in an Author or Authors after mid-Eighteenth Century
A Eng 344 Early Shakespeare
A Eng 345 Late Shakespeare
A Eng 346 Studies in Shakespeare
A Eng 348 Milton
A Eng 352 Study of a British Author
A Eng 353 Study of an American Author
A Eng 354 Comparative Study of Authors

3 credits from Writing courses on the 300 level or above:
A Eng 300Z Expository Writing
A Eng 302Z Creative Writing
A Eng 303Z Argumentative & Persuasive Writing
A Eng 304Z Forms of Creative Writing
A Eng 305Z Studies in Writing About Texts
A Eng 404Z Writing Drama

3 credits from the following courses in Literature of a Subculture or Cultural Studies:
A Eng 240 Growing Up in America
A Eng 362 Critical Approaches to Gender and Sexuality in Literature
A Eng 366 Critical Approaches to Ethnicity in Literature
A Eng 367 Jewish American Literature
A Eng 368 Women Writers
A Eng 369 African American Literature
A Eng 371 Regional Studies in British Literature
A Eng 372 Transnational Literature
A Eng 373 Literature of the Americas
A Eng 385 Topics in Cultural Studies

6 credits from Period Courses:
A Eng 421 Literature of the Middle Ages
A Eng 422 Literature of the Early Renaissance
A Eng 423 Literature of the Later Renaissance
A Eng 425 Literature of the Restoration
A Eng 426 The Romantic Period
A Eng 427 The Victorian Period
A Eng 428 Twentieth Century British and Irish
A Eng 432 American Literature to 1815
A Eng 433 American Literature 1815-1865
A Eng 447 The Historical Imagination

The remaining 12 credits required for the English major may be selected either from courses not taken in the above list or from the following:

Electives:

Writing

A Eng 102ZIntroduction to Creative Writing
A Eng 202Z Introduction to Studies in Rhetoric and Poetics
A Eng 205Z Introduction to Writing in English Studies

Introductory Literature

A Eng 144 Reading Shakespeare

Criticism and Theory

A Eng 310 Reading and Interpretation in English Studies
A Eng 410 Topics in Literary and Cultural Theory

Linguistics and Language

A Eng 216 Traditional English Grammar

Literature Electives of General Interest

A Eng 221 The Bible as Literature
A Eng 226 Study of a Literary Theme, Form, or Mode
A Eng 243 Literature and Film
A Eng 350 Contemporary Writers at Work
A Eng 411 Topics in British Literature and Culture
A Eng 412 Topics in Film or Drama [Eng 210 is a prerequisite]
A Eng 413 Topics in American Literature and Culture
A Eng 416 Topics in Gender, Sexuality or Class [A Eng 210 is a prerequisite]
A Eng 419 Topics in Technology, Media or Performance [A Eng 210 is a prerequisite]
A Eng 449 Topics in Comparative Literatures and Cultures [A Eng 210 is a prerequisite]
A Eng 460 Topics in Transnational Studies [A Eng 210 is a prerequisite]
A Eng 465 Topics in Ethnic Literatures in Cultural Contexts [A Eng 210 is a prerequisite]
A Eng 485 Topics in Cultural Studies
A Eng 490 Internship in English
A Eng 497 Independent Study and Research in English

Degree Requirements for Honors in English (37 credits)

Students in the honors program complete 37 credits as follows:

English 210, English 305Z or 398Z, English 399 or a 500- or 600-level course relevant to the thesis topic to be taken as advised during the senior year; English 498 and 499, and 21 additional credits distributed along the lines laid down for the major. Fulfillment of the honors program waives the regular requirements of the English major. To remain in the honors program students are required to maintain a minimum cumulative grade point average of 3.50 in English courses and a minimum 3.25 overall. Any student who leaves the honors program is held responsible for the English major requirements.

English Course Descriptions

NOTE: Students who matriculated before Fall 2004 must complete the English major requirements as described in the Bulletin under which they entered.

A Eng 100Z Introduction to Analytical Writing (3)
Introduction to the skills necessary for clear, effective communication of ideas through careful attention to the writing process, critical analysis, and argumentation. The course emphasizes a variety of rhetorical practices. Designed for non-English majors.

A Eng 102Z Introduction to Creative Writing (3)
Introductory course in creative writing. Practice in the writing of poetry, fiction, autobiography, and other literary forms. May be taken only by freshmen and sophomores. [AR]

A Eng 121 Reading Literature (3)
Introduction to reading literature, with emphasis on developing critical skills and reading strategies through the study of a variety of genres, themes, historical periods, and national literatures. Recommended for first- and second-year students.

A Eng 144 Reading Shakespeare (3)
Introduction to Shakespeare, with emphasis on developing critical skills and reading strategies through detailed study of the plays, from early comedies to later tragedies and romances. Recommended for first-year students and non-English majors. No prior knowledge of Shakespeare is required.

A Eng 202Z Introduction to Studies in Rhetoric and Poetics (3)
An introduction to writing as it is informed by rhetoric and poetics. Features extensive student writing. Emphasis on key concepts and basic terminology, analysis of both literary and student texts, and workshop pedagogy.

A Eng 205Z Introduction to Writing in English Studies (3) (Formerly A Eng 105Z)
Introduction to the forms and strategies of writing and close reading in English studies. The course emphasizes the relationship between writing and disciplinary context, and such concepts as genre, audience, and evidence. Required of all English majors after Fall 2004.

A Eng 210 Introduction to English Studies (3)
A survey of key texts (literary, philosophical, historical) within the discipline of English studies, specifically those that trace its history and signal its changing place in the Humanities. The course introduces the nature and scope of English studies. Required of all English majors.

A Eng 216 Traditional Grammar and Usage (3)
Thorough coverage of traditional grammar and usage with an introduction to the principles of structural and transformational grammar. Brief exploration into recent advances in linguistic thought. Practice in stylistic analysis using such grammatical elements as syntax, voice, subordination and sentence structure.

A Eng 221 The Bible as Literature (= A Jst 242 and A Rel 221) (3)
Literary genres of the Hebrew Bible (Old Testament) and the cultures from which they emerged. Attention to parallel developments in other literatures and to the influence of the Hebrew Bible on Western life and letters. Only one of Eng 221, Jst 242, and Rel 221 may be taken for credit. [HU]

A Eng 222 World Literature (3)
Introduction to classics of world literature exploring national, historical and linguistic boundaries. Texts chosen will introduce students to literary traditions and provide a foundation for English literary studies.

A Eng 226 Focus on a Literary Theme, Form or Mode (3)
Exploration of a single common theme, form or mode using varied texts to promote fresh inquiry by unexpected juxtapositions of subject matter and ways of treating it. May be repeated once for credit when content varies. [HU]

A Eng 240 Growing Up in America (3)
Introduction to problems of social significance related to growing up in a multi-ethnic society through the study of American literature and culture.[DP]

A Eng 242 Science Fiction (3)
The development of science fiction and the issues raised by it. Authors include such writers as Asimov, Clarke, Heinlein, Huxley and LeGuin. [HU]

A Eng 243 Literature and Film (3)
Both films and literary works as outgrowths of their culture. From term to term the course focuses on different periods or themes. May be repeated once for credit when content varies.

A Eng 251 British Poetic Tradition I (3)
A study of the British poetic tradition, focusing on representative works of a small number of authors. Readings will include works from the Middle Ages, Renaissance and 17th century (e.g., Chaucer, Spenser, Donne). May not be offered in 2005-2006.

A Eng 260 Forms of Poetry (3)
A study of the forms of poetry, such as the ballad, sonnet and dramatic monologue, and poetic modes, such as meditative, lyrical and satiric. Students will examine why certain forms are popular at certain times, and how British and American poets adopt or change the forms they inherit. [HU]

A Eng 261 American Literary Traditions (3)
Introduction to representative works in the American literary tradition, emphasizing major developments in American literature.

A Eng 291 British Literary Traditions (3)
Introduction to representative works of British literary tradition, emphasizing major developments in British literature.

A Eng 295 Classics of Western Literature (3)
Introduction to classics of western literature, emphasizing foundational works for literary study by tracing the evolution of Anglophone modern literary genres from Homeric epics. May be repeated once for credit when content varies.

A Eng 300Z Expository Writing (3)
For experienced writers who wish to work on such skills as style, organization, logic and tone. Practice in a variety of forms: editorials, letters, travel accounts, film reviews, position papers and autobiographical narrative. Classes devoted to discussions of the composing process and to critiques of student essays. Intended primarily for junior and senior English minors and non-majors. [OR, WI]

A Eng 302Z Creative Writing (3)
For the student who wishes to read about and experiment with a variety of kinds of writing. Admission is by permission, and those seeking to enroll should submit a sample of their work to the instructor. Intended primarily for juniors and seniors. Prerequisite(s): permission of instructor. [OD, WI]

A Eng 303Z Forms of Argumentative and Persuasive Writing (Rhetoric) (3)
Concentrated study of writing with an emphasis on rhetoric as a disciplinary context. Features extensive practice in one or more of a variety of forms (argument, narration, exposition). Focuses on detailed analysis of both literary and student texts, with special attention to generic conventions, rhetorical context, textual logics, and style. Prerequisite(s): A Eng 202Z [OD if taken Fall 2003 or thereafter; WI]

A Eng 304Z Forms of Creative Writing (Poetics) (3)
Concentrated study of writing with an emphasis on poetics as a disciplinary context. Features extensive practice in one or more of a variety of forms (e.g., drama, fiction, poetry). Focuses on detailed analysis of both literary and student texts, with special attention to generic conventions, authorial voice, textual logics, and style. Prerequisite(s): A Eng 202Z [OD if taken Fall 2003 or thereafter; WI]

A Eng 305Z Studies in Writing about Texts (3)
Intensive study of the forms and strategies of writing in English studies. Students will engage with a variety of literary, critical, and theoretical texts. The course emphasizes students' own analytical writing. Required of all English majors after Fall 2004. Pre-requisite: 205Z.

A Eng 310 Reading and Interpretation in English Studies (3)
A survey of contemporary theories of interpretation and criticism. The course emphasizes current modes of analysis within the discipline and includes both literary and cultural texts. Required of all English majors after Fall 2004. Pre-requisite: C or better in A Eng 210, or permission of the instructor.

A Eng 311 History of the English Language (3)
A broad tracing of the history, development, and structure of the language from the beginnings to modern English, including foreign influences on English, basic tendencies of the language, grammatical constructs, and regional usages, especially American. Intended primarily for juniors and seniors.

A Eng 323 Nineteenth-Century American Novel (3)
A study of the American novel in the 19th century, emphasizing its development in form and theme, its intersections with American history and culture, and/or the context of literary movements such as Romanticism, Realism, and Naturalism.

A Eng 324 Twentieth-Century American Novel (3)
A study of the 20th century American novel, emphasizing the shifts and developments in form and theme in this century.

A Eng 325 American Drama (3)
A survey of the American drama. The primary focus will be on representative works by 20th century playwrights as well as on major theatrical movements in this country. [AR HU]

A Eng 342 Study of an Author or Authors Before mid-18th century (3)
Examination of a single major author in depth (e.g., Chaucer or Milton), or of two or more authors whose works illuminate each other in terms of style, theme, and/or relationship to a particular historical era. May be repeated once for credit when content varies.

A Eng 343 Study of an Author or Authors After Mid-18th Century (3)
Examination of a single major author in depth, or of two or more authors whose works illuminate each other in terms of style, theme, and/or relationship to a particular historical era. May be repeated once for credit when content varies.

A Eng 344 (= A Thr 324) Early Works of Shakespeare (3)
The development of Shakespeare's dramatic art, with emphasis on character, language, theme, form and structure in comedies, histories and tragedies of the 16th century. Intended primarily for juniors and seniors. Prerequisite(s): a 100-level English literature course or permission of instructor.

A Eng 345 (= A Thr 325) Later Works of Shakespeare (3)
The development of Shakespeare's dramatic art, focusing on works from the 17th century—the mature tragedies (including Hamlet,) the "dark" comedies, and the dramatic romances—with emphasis on character, language, theme, form and structure, as well as dramatic history. Intended primarily for juniors and seniors. Prerequisite(s): a 100-level English literature course or permission of instructor.

A Eng 346 Studies in Shakespeare (formerly A Eng 344 and A Eng 345) (3)
Examination of Shakespeare's plays, with emphasis on character, language, theme, form and structure. Topics to be discussed may include, among others: the early or later works; theatrical modes (e.g., comedy, romance, tragedy, history); performance (e.g., Shakespeare on film or stage); Shakespeare in relation to his contemporaries; Shakespeare's dramatic and non-dramatic poetry. Designed for English and theatre majors and minors. May be repeated once for credit when content varies.

A Eng 348 Milton (3)
Milton's poetry and selected prose in the intellectual context of his time. Major emphasis on Paradise Lost, with appropriately detailed study of Comus, Lycidas, Samson Agonistes and significant minor poems. In prose, emphasis on Of Education and Areopagitica. Intended primarily for juniors and seniors. Prerequisite(s): a 100-level English literature course or permission of instructor.

A Eng 350 Contemporary Writers at Work (3)
Rhetoric and poetics as practiced by contemporary writers across a range of genres and media. Particular attention to social, intellectual, and aesthetic contexts out of which such work emerges.

A Eng 351 Studies in Technology, Media, or Performance (3)
Examination of technological, media, or staged phenomena, as well as readings related to these forms. Topics to be discussed may include, among others: place of technology, media or performance in English studies; forms and/or theories of technology, media, or performance; materiality and meaning; cultural texts. May be repeated once for credit when content varies.

A Eng 352 Study of a British Author (3)
The major British author to be studied in depth varies from section to section and from term to term. May be repeated once for credit when content varies. Intended primarily for juniors and seniors. Prerequisite(s): a 100-level English literature course or permission of instructor.

A Eng 353 Study of an American Author (3)
The major American author to be studied in depth varies from section to section and from term to term. May be repeated once for credit when content varies. Intended primarily for juniors and seniors. Prerequisite(s): a 100-level English literature course or permission of instructor.

A Eng 354 Comparative Study of Authors (3)
Study of two authors whose works illuminate each other in terms of style, theme and their relationship to particular historical eras. May be repeated more than once for credit when content varies. Intended primarily for juniors and seniors. Prerequisite(s): a 100-level English literature course or permission of instructor.

A Eng 355 Studies in Film (3)
Examination of themes and issues in the history and/or interpretation of American and British film. Topics to be discussed may include, among others: the themes, structures, and/or style of a director or directors; genres of film; theories of film; film and other arts, including literature. May be repeated once for credit when content varies.

A Eng 356 Studies in Non-Fiction Prose (3)
Examination of nonfiction prose as a medium of discourse, ranging from literary criticism, biography, and autobiography to journalism, science, philosophy, history. Topics to be discussed may include, among others: forms of nonfiction; theories of nonfiction prose; historical development; cultural texts. May be repeated once for credit when content varies.

A Eng 357 Studies in Drama (3)
Examination of drama, with an emphasis on critical reading of dramatic literature. Topics to be discussed may include, among others: forms of drama; theories of drama; theatrical traditions; problems of production and dramatic interpretation. May be repeated once for credit when content varies.

A Eng 358 Studies in Poetry (3)
Examination of poetry, with an emphasis on study of poetic forms and modes. Topics to be discussed may include, among others: major developments in themes, language, forms and modes of poetry; poetics; poetry in the arts, including theatre and song. May be repeated once for credit when content varies.

A Eng 359 Studies in Narrative (3)
Examination of narrative forms with an emphasis upon prose fiction. Topics to be discussed may include, among others: forms of fiction, theories of narrative; narrative in the fine arts, including film; cultural narratives. May be repeated once for credit when content varies.

A Eng 362 (= A Wss 362) Critical Approaches to Gender and Sexuality in Literature (3)
Examination of the role of Anglophone literary texts from any period(s) in the construction of gender and sexuality, with an emphasis on study of interpretive strategies provided by various critical discourses. Topics to be discussed may include, among others: aesthetic movements; historical problems; cultural texts; political questions.

A Eng 366 (= A WSS 366) Critical Approaches to Ethnicity in Literature (3)
Examination of constructions of "race" and/or "ethnicity" as presented in Anglophone literature. Topics to be discussed may include, among others: how markers of nationality are related to issues of sexuality, class, and other cultural-historical ways of accounting for the complex questions that surround identity. May be repeated once for credit when content varies.

A Eng 367 Jewish-American Literature (3)
Literature written by American Jews of the 20th century. Among the topics offered are Jewish fiction writers, Jewish-American Drama, Jewish-American Women Writers, Jewish Humor, and Jewish-American Literature and Film. May be repeated once for credit when content varies.

A Eng 368 Women Writers (= A WSS 368) (3)
Selected works of English and/or American women writers in the context of the literary and cultural conditions confronting them. The course focuses on the development of a female tradition in literature and on the narrative, poetic, and/or dramatic styles of expression, voice and values of women writers. Only one of A Eng 368 & A Wss 368 may be taken for credit. May be repeated once for credit when content varies.

A Eng 369 African American Literature (3)
Selected works of African American writers in their cultural, literary and historical contexts. The course focuses on the development of an African American tradition and on the artistic forms essential to it. May be repeated once for credit when content varies.

A Eng 371 Regional Studies in British Literature (3)
The regional literature of Great Britain and the literature written in English in the Commonwealth and former British possessions. Topics to be discussed may include how the literature reflects the political and cultural experiences of inhabitants of a region and to what extent these regional writers have developed distinctive voices, literary languages, forms and/or themes. Intended primarily for juniors and seniors. May be repeated once for credit when content varies. Prerequisite(s): a 100-level English literature course or permission of instructor.

A Eng 372 Transnational Literature (3)
Examination of aesthetic movements, cultural texts, political questions, and historical problems of postcolonial nations and subjects in their transnational contexts. May be repeated once for credit when content varies.

A Eng 373 Literature of the Americas (3)
Examination of the literatures of the Americas, North and South, including the Caribbean. Topics to be discussed may include, among others: aesthetic movements; local cultural practice; history; identity formation; and politics. May be repeated once for credit when content varies.

A Eng 374 Cultural Studies (3)
A study of cultural forms and practices in relation to the historical conditions in which they are shaped. The course considers theoretical and the practical dimensions of meaning in a wide range of cultural texts. May be repeated once for credit when content varies.

A Eng 385 Topics in Cultural Studies (3)
This course will deal with a particular subject or issue in the study of culture. Individual courses may deal with post-coloniality, the impact of social institutions on the production of subjectivities, and similar topics. This course may be used to fulfill the English major subculture requirement only if so approved by the English Academic Adviser.

A Eng 398Z Honors Seminar (3)
Topics vary with each sequence. The seminars explore special topics in literary history, literary theory and critical methodology. May be repeated for credit when content varies. Prerequisite(s): admission to Honors Program.

A Eng 399Z Honors Seminar (4)
Topics vary with each sequence. The seminars explore special topics in literary history, literary theory and critical methodology. May be repeated for credit when content varies. Prerequisite(s): Permission of Instructor.

A Eng 402Z Advanced Writing Workshop (3)
Workshop for experienced writers in various genres and media. Permission of Instructor required.

A Eng 404Z (= A Thr 406Z) Writing Drama (3)
Advanced workshop in writing for the stage. Admission is limited, and those seeking to enroll should submit a sample of their work to the instructor. May be repeated once for credit. Intended primarily for juniors and seniors. Only one of A Eng 404Z & A Thr 406Z may be taken for credit. Prerequisite(s): permission of instructor. [WI]

A Eng 410 Topics in Contemporary Literary and Critical Theory (3)
Focused examination of the theoretical questions, presuppositions, and debates pertinent to a specific perspective or issue in contemporary thought and theory. Individual semesters may focus on, among other areas: a particular discourse (e.g., ecocriticism, ideology critique, queer theory, language theory, psychoanalysis), or cultural problem. May be repeated once for credit when content varies. Prerequisite: C or better in A Eng 210, or permission of the instructor.

A Eng 411 Topics in British Literature and Culture (3)
Focused examination of selected topics in the literature and culture of England, including nations formerly under British rule or influence. Individual semesters may focus on, among others: a historical period, genre, or theme; the literature and culture of a particular place or country (such as India, Ireland, the Caribbean); a specific aspect of cultural study. May be repeated once for credit when content varies. Prerequisite(s): A Eng 210.

A Eng 412 Topics in Film or Drama (3)
Focused examination of specific theme or issue in the history and/or interpretation of Anglophone film and/or drama from any period(s). Individual semesters may focus on, among other areas: the work of a particular author and/or director; historical period, genre, or theme; a particular discourse in film or drama studies (e.g., ideological, aesthetic); relations between film and/or drama and literary and other texts. May be repeated once for credit when content varies. Prerequisite: C or better in A Eng 210, or permission of the instructor.

A Eng 413 Topics in American Literature and Culture (3)
Focused examination of the selected topics in the literature and culture of the Americas. Individual semesters may focus on, among other areas: a particular historical period, genre, or theme; literature of a region or group (e.g., African American, Caribbean, or Latino); interpretive or other theoretical problems in American literacy and cultural study. May be repeated once for credit when content varies. Prerequisite(s): English 210.

A Eng 416 (= A Wss 416) Topics in Gender, Sexuality, Race, or Class (3)
Focused examination of topics in the study of gender, sexuality, race and/or class, as they are positioned and defined in Anglophone literary or other texts from any period(s). Individual semesters may focus on, among other areas: a particular historical period, genre, or theme; theories of gender, sexuality, race, and/or class as related to literary or other forms of representation; a particular cultural problem. May be repeated once for credit when content varies. Prerequisite: C or better in A Eng 210, or permission of the instructor.

A Eng 419 Topics in Technology, Media and Performance (3)
Focused examination of a specific theme or issue in the study of technological, media, or staged phenomena, as well as readings related to these forms. Individual semesters may focus on, among other areas: the machine in culture; artificial intelligence; notions of nature and the body; environmental issues; print media; television; the Internet; popular arts; performance art; ritual; social practices. May be repeated once for credit when content varies. Prerequisite: C or better in A Eng 210, or permission of the instructor.

A Eng 421 Literature of the Middle Ages (3)
Students will examine a number of representative works of the Middle Ages, read in translation. Additional readings in, for example, the classics and religious literature will help to situate each work in time and place. Intended primarily for juniors and seniors. Prerequisite(s): a 100-level English literature course or permission of instructor.

A Eng 422 Literature of the Earlier Renaissance (3)
The various forms that developed and flourished in England during the 16th century: prose, narrative and lyric poetry, and drama (exclusive of Shakespeare.) Attention to classical and continental influences, the historical background, the legitimization of English, and the power of individual texts. Major figures may include More, Wyatt and Surrey, Sidney, Marlowe, Spenser and Jonson. Intended primarily for juniors and seniors. Prerequisite(s): a 100-level English literature course or permission of instructor.

A Eng 423 Literature of the Later Renaissance (3)
The poetry, prose and drama of England from 1600 to 1660 (exclusive of Milton). Major figures may include Bacon, Donne, Hobbes, Herbert, Marvell and Webster. Attention to political issues intellectual issues and religion as they bear upon the poetry of wit, the prose of conviction, and the drama of power and intrigue. Intended primarily for juniors and seniors. Prerequisite(s): a 100-level English literature course or permission of instructor.

A Eng 425 Literature of the Restoration and the 18th-Century Enlightenment (3)
In poetry, the range and variety achieved within the ordered, urbane, civil style of Dryden and Pope and the later development of the innovative, exploratory style of Gray, Collins and Cowper. In prose, the achievement of Swift, Addison and Steele, and its extension in Johnson, Goldsmith, Gibbon and Burke. Intended primarily for juniors and seniors. Prerequisite(s): a 100-level English literature course or permission of instructor.

A Eng 426 The Romantic Period (3)
Literature of the early 19th century in England, especially the poetry of Blake, Wordsworth, Coleridge, Byron, Shelley and Keats, studied particularly as it reflects the developing concepts of romantic imagination and romantic individualism, concepts basic to modern literature. Intended primarily for juniors and seniors. Prerequisite(s): a 100-level English literature course or permission of instructor.

A Eng 427 The Victorian Period (3)
Prose and poetry of Tennyson, Carlyle, Browning, Ruskin, Arnold and others, studied in relation to the broad social, intellectual and artistic movements of the latter part of the 19th century in England. Intended primarily for juniors and seniors. Prerequisite(s): a 100-level English literature course or permission of instructor.

A Eng 428 Twentieth-Century British and Irish Literature (3)
Major works in prose, poetry, and drama, and major literary movements in British and Irish literature in the modern period. Intended primarily for juniors and seniors. Prerequisite(s): a 100-level English literature course or permission of instructor.

A Eng 432 American Literature to 1815 (3)
Major poetry and prose of the colonial and federal periods, with some attention to the theological and political backgrounds. Intended primarily for juniors and seniors. Prerequisite(s): a 100-level English literature course or permission of instructor.

A Eng 433 American Literature 1815–1865 (3)
The works of the major writers of the romantic period. Particular attention to the transcendental writers and to the development of the American novel. Intended primarily for juniors and seniors. Prerequisite(s): a 100-level English literature course or permission of instructor.

A Eng 435 American Literature 1920 to Present (3)
Selections from American literature from the modern and contemporary periods, emphasizing the novel. Intended primarily for juniors and seniors. Prerequisite(s): a 100-level English literature course or permission of instructor.

A Eng 447 The Historical Imagination I (3)
An investigation of the relationship between history and literature and the meaning of the concept of "literary history." Work from two or more eras will be discussed and compared with attention to such questions as the connection between history and literary production, what constitutes a literary period, the influence of its literature on that of subsequent eras, and the decline and reemergence of particular literary forms, themes or approaches. May be repeated once for credit when content varies. This course may be used to fulfill the English major period requirement. Intended primarily for juniors and seniors. Prerequisite(s): a 100-level English literature course or permission of the instructor.

A Eng 449 Topics in Comparative Literatures and Cultures (3)
Focused examination of selected topics in the study of comparative Anglophone literatures and cultures from any period. Individual semesters may focus on, among other areas: comparative study of particular aesthetic movements, cultural texts, political questions, or historical problems. May be repeated once for credit when content varies. Prerequisite: C or better in A Eng 210, or permission of the instructor.

A Eng 450 Topics in Writing Studies (3)
Carefully focused study in the history, theory, or practice of rhetoric and/or poetics (e.g., narrative theory; poetic movements; twentieth-century rhetorical theory). May be repeated once for credit when content varies. Prerequisite: C or better in A Eng 210, or permission of the instructor.

A Eng 460 Topics in Transnational Studies (3)
Focused examination of transnational literature and cultures. Individual semesters may focus on, among other areas: particular aesthetic movement(s), cultural text(s), political question(s), or historical problem(s) of postcolonial nations and subjects in their transnational contexts. May be repeated once for credit when content varies. Prerequisite: C or better in A Eng 210, or permission of the instructor.

A Eng 465 Topics in Ethnic Literatures in Cultural Contexts (3)
Focused examination of a particular topic on constructions of "race" and/or "ethnicity" as related to Anglophone literature or other forms of representation from any period(s). Individual semesters may focus on, among other areas: neglected literary forms and cultural traditions; relations between writing and political struggles; identity studies and developments within interpretive or other theories. May be repeated once for credit when content varies. Prerequisite: C or better in A Eng 210, or permission of the instructor.

A Eng 485 Topics in Cultural Studies (3)
Focused examination of particular topic in the study of culture, broadly defined. Individual semesters may focus on, among other areas: postcolonial studies; history of social institutions and knowledge production; study of identity formations; cultural forms; technology and science studies. May be repeated once for credit when content varies. Prerequisite: C or better in A Eng 210, or permission of the instructor.

A Eng 488Z Special Topics (1-6 cr.)
Note: all 400-level writing workshops may be taught under this rubric. May be repeated once for credit when content varies. Prerequisite: C or better in A Eng 210, or permission of the instructor.

A Eng 490 Internship in English (3)
Supervised practical apprenticeship of 10-15 hours of work per week in a position requiring the use of skills pertaining to the discipline of English, such as reading and critical analysis, writing, research, tutoring, etc., with an academic component consisting of the internship colloquium. Written work and report required. Selection is competitive and based on early application, recommendations, interviews and placement with an appropriate internship sponsor. Open only to junior or senior English majors with a minimum overall grade point average of 2.50 and a minimum of 3.00 average in English. *S/U* graded.

A Eng 497 Independent Study and Research in English (1-4 cr.)
May be taken for a maximum of 8 credits. Intended primarily for juniors and seniors. Prerequisite(s): permission of a faculty member in the department and of the appropriate departmental committee. Prerequisite: C or better in A Eng 210, or permission of the instructor.

A Eng 498 Thesis Seminar I (3)
Independent honors thesis individually formulated and written under the direction of the coordinator. Students writing theses will meet occasionally in colloquia to become acquainted with each other's work in progress. Prerequisite: C or better in A Eng 210, or permission of the instructor. *S/U* graded.

A Eng 499 Thesis Seminar II (3)
Continuation and completion of thesis begun in A Eng 498. The thesis will be reviewed and evaluated by an honors committee. Prerequisite(s): C or better in A Eng 210 and A Eng 498.

DEPARTMENT OF GEOGRAPHY AND PLANNING

Faculty
Distinguished Service Professors
John S. Pipkin, Ph.D. (Collins Fellow)
(Department Chair)
Northwestern University
Professors
Ray Bromley, Ph.D.
Cambridge University
Floyd M. Henderson, Ph.D.
University of Kansas
Christopher J. Smith, Ph.D.
University of Michigan
Roger W. Stump, Ph.D.
University of Kansas
Associate Professors
Gene Bunnell, Ph.D.
London School of Economics
Andrei Lapenis, Ph.D.
State Hydrological Institute, Saint Petersburg
James E. Mower, Ph.D.
State University of New York at Buffalo
Kwadwo A. Sarfoh, Ph.D.
University of Cincinnati
Assistant Professors
Youqin Huang, Ph.D.
University of California, Los Angeles
Catherine T. Lawson, Ph.D.
Portland State University
David A Lewis, Ph.D.
Rutgers University
Adjuncts (estimated): 8
Teaching Assistants (estimated): 9.5

The Department of Geography and Planning offers programs leading to the B.A., M.A., and M.R.P. degrees, a combined B.A./M.A. program, and an Undergraduate/Graduate Certificate in Geographic Information Systems and Spatial Analysis. Undergraduate students can major or minor in geography and the department also offers a major and minor in urban studies and planning. Geographers study the characteristics of space, location and place in the broader context of how people interact with both physical and human environments. Geography can be classified as both a natural science and a social science as it examines people and their environment and serves as a bridge between the physical and cultural worlds. Planning is a discipline and professional practice that deals with the form, organization, and orderly development of cities, suburbs, and rural areas. Geographic information systems (GIS), computer mapping, remote sensing, and related technologies are central to the discipline of geography and are indispensable in many areas of professional planning practice.

Teaching and research in the department emphasize urban, social, physical, and cultural geography; city and regional planning; urban design; remote sensing; cartography and geographic information systems; environmental studies; climatology; computer and statistical models; area (regional) studies; urban and regional planning methods; economic development; small town and rural land-use planning. Members of the faculty have strong international links with China, Russia, Australia, and various countries in Africa, Latin America and Western Europe.

Careers

The undergraduate programs provide background suitable for entry into a wide variety of business, educational and government occupations, as well for graduate or professional study in geography, planning, business, public administration, forestry, landscape architecture and other environmentally oriented programs. Career possibilities include: cartographers, remote sensing, and geographic information systems (G.I.S.) specialists; location and market area analysts; urban, regional, economic, and transportation planners; environmental scientists; international development specialists; urban design professionals; industrial and real estate developers; soil scientists; marketing and distribution managers; journalists; and travel and recreation specialists.

Degree Requirements for the Major in Geography

General Program B.A.: A minimum of 36 credits, including, A Gog 101; 102Z or 102; A Mat 108 (or an approved equivalent); A Gog 496; one course from A Gog 290, 293 or 385; and 20–21 credits of elective course work in Geography which must include: (1) a minimum of 9 credits at or above the 300 level; and (2)at least one course from the following: A Gog 160, (or 160Z) 225 (or 225Z), 250, 270, 350, 354, (or 354Z) 356 (or 356Z), and 365 (or 365Z).

Honors Program

The department's honors program in geography is intended to recognize the academic excellence of its best students, to give them the opportunity to work more closely with the faculty, and to enhance their understanding of geographical theory and research.

Students may apply for admission to the program during their junior year or at the beginning of their senior year. To gain admission. students must have formally declared a major in geography and completed at least 12 credits of course work in the department. In addition, at the time of admission students must have an overall grade point average of at least 3.25, and of 3.50 in geography.

Students must complete a minimum of 48 credits, as follows:

A minimum of 42 credits in geography, including:

15–16 credits of required course work, including A Gog 101, 102Z or 102, 396, 400 and one course from A Gog 290, 293 and 385.

6 credits of Senior Honors Thesis, A Gog 499. During this two-semester sequence, the student will prepare an honors thesis based on original library and/or field research, under the supervision of a member of the department. Any faculty member knowledgeable in the topic may supervise an honors thesis. A written proposal describing the project must be approved by the adviser and the departmental Honors Committee by the beginning of the student's senior year. The thesis will be submitted for formal evaluation in the spring semester of the student's senior year, and must be approved by both the adviser and the Honors Committee.

20–21 credits of elective course work in geography which must include a) a minimum of 12 credits at or above the 300 level and b) at least one course of a regional nature from the following: A Gog 160 (or 160Z), 225 (or 225Z) 250, 270, 350, 354, (or 354Z) 356 (or 356Z), and 365 (or 365Z).

A minimum of 6 credits of foreign language or of an appropriate research skill, such as computing, statistics, or social research methodology as approved by the adviser and the Honors Committee.

If this requirement is met using a foreign language, the student must complete one year of college-level study of the language or achieve placement beyond the first year of that language.

For a research skill other than a foreign language, the student must complete 6 credits of relevant course work outside the department.

The departmental Honors Committee will review each student's progress at the end of each semester. Students whose work has not been satisfactory will be warned and, if warranted, dismissed from the program. Unsatisfactory work in a semester would include failing to maintain a satisfactory grade point average, having unjustified incomplete grades, or failing to make satisfactory progress toward completion of the honors program requirements. Upon completion of all honors program requirements with a grade point average of 3.50 in geography and 3.25 overall, students will be recommended by the Honors Committee for graduation with Honors in Geography.

Combined B.A./M.A. Program

The combined B.A./M.A. program in geography 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. A carefully designed program can permit a student to earn the B.A. and M.A. degrees within nine semesters.

The combined program requires a minimum of 138 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 12 graduate credits may be applied simultaneously to both the B.A. and M.A. programs.

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. Students will be admitted upon the recommendation of the Graduate Admissions Committee of the department.

Undergraduate Certificate Program in Geographic Information Systems and Spatial Analysis

This certificate program provides undergraduates with professional and technical training in geographic information systems (GIS) and associated techniques of spatial analysis. Geographic information systems are computer-based systems for storage, analysis, and display of spatial data. The disciplines of cartography, remote sensing and computer graphics are closely linked to the study of GIS. In conjunction with GIS, methods of spatial analysis may be used to study a wide range of problems, including resource management, land management for agriculture and forestry, urban planning, land use mapping, market area analysis, urban social analysis and a host of other applications.

The certificate requires 20 credit hours of undergraduate course work:

20 credits of core course work, including A Gog 290, 385, 414, 485 (or 485Z), 496, and A Mat 108 (or an approved equivalent).

Faculty-Initiated Interdisciplinary Major with a Concentration in Urban Studies and Planning

The Urban Studies and Planning Major is designed for students interested in a liberal arts education focusing on urban and suburban environments, and on urban, community and neighborhood development. The program of study mixes conventional classes with fieldwork and computer-based learning, and it requires considerable awareness of international, multicultural and policy issues. Students with training in Urban Studies and Planning may enter careers in housing and community development, real estate, local and state government, local economic development, or local planning. They can pursue further study in graduate or professional schools to specialize in city and regional planning, public policy, real estate, architecture, or landscape architecture.

General Program B.A.: A minimum of 36 credits including:

18-19 credits of required core courses: A Gog 125, 225 or 225Z (formerly 120 or 120Z) A Pln 220 and any three from: A Gog 220, A Gog 321/A Eas 321/ A Lcs 321, A Gog 324, A Gog 328/A Pln 328/A Wss 328, A Gog 330/A Pln 330, A Gog 480, A Pln 315Z, A Pln 320Z

Four planning courses at the 400 or 500 level. Registration in 500-level courses is limited to seniors who obtain the permission of the program director and of the course instructor.

Two courses in one cognate discipline: Anthropology (A Ant 119, 334, 372 or 372Z), or Economics (A Eco 341 or 341Z, and 456Z), or Education (E Edu 427, and either 400 or 401), or History (A His 303Z, 317 or 317Z, 318 or 318Z), or Political Science (R Pos 321/R Pub 321, R Pos 323, R Pos 424), or Sociology (A Soc 373 and 375).

Geography Courses

A Gog 101 Introduction to the Physical Environment (3)
Introduction to the three main fields of physical geography (climatology, biogeography, and geomorphology) from an integrated earth systems viewpoint. The major world climate, vegetation, soil and landform regions are treated as process-response systems whose physical patterns and interrelationships, causes, and significance are examined. Includes assessments of the role of human impacts for global and regional change. [NS]

A Gog 102 Place, Space, and Landscape (3)
Introduction to the main fields of human geography, (including population, cultural, economic, urban, and political geography), focusing on the disciplinary themes of place, space and landscape. The themes are applied at a variety of scales, from local to global. A Gog 102Z is a writing intensive version of A Gog 102; only one may be taken for credit. [GC SS]

A Gog 102Z Place, Space, and Landscape (4)
A Gog 102Z is a writing intensive version of A Gog 102; only one may be taken for credit. May not be offered in 2005-2006. [GC SS WI]

A Gog 125 The American City (3)
Reviews social, economic, political and physical characteristics of American cities resulting from key events (e.g. industrial development, European immigration, suburbanization, the Civil Rights Movement). Examines the relationship between these events and current urban issues. Specific topics include: de-industrialization, women in the workforce, homelessness, poverty, environmental degradation, health care, and AIDS. Considers the influence of race, ethnicity, class and gender factors on the character of cities. [DP US*]

A Gog 160 (= A Eac 160) China in the Post-Utopian Age (3)
An introduction to the human and physical geography of China. After a brief survey of China's historical geography and development, the course focuses on post-liberation China and the urban, economic, social and demographic problems associated with modernization. A Eac 160Z & A Gog 160Z are the writing intensive versions of A Eac 160 & A Gog 160; only one of the four courses may be taken for credit. [IL BE SS]

A Gog 160Z (= A Eac 160Z) China in the Post-Utopian Age (3)
A Gog 160Z & A Eac 160Z are writing intensive versions of A Gog 160 & A Eac 160; only one of the four courses may be taken for credit. [BE IL SS WI]

A Gog 180 (= A Eas 180) Asian America (3)
This course examines the history of the Asian experience in the United States (especially that of the Chinese, Japanese, Korean, and Southeast Asian communities). Topics include immigration, legal status, the transformation of Asian-American communities, their relationship with their native lands, and Asian-American self-representation in literature and film. [DP US*]

A Gog 201 (= A Geo 201) Environmental Analysis (3)
Uses laboratory work and local field excursions to give students "hands-on" experience in physical geography and environmental sciences. Focuses on human impacts on the environment and on problems of environmental contamination. Prerequisite or corequisite: A Gog 101. [NS]

A Gog 220 Introductory Urban Geography (3)
Introductory survey of findings and theory of urban geography, which deals with the form and function of cities. Major themes include: history of urban form; spatial structure of modern urban systems; and the internal structure of the city, emphasizing social and economic patterns. [SS]

A Gog 225 (formerly A Gog 120) World Cities (3)
Introduction to the geography of cities around the world and to the role of cities in the world system. Covers: origins and spread of urbanism in different cultural settings; levels of urbanization in space and time; urban form and land-use; rural-urban interaction; city systems and megacities; distinctive features of contemporary American cities. A Gog 225Z is the writing intensive version of A Gog 225; only one of the two courses may be taken for credit. [GC]

A Gog 225Z (formerly A Gog 120Z) World Cities (4)
A Gog 225Z is the writing intensive version of A Gog 225; only one of the two courses may be taken for credit. [GC WI]

A Gog 240 Patterns of American Immigration (3)
This course provides a survey of immigration to the United States, focusing on key characteristics of immigrant groups and their cultures, in relation to both their places of origin and their destinations in this country. [DP US*]

A Gog 250 (= A Lcs 250) Geography of Latin America (3)
An introduction to the geographical diversity of Latin America, reviewing the Continent's physical features, natural resources, societies, economies and politics, and relating them to its history and cultural traditions. Particular attention will be given to rural and urban living conditions, social and regional inequalities, population distribution, internal and international migration, and socioeconomic development issues. A Gog 250Z & A Lcs 250Z are writing intensive versions of A Gog 250 & A Lcs 250; only one of the four courses may be taken for credit. May not be offered in 2005-2006.

A Gog 250Z (= A Lcs 250Z) Geography of Latin America (4)
A Gog 250Z & A Lcs 250Z are writing intensive versions of A Gog 250 & A Lcs 250; only one of the four courses may be taken for credit. May not be offered in 2005-2006. [WI]

A Gog 270 (= A Aas 270) Geography of Africa (3)
Geographic analysis of the continent of Africa. the diversity of the African continent will be stressed by examining its physical environment, resources, social, cultural, economic, and political systems. Emphasis upon the demographic as well as spatial planning aspects of geography. Only one of A Gog 270 & A Aas 270 may be taken for credit.

A Gog 290 Introduction to Cartography (4)
An introductory course in the theory and techniques of map production. Reviews and discusses the elements of cartographic theory including the relationships between human perception and map symbology. Students will produce a series of hand-drafted maps over the duration of the course.

A Gog 293 Use and Interpretation of Aerial Photographs (3)
Interpretation and examination of air photos for geographic investigations. Topics include the development of the evaluation of photo keys, thematic mapping, and analysis of landscape elements. May not be offered in 2005-2006.

A Gog 304 Climatology (3)
Survey of the fundamentals of climate system. Particular attention is paid to the explanation rather than the description of atmospheric and oceanic processes. Emphasis is given to the application of concepts of environmental physics to selected natural objects: terrestrial planets, the World Ocean, continents, cities, vegetation, animals and humans. Energy balance study at different temporal and spatial scales is used as a methodological tool to provide a better understanding of such concepts as the "greenhouse" effect, climate sensitivity, photosynthesis, the metabolism of animals, survival of humans in different climates, etc. Work on the Internet with remote weather stations and climate related resources is a part of the course project. Prerequisite(s): A Gog 101 or A Atm 103 or permission of instructor. [NS]

A Gog 310 (= A Bio 311 and U Uni 310) 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 views from various disciplines. A Gog 310, A Bio 311, and U Uni 310 are equivalent courses; only one of the three courses may be taken for credit. Prerequisite(s): junior or senior class standing or permission of instructor.

A Gog 317 (= A Geo 317) Geomorphology (3)
A systematic introduction to the study of landforms and the processes that shape them. Laboratory work and field trips are part of the course. Prerequisite(s): A Gog 101; A Geo 100 or 100Z or 105; or permission of instructor. May not be offered in 2005-2006.

A Gog 321 (= A Lcs 321 and A Eas 321) Exploring the Multicultural City (3)
This course will explore the human dimensions and implications of ethnic diversity in the United States, focusing on New York City. The course utilizes a variety of methods to introduce students to the multicultural city, beginning in the classroom but ending with fieldwork in a specific New York neighborhood. A Gog 321 is equivalent in content to A Lcs 321 and A Eas 321; only one of the three courses may be taken for credit. Prerequisite(s): A Gog 102 or 102Z or 120Z or 125 or 160 or 160Z or 220,or 240. May not be offered in 2005-2006. [OD SS]

A Gog 324 The City on Computer (3)
An introduction to the use of geographic technology in studying urban features and patterns. The course provides a conceptual bridge between introductory courses in urban geography and specialized courses in geographic techniques. Students will acquire familiarity with relevant software, data sources and methods of analysis through regular computing laboratory assignments. Prerequisite(s): any two of the following: A Gog 125, 220, 225/225Z, A Pln 220.

A Gog 328 (= A Pln 328 and A Wss 328) Gender, Space, and Place(3)
Power relations and categories of social difference are reflected by dramatic inequalities in local environments, and in the quantity and quality of available space. This course examines, through the lenses of feminist geography and planning, how space is invested with social meaning. It discusses how the built environment affects and reflects relations of gender, sexuality and ethnicity, and considers how these social classifications produce "geographies of difference." Gender is also related to nationalism, colonialism, "geographic skills," and feminist research methodologies. Prerequisite(s): A Gog 125 or A Pln 220 or permission of instructor. Will not be offered in 2005-2006. May not be offered in 2005-2006.

A Gog 330 (=A Pln 330) Principles of Environmental Management (3)
Examines issues and problems arising from the interactions between humans and their physical environment. Explores the degradation of environmental systems resulting from human use and modification, as well as the impact of environmental processes on human systems. The policy options for dealing with environmental issues and problems are investigated. Prerequisite(s): A Gog 101 and either A Gog 201 or A Pln 220; or permission of instructor. [OD]

A Gog 344 World Populations: Past, Present and Future (3)
Geographical perspectives on human populations. Uses the main organizing ideas of geography to understand the past, present and future distribution of population. Prerequisite(s): junior or senior class standing, or permission of instructor. [OD]

A Gog 345 Economic Geography (3)
Examines the spatial patterns of economic activity, including agriculture, manufacturing retail and wholesale trade, transportation, and the service sector. Location theory, models and empirical case studies are used to assess the spatial processes "explaining" the distribution patterns of economic activity. Economic development strategies at the state and regional levels are also investigated.

A Gog 350 (= A Eac 350) Urban Development in China (3)
Provides a comprehensive understanding of urban development in China. Reviews the history of urban development in China and examines the demographic, social, economic, and cultural dimensions of the urbanization process. Analyzes the emerging urban land and housing markets, and the changing urban landscape.

A Gog 354 (= A Lcs 354) Environment & Development (3)
A survey of international development issues, focusing on the impact of economic growth, population growth, and increased consumption of natural resources on global and local environments. This course focuses primarily on the poorer countries of the world, and particularly on tropical environments. It discusses issues of deforestation, desertification, and increased vulnerability to man-made and natural hazards. Prerequisite(s): A Gog 101 or 102 or 102Z, or permission of instructor.

A Gog 356 Geography of the United States (3)
A systematic treatment of the physical, economic and cultural geography of the United States; selected regional problems of land utilization and of geographic adjustments. Prerequisite(s): junior or senior class standing or permission of instructor. [US*]

A Gog 356Z Geography of the United States (3)
A Gog 356Z is the writing intensive version of A Gog 356; only one may be taken for credit. Prerequisite(s): junior or senior class standing or permission of instructor. [WI] [US*]

A Gog 365 Geography of Europe (3)
Overview of the physical and human geography of Europe considered as a whole, followed by a more intensive discussion of selected topics on the Mediterranean countries, the British Isles, France, Germany, and the countries of east-central Europe from Scandinavia to the Balkans. Cultural, political, and economic issues will be emphasized, with analysis of contemporary matters in their historical context. A Gog 365Z is the writing intensive version of A Gog 365; only one may be taken for credit. Prerequisite(s): junior or senior class standing or permission of instructor. Will not be offered in 2005-2006.

A Gog 365Z Geography of Europe (3)
A Gog 365Z is the writing intensive version of A Gog 365; only one may be taken for credit. Prerequisite(s): junior or senior class standing or permission of instructor. Will not be offered in 2005-2006. [WI]

A Gog 385 Introduction to Remote Sensing of Environment (4)
Introduction to the concepts and interdisciplinary applications of remote sensing. The basic principles of theory and practice are presented for earth resource management. Photographic and nonphotographic sensors are examined. Visual and digital image analysis techniques are introduced. Students will interpret color infrared, multispectral, radar, and other sensor imagery for a variety of purposes. Prerequisite(s): junior or senior class standing, or permission of instructor.

A Gog 390 Intermediate Cartography (3)
Techniques of reproduction graphics with emphasis on map planning and construction. Utilization of half-tone, color-key, and other production processes as models of cartographic expression. Prerequisite(s): A Gog 290. May not be offered in 2005-2006.

A Gog 404 Topics in Physical Geography (1–4)
In-depth examination of a significant topic in Physical Geography. May be repeated up to a limit of 9 credits when topics differ. Prerequisite(s): A Gog101 or permission of instructor.

A Gog 405 Topics in Human Geography (1–4)
In-depth examination of a significant topic in Human Geography. May be repeated up to a limit of 9 credits when topics differ. Prerequisite(s): A Gog102 or 102Z or permission of instructor.

A Gog 406 Topics in Geographic Information Systems (1–4)
In-depth examination of a significant topic in Geographic Information Systems (cartography, GIS, remote sensing, global positioning, etc.) May be repeated up to a limit of 9 credits when topics differ. Prerequisite(s): A Gog 290 for cartography topics; A Gog 496/A Pln 456 for GIS topics; A Gog 385 for remote sensing topics; or permission of instructor.

A Gog 414 Computer Mapping (3)
Introduces the student to the fundamental techniques and applications of automated map production. Lectures include discussions of algorithm and program development as well as existing software packages. Students will also be introduced to current problems and research in automated map production. Covers a wide range of topics including but not limited to automated drafting, computer generated projections, coordinate systems and transformations, data structures and discussions of algorithms for specific applications. Prerequisite(s): A Gog 290 or permission of instructor.

A Gog 417 Geography Internships (3–6)
Work in cartography, remote sensing, environmental, or other offices to gain preprofessional experience in applied geography. Carried out under the joint supervision of faculty and the host office. **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.

A Gog 430/Z (= A Pln 430/Z) Environmental Planning (3)
Environmental planning is much more than preservation of pristine land. Through the examination of environmental movements, energy policy, the land use-transportation nexus, environmental justice, and environmental policy formation, at the end of this course, students will be able to: (1) identify how normative bias influences planning and policy choices; (2) describe major conflicts in environmental planning and policy; and (3) understand the relationship of scale and environmental planning/policy options. Prerequisite(s): A Pln 220 or permission of instructor.

A Gog 431 Climatic Change (3)
The evolution of the global climate is explained through the analysis of feedback loops between different components of the climate system; atmosphere, oceans, living organisms, the carbon cycle, volcanic activity and changes in solar luminosity. Emphasis is placed on the study of climate sensitivity to global factors, and application of this knowledge to the forecast of future human-produced climatic changes. Prerequisite(s): A Gog 101 or A Atm 103 or permission of instructor.

A Gog 440 Political Geography (3)
Examines the spatial character of political processes at the local, national and global scales. Major themes include: territory, identity and the state; localism, regionalism and separatism; colonialism and decolonization; geopolitics; and, internal and international political conflicts.

A Gog 442Z Cultural Geography (3)
Examination of current concepts and research in cultural geography through a detailed survey of one of its regional or thematic subfields. Examples of the latter include: the cultural geography of North America, the cultural landscape, the geography of religion. May be repeated once for credit. Prerequisite(s): A Gog102Z or 102 or permission of instructor. [WI]

A Gog 447 Geography of Development and Underdevelopment (3)
An analytical survey of "Third World" development theories and the development strategies they inspire. Topics covered include traditional concepts of natural and human resources identification and use, geographic diffusion, modernization, and economic growth, as well as challenges to the prevailing ideas and practices such as dependency, sustainable development, and community empowerment. Prerequisite(s): junior or senior standing, or permission of instructor. Will not be offered in 2005-2006.

A Gog 450 Independent Study in Geography (1-6)
The student will work independently on a directed reading, field survey, or individual research project in geography. A member of the faculty will authorize and advise the project, which will be dimensioned in proportion to the number of credits being taken. The student will submit a final report for assessment. May be repeated for credit to a total of 6 credits. Prerequisite(s): 9 credits in Geography, Junior or Senior class standing and permission of instructor.

A Gog 470Z (= A Eac 470Z) China After Deng Xiaoping (3)
This course examines some of the issues associated with modernization and economic development in Post-Deng Xiaoping China. The course focuses on the era of economic reform associated with Deng, and is particularly concerned with the social, spatial and political ramifications of China's entry into the global economy. Prerequisite(s): any of the following: A Eac 170, or A Gog 102Z or A Gog 160/160Z or A Gog 220. [WI]

A Gog 479 Fundamentals of Applied Global Positioning Systems (GPS) (3)
This course introduces students to the fundamentals of Global positioning system technology as applied to the geosciences. Topics include background and history, signal structure, resolution, accuracy, data collection techniques, basic geodesy, projections and data, and applications. Field work and lab exercises complement lecture material.

A Gog 480 Advanced Urban Geography (3)
Explores some of the theoretical debates and empirical research conducted by geographers and planners interested in the contemporary city. Adopts a political/economy approach to the investigation of social problems currently pervasive in the capitalist city, including: inner city poverty and the underclass, homelessness, gender-related issues, racial segregation; and crime problems. Prerequisite(s): A Gog 102Z or 102 or A Gog 210 or A Gog 220. May not be offered in 2005-2006.

A Gog 485 Advanced Remote Sensing of Environment (3)
A variety of remote sensing applications and techniques are discussed with reference to geography, planning, and related disciplines. Natural resource classification systems, mapping strategies, and data collection steps are analyzed through empirical exercises. Fundamental concepts of digital image analysis including theory, processing, enhancement, and information extraction are given particular attention. Prerequisite(s): A Gog 385.

A Gog 485Z Advanced Remote Sensing of Environment (3)
A Gog 485Z is the writing intensive version of A Gog 485; only one may be taken for credit. Prerequisite(s): A Gog 385. [WI]

A Gog 495 (= A Pln 455) Introductory MapInfo (1)
Provides students who have, or are developing, a knowledge of Geographic Information Systems (GIS) fundamentals, and who have, or are developing, a knowledge of ArcView software, with a comparable knowledge of MapInfo software. Enables students to use and apply MapInfo to the solution of a wide range of data management, cartographic and public policy programs.

A Gog 496 (= A Pln 456) Geographic Information Systems (3)
Introduction to the structure, design, and application of data base management systems designed to accept large volumes of spatial data derived from various sources. The student will learn how to efficiently store, retrieve, manipulate, analyze, and display these data according to a variety of user-defined specifications. Prerequisite(s): Familiarity with maps and coordinate systems.

A Gog 498 GIS Management (3)
This course provides students with the fundamentals of GIS diffusion theory, organizational theory and management, GIS implementation, spatial date sharing and trends in national data structures. Lectures are complemented by case studies chosen by the student to test ideas discussed in class. Prerequisite(s): A Gog 496 or A Pln 456. May not be offered in 2005-2006.

A Gog 499 Senior Honors Thesis (3,3)
Preparation of an honors thesis under the direction of a member of the Department of Geography and Planning. The student must submit a formal proposal describing the project, and the final thesis must be approved by both the adviser and the Honor's Committee. Prerequisite(s): admission to the honors program.

Planning Courses

Planning is a broad function of the public and private sectors directed at guiding urban and regional development, analyzing physical, social, economic, and environmental issues, and preparing policy alternatives. Many planners work in the public sector, evaluating problems and suggesting solutions in the domains of transportation, housing, economic and community development, urban design, neighborhood revitalization, environmental issues, and policy analysis. Others work in the private and nonprofit sectors, serving as consultants, researchers, real estate developers, community development promoters, and specialists in local economic development. The department administers an interdisciplinary undergraduate minor program in urban studies and planning, and offers undergraduate courses in planning. These courses provide students with insights on urban and regional development from a broad, liberal arts viewpoint, as well as providing background and tools for further study and the professional practice of planning.

A Pln 220 Introductory Urban Planning (3)
Introduces the basic concepts and techniques of urban planning and provides an overview of planning history. Covers land use, transportation, environment, urban design, economic development and social issues. Explores the connections between planning and politics, economic restructuring, social change, and competing ideologies of urban form. [SS]

A Pln 315Z State and Regional Planning (3)
Reviews the theory and practice of state and regional planning in the United States, evaluating a range of contemporary examples. Covers metropolitan regional planning, river basin planning, regional water resource management, state planning and growth management, and environmental impact assessment. Prerequisite(s): A Pln 220.

A Pln 320 International Urban Planning (3)
Provides a general introduction to urban planning as it is practiced in various countries around the world.. For each of the countries covered there will be a discussion of the changing context of urbanization and economic development within which contemporary urban planning has emerged. A Pln 320Z is the writing intensive version of A Pln 320; only one of the two courses may be taken for credit. Prerequisite(s): Either A Gog 220 or A Pln 220 or permission of instructor. [GC OD]

A Pln 320Z International Urban Planning (3)
A Pln 320Z is the writing intensive version of A Pln 320; only of the two courses may be taken for credit.

Prerequisite(s): junior or senior class standing, or permission of instructor. [GC OD WI]

A Pln 328 (= A Gog 328 and A Wss 328) Gender, Space and Place (3)

Power relations and categories of social difference are reflected by dramatic inequalities in local environments, and in the quantity and quality of available space. This course examines, through the lenses of feminist geography and planning, how space is invested with social meaning. It discusses how the built environment affects and reflects relations of gender, sexuality and ethnicity, and considers how these social classifications produce "geographies of difference." Gender is also related to nationalism, colonialism, "geographic skills," and feminist research methodologies. Prerequisite(s): A Gog 125 or A Pln 220 or permission of instructor. Will not be offered in 2005-2006.

A Pln 330 (=A Gog 330) Principles of Environmental Management (3)

Examines issues and problems arising from the interactions between humans and their physical environment. Explores the degradation of environmental systems resulting from human use and modification, as well as the impact of environmental processes on human systems. The policy options for dealing with environmental issues and problems are investigated. Prerequisite(s): A Gog 101 and either A Gog 201 or A Pln 220; or permission of instructor. May not be offered in 2005-2006. [OD]

A Pln 420 Introduction to Real Estate Development (3)

A general introduction to real estate development as an important element in the urban economy and as a field of urban planning activity. Covers legal, economic, and financial perspectives. Emphasis is placed on market analysis and mortgage finance for residential real estate. Prerequisite(s): A Pln 220, or permission of instructor.

A Pln 425 Community Development and Neighborhood Planning (3)

Examines housing needs of households in urban areas. Assesses the relationship between housing and other major challenges to urban households (e.g. poverty, unemployment, infant mortality and neighborhood decline). Considers both traditional and more innovative strategies that seek to address housing needs. Prerequisite(s): A Gog 125 or A Pln 220.

A Pln 426 Community Development and Neighborhood Planning Workshop (1–4)

Provides students an opportunity to obtain "real world" experience assisting a local community or neighborhood group. Students work under supervision on both team and individual projects that address specific needs of communities (e.g. housing, education, public safety, transportation, health) in the Capital District. Prerequisite(s): A Pln 425. May not be offered in 2005-2006.

A Pln 430/Z (= A Gog 430/Z) Environmental Planning (3)

Environmental planning is much more than preservation of pristine land. Through the examination of environmental movements, energy policy, the land use-transportation nexus, environmental justice, and environmental policy formation, at the end of this course, students will be able to: (1) identify how normative bias influences planning and policy choices; (2) describe major conflicts in environmental planning and policy; and (3) understand the relationship of scale and environmental planning/policy options. Prerequisite(s): A Pln 220 or permission of instructor.

A Pln 432 Parks, Preservation, and Heritage Planning (3)

Explains the rise of heritage planning as a unifying theme to link environmental, land-use, and community planning. Integrates parks, greenways, historic preservation, and cultural resources as means to develop and preserve the distinctive character of local communities, to foster local pride, and to promote tourism. Discusses the origins, organization and management of heritage programs, and the special problems of heritage planning for minority groups and bygone cultures. Prerequisite(s): A Pln 220, or permission of instructor.

A Pln 436 Landscape Planning (3)

Explores the theory and practice of large-scale landscape planning and examines issues of human use, exploitation, and protection of the landscape. Draws from the practice of landscape architecture and community planning and outlines the principles of environmentally-based land-use planning. Prerequisite(s): junior or senior class standing, and A Pln 220 and A Gog 101, or equivalent courses. May not be offered in 2005-2006.

A Pln 437 Landscape Planning Workshop (3-4)

Creation of a landscape plan for a local or regional agency or nonprofit. Plan will balance protection of the natural and cultural environment with the need for human uses of the landscape including community growth and development. Draws from the practice of landscape architecture and community planning, and includes field research, community consultation, report writing and mapping. Students serve as team members in the preparation of the plan. Prerequisite(s): junior or senior class standing, A Pln 220 and Gog 101 or equivalents, and GIS (A Gog 496/A Pln 456 or proficient ArcView or MapInfo user skills). May not be offered in 2005-2006.

A Pln 443 Transportation History and Policy (3)

Examines the history of transportation systems and policy in the United States. Emphasis on understanding the political and social forces that influence decision-making at the federal, state, and local levels. The roles of corporate investment, and of citizen interests and participation are examined. Prerequisite(s): A Pln 220 or permission of the instructor.

A Pln 449 Bicycle and Pedestrian Transportation Planning (3)

Covers planning, design, implementation and management of systems of non-motorized transportation, particularly the 'human-powered' modes of bicycling and walking. Involves students in the design of bikeways, walkways, intersections and parking facilities, and in the evaluation of alternative transportation technologies. Prerequisite(s): A Pln 220 or permission of instructor.

A Pln 451 Introductory Computer Aided Design (1)

Provides an introduction to Computer Aided Design and Drafting (CADD), enabling students to understand the basic principles of CADD and to use CADD software.

A Pln 452 (formerly A Pln 450) CADD in Planning (3)

Applies the concepts and theories underlying Computer Aided Design and Drafting (CADD) to site planning, urban design and land-use mapping, including 2D concept diagrams, site plan detail and 3D perspectives. Also reviews rendering, 4D applications, visualization, and CADD management.

A Pln 455 (A Gog 495) Introductory MapInfo (1)

Provides students who have, or are developing, a knowledge of Geographic Information Systems (GIS) fundamentals, and who have, or are developing, a knowledge of ArcView software, with a comparable knowledge of MapInfo software. Enables students to use and apply MapInfo to the solution of a wide range of data management, cartographic and public policy programs.

A Pln 456 (= A Gog 496) Geographic Information Systems (3)

Introduction to the structure, design, and application of data base management systems designed to accept large volumes of spatial data derived from various sources. The student will learn how to efficiently store, retrieve, manipulate, analyze, and display these data according to a variety of user-defined specifications. Prerequisite(s): familiarity with maps and coordinate systems.

A Pln 474 Site Planning (2)

Introduction to the theory, rationale and practice of site planning. Traces the design process from program to construction detailing and specification. The review and regulatory context are considered. Ramifications of design choices are explored including effects on ambiance, perception of space and form, human comfort, function of materials, and effects on costs. Prerequisite(s): A Pln 220 or permission of instructor. May not be offered in 2005-2006.

A Pln 475 Urban Design (3)

Introduction to the theory, rationale and practice of urban design. Covers design and layout criteria, regulation and review, and case studies of the urban design process. Prerequisite(s): A Pln 220 or permission of instructor.

A Pln 476 Urban Design and Site Planning Workshop (1-4)

Involves students in supervised team projects doing practical urban design and/or site planning work. Through investigation, fieldwork and discussion, student groups prepare proposals for the design and layout of a specific site or axis. Prerequisite(s): A Pln 220.

A Pln 485 Topics in Planning (1-4)

Selected topics in specific sub-fields of planning. Topics will be indicated in the course schedule and in departmental announcements. May be repeated once for credit. Prerequisite(s): A Pln 220 and junior or senior class standing.

A Pln 490 Planning Internship (3, 3)

Provides students with practical work experience in the general field of urban and regional planning. Internship placements are typically with federal, state, or local government agencies, consultancy firms, community development corporations, or private, voluntary or political action groups specializing in a specific sub-field relating to planning. Supervisor's reference and final report required. **Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher.** Prerequisite(s): A Pln 220 and permission of instructor. *S/U* graded.

A Pln 497 Independent Study in Planning (2–4)

Provides an opportunity for students with a strong interest in a specific topic or sub-field in urban and regional planning to do directed reading, independent study or research with faculty supervision. May be repeated once, but not for more than a total of 6 credit hours. Prerequisite(s): A Pln 220 and junior or senior class standing.

DEPARTMENT OF HISTORY

Faculty
Distinguished Teaching Professor
Warren E. Roberts, Ph.D. (Collins Fellow)
University of California, Berkeley
Distinguished Service Professor
Sung Bok Kim, Ph.D. (Collins Fellow)
Michigan State University
Professors Emeritae/i
Thomas Barker, Ph.D.
University of Minnesota
Robert R. Dykstra, Ph.D.
University of Iowa
June E. Hahner, Ph.D.
Cornell University
William T. Reedy, Ph.D.
Johns Hopkins University
Bruce B. Solnick, Ph.D.
New York University
Robert F. Wesser, Ph.D.
University of Rochester
Joseph F. Zacek, Ph.D.
University of Illinois
Professors
Allen B. Ballard, Ph.D. (Collins Fellow)
Harvard University
Graham J. Barker-Benfield, Ph.D.
University of California, Los Angeles
Iris Berger, Ph.D. (Department Chair)
University of Wisconsin
Ronald M. Berger, Ph.D.
University of Wisconsin
Kermit L. Hall, Ph.D.
University of Minnesota
Richard Hamm, Ph.D.
University of Virginia
H. Peter Krosby, Ph.D.
Columbia University
John Monfasani, Ph.D.
Columbia University
Dan S. White, Ph.D.
Harvard University
Lawrence S. Wittner, Ph.D.
Columbia University
Gerald Zahavi, Ph.D.
Syracuse University
Associate Professor Emeritae/i
DeWitt C. Ellinwood, Ph.D.
Washington University
Associate Professors
Donald Birn, Ph.D.
Columbia University
Richard H. Kendall, Ph.D.
Yale University
Nadieszda Kizenko, Ph.D.
Columbia University
Ivan D. Steen, Ph.D.
New York University
Ann F. Withington, Ph.D.
Yale University
Associate Professors Emeritae/i
Clara J. Tucker, Ph.D.
Syracuse University
Assistant Professors
Charlotte J. Brooks, Ph.D.
Northwestern University
Susan M. Gauss, Ph.D.
SUNY at Stony Brook
Rachel Jean-Baptiste, Ph.D.
Stanford University
Amy E. Murrell-Taylor, Ph.D.
University of Virginia
Jennifer M. Rudolph, Ph.D.
University of Washington
Affiliated Faculty
Anthony DeBlasi, Ph.D.
Harvard University
Department of East Asian Studies
Phillip B. Eppard, Ph.D.
Brown University
School of Information Science and Policy
Stanley J. Isser, Ph.D.
Columbia University
Department of Judaic Studies
Vivien W. Ng, Ph.D.
University of Hawaii
Department of Women's Studies
Mark A. Raider, Ph.D.
Brandeis University
Department of Judaic Studies
Adjuncts: 6
Teaching Assistants: 23

The objective of the Department is to provide its students with a thorough grounding in the past, seen from both social scientific and humanistic perspectives, and in the nature of history and historical analysis. The Department prepares undergraduates for a variety of career options which rely upon a sound liberal arts education, as well as for graduate study in both academic and professional fields.

To accomplish its objectives, the Department offers programs leading to the B.A., the M.A., the Certificate of Advanced Study in Public History, and the Ph.D. An honors program and a combined B.A./M.A. program are also available to qualified students. In addition, the Department participates in several interdepartmental programs, including Africana Studies, Asian Studies, Women's Studies, Judaic Studies, Latin American, Caribbean, and U.S. Latino Studies, Medieval and Renaissance Studies, and Russian and East European Studies.

Careers

The study of history prepares students for a variety of career paths, extending from fields such as law, education, and religion, to journalism and media ventures, and to business and government service. The Department maintains a Career Advisory Network, which is designed to link History majors to graduates who have gone on to employment in a broad range of professions.

Special Programs or Opportunities

The department encourages its majors to participate in those international programs relevant to their particular historical interests. For more detailed information, see the section on the Office of International Programs. The department also offers its undergraduate students opportunities for internships in local museums and historical agencies through A His 499.

Degree Requirements for the Major in History

General Program

B.A.: A minimum of 36 credits in history including a minimum of 18 credits at or above the 300 level from course work listed under one of the designated fields of concentration: United States or Europe, a minimum of 6 credits in courses at the 300 level or above outside the field of concentration. Alternatively, a World History concentration is available with 24 credits of course work at or above the 300 level (which may include A His 286 and A His 287). Of these 24 credits, a minimum of 6 credits and a maximum of 9 credits are allowed from courses in United States and/or European history. *[Note: Students who declare the history major before September 2005 may also choose to concentrate in either Asian or Ibero-American History.]*

Honors Program

Each spring semester the Department of History admits qualified students into the honors program in history. The purpose of the honors program is to provide well-qualified students with closer contact with faculty and more intensive training in historical research and writing than is normally possible.

Students may be admitted to the program in the spring semester of their junior year after formally declaring a major in history. To be admitted, students must have completed 15 credits of course work in history (at least 6 of these credits must be at or above the 300-level and must have been earned at the University at Albany). In addition, students must have a cumulative grade point average of at least 3.25 overall and an average in history of 3.50. Interested students should contact the Director of Undergraduate Studies in the Department of History for more information on the application process. *Completed applications should be submitted no later than February 1 of the junior year.*

Students admitted to the honors program are required to complete a minimum of 36 credits in history, fulfilling all the "Requirements for the Major" listed above. Within the 36 credits, the student must complete the following three honors courses. Credits from these honors program courses (A His 495Z, 496Z, and 497Z) can be counted toward the above requirements and will be credited toward the concentration most appropriate to the subject of the student's honors thesis (for example, "American" or "European" or "World History").

- A His 497Z, Independent Research and Writing in History, 4 credits, to be taken during the fall of the student's senior year under the supervision of a thesis advisor secured by the student.
- A His 495Z and 496Z, Senior Honors Thesis Seminar, 4 credits each. This seminar will meet throughout the year under the supervision of a department faculty member and will offer students a small-seminar format for learning about historical research and writing, as well as for sharing and critiquing their own work. By the end of the year each student will, in conjunction with this seminar, product a thesis based on original research that is no longer than 60 pages in length.

Students in the honors program will gain priority in registration for these upper-level history courses and will gain access to the History Department's computing workshop to assist in writing the thesis.

Department faculty members will evaluate the students' progress at the end of the spring semester senior year. Students will be judged eligible for graduation "with honors in history" based on the quality of their thesis as well as the satisfactory completion of all other curricular requirements with a grade point average of at least a 3.50 average in history and 3.25 overall. All these will also be automatically considered for a prize for best undergraduate honors thesis in history. Students selected to graduate "with honors in history" will be honored formally at the departmental graduation ceremony in May.

Combined B.A./M.A. Program

The combined B.A./M.A. program in history 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 138 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 major program in history described previously, the minor requirement, the minimum 90-credit liberal arts and sciences requirement, General Education, 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, other professional experience, and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.A. programs.

A cumulative grade point average of 3.20 or higher and three supportive letters of recommendation from faculty, one of whom must be from the Department of History, are required for consideration. Students are admitted to the combined program upon the recommendation of the department's Graduate Committee.

Introductory and General Courses

A His 100 American Political and Social History I (4)
Survey of American history from early times to the Civil War, with emphasis on the development of our political, constitutional, economic, social, and cultural institutions. A His 100Z is the writing intensive version of A His 100; only one may be taken for credit. [US]

A His 100Z American Political and Social History I (4)
A His 100Z is the writing intensive version of A His 100; only one may be taken for credit. [US WI]

A His 101 American Political and Social History II (3)
Survey of American history from the Civil War to the present, with emphasis on the development of our political, constitutional, economic, social, and cultural institutions. A His 101Z is the writing intensive version of A His 101; only one may be taken for credit. [US]

A His 101Z American Political and Social History II (4)
A His 101Z is the writing intensive version of A His 101; only one may be taken for credit. [US WI]

A His 130 History of European Civilization I (3)
Survey of the political, economic, social, and cultural history of the West from its origins to the 18th century. A His 130Z is the writing intensive version of A His 130; only one may be taken for credit. [EU]

A His 130Z History of European Civilization I (4)
A His 130Z is the writing intensive version of A His 130; only one may be taken for credit. [EU WI]

A His 131 History of European Civilization II (3)
Survey of the political, economic, social, and cultural history of the West from the 18th century to the present. A His 131Z is the writing intensive version of A His 131; only one may be taken for credit. [EU]

A His 131Z History of European Civilization II (4)
A His 131Z is the writing intensive version of A His 131; only one may be taken for credit. [EU WI]

A His 140/Z (=A Lcs 100) Cultures of Latin America (3)
Survey of the diverse pre-Columbian and New World societies and cultures of Spanish and Portuguese America from the pre-conquest period to the present. Broadly interdisciplinary introduction to the historical development of Latin American society, culture, politics, and economics with a special emphasis on elements such as race, gender, and class. A Lcs 100Z and A His 140Z are the writing intensive versions of A Lcs 100 or A His 140. Only one of A Lcs 100, A Lcs 100Z, A His 140, and A His 140Z may be taken for credit. Prerequisite(s): Any course in Latin American Studies and/or Women's Studies and/or History. [BE]

A His 145 (= A Ant 145 and A Lcs 145) Continuity and Change in Latin America (3)
Introduction to the historical development of Latin America's diverse cultural heritage and to its contemporary institutions and civilization. The perspective will be broadly interdisciplinary and will reflect diverse approaches and fields. Only one of A His 145, A Ant 145, & A Lcs 145 may be taken for credit. [BE]

A His 158 The World in the 20th Century (3)
This course will look at the ethnic and racial diversity of the contemporary United States and provide a historical context for understanding this diversity. By providing an understanding of the history and culture of the formerly colonized world, and the ideologies of domination used to justify colonization, the course will attempt to sensitize students to the diverse history of Americans. The course will introduce segments on recent American immigration such as Asian and Hispanic immigration. The course will also seek to provide a framework that places the United States within a global context of culture, politics, and economics. The course will also examine how American social movements such as the women's movement, and the Civil Rights movement have affected similar movements elsewhere, and to what extent these struggles in turn have reverberated and shaped contemporary American social movements. A His 158Z is the writing intensive version of A His 158; only one may be taken for credit. [DP if taken *before* Fall 2004; GC]

A His 158Z The World in the 20th Century (4)
A His 158Z is the writing intensive version of A His 158; only one may be taken for credit. [DP GC WI]

A His 170 (= A Lcs 102) Introduction to Caribbean History (3)
An introduction to the history of culture contact in the Caribbean from the pre-Columbian Arawaks and Caribs, through the infusion of European and African cultures, to the emergence of the leadership of the United States in 1898. Special emphasis on the social and economic development of the plantation system, the intercontinental trade system, slavery, and the struggle for abolition and self-determination. Only one of A Lcs 102 and A His 170 may be taken for credit. [BE]

A His 176 Cultures and Societies of Asia: An Historical Survey I (3)
Introduction to the cultures of South Asia (Indian subcontinent), and Southwest Asia. The story of the development of their major institutions and cultural and social patterns, along with the examination of the interactions among cultures. A survey of the history of these areas from their historical beginnings to the present. May not be offered in 2005-2006. [BE]

A His 177 (= A Eas 177) Cultures and Societies of Asia: An Historical Survey II (3)
An introduction to the history and cultures of East Asia (China, Japan, and Korea), their major institutions and their religious and philosophical traditions from ancient times to the present. A His 177Z is the writing intensive version of A His 177; only one may be taken for credit. [BE]

A His 177Z (= A Eas 177Z) Cultures and Societies of Asia: An Historical Survey II (4)
A His 177Z is the writing intensive version of A His 177; only one may be taken for credit. [BE WI]

A His 220 Public Policy in Modern America (3)
This course focuses on the history of four major domestic policies: welfare, civil rights, economic policy, and health policy. Students assess the relevance of history to current political debates and analysis of public policy. Group workshops and debates will enable students to engage in active learning while grappling with these larger questions. [SS] [US*]

A His 225 (= A Jst 225) Hollywood and the Jews (3)
An examination of the history of Hollywood and the Jewish relationship to the American motion picture industry. Investigates a representative sample of films and movies and explores the impact of the fictionalized landscape of the Jewish mind on American culture and values. [DP]

A His 235 Early and Medieval Christianity (3)
Survey of the intellectual, ritual, and institutional development of Christianity from the apostles to the later Middle Ages. A His 235Z is the writing intensive version of A His 235; only one may be taken for credit. [EU]

A His 235Z Early and Medieval Christianity (4)
A His 235Z is the writing intensive version of A His

235; only one may be taken for credit. [EU WI]

A His 250 (= A Jst 250) The Holocaust in History (3)
An examination of the Jewish experience in the Second World War in the broader context of twentieth century history. Topics surveyed include anti-Semitism, Nazism, the role of the witness and the issue of collective guilt. Only one of A His 250 & A Jst 250 may be taken for credit. [EU]

A His 253 (= A Jst 253 and Rel 253) Medieval Jews Among Muslims and Christians (3)
Studies Jewish history, life and culture in the contexts of the Muslim and Christian civilizations of the Middle Ages. Discusses differences among Jews, Muslims and Christians; emphasizes reactions to persecution, Jewish autonomy and social life as a minority group in a majority culture, and the development of Jewish law, literature, philosophy and mysticism. Only one of A His 253 & A Jst 253, 343, 343Z & A Rel 253 may be taken for credit. [EU]

A His 255 (= A Jst 255) The Holocaust: Lessons and Legacies (3)
Offers a general, nonspecialized cultural studies approach to the Holocaust, the destruction of European Jewry by Nazi Germany during World War II. Examines European Jewish life as well as the history, cultural significance and public importance of the Holocaust through multiple perspectives. Utilizes historical studies, a film series, literary works and guest lecturers. Only one of A His 255 & A Jst 255 may be taken for credit. [GC]

A His 256 Women in European History (3)
Survey of the role and position of women in European society from antiquity to the present, concentrating on social, economic, political, and intellectual aspects of women's lives and on cultural attitudes and ideologies concerning women. May not be offered in 2005-2006.

A His 257 (= A Jst 257) Jews, War & Revolution: West European Jewry, 1770–1918 (3)
An examination of Jewish history in Central and West Europe that highlights the transformation and politicization of Jewish life in the modern era. One-third of the course is devoted to the impact of "German" Jewish immigrants on American Jewish life and American society. [EU]

A His 258 (= A Jst 258) Jews, War & Revolution: East European Jewry, 1772-1918 (3)
An examination of Jewish history in Poland and Imperial Russia and the era of mass Jewish migration to the USA. Highlights the modernization, emancipation, and politicization of Jewish life in Eastern Europe. One-third of the course is devoted to the impact of East European Jewish immigrants on American Jewish life and American society. [EU]

A His 259 (= A Wss 260) History of Women and Social Change (3)
With an emphasis on the diversity of U.S. women, this course examines the social, historical, and economic forces that have shaped U.S. women's lives from about 1800-1970 and the contexts within which women have participated in and sometimes led social and political movements. [US*]

A His 260 (= A Eas 260) China in Revolution (3)
This course examines China's four great twentieth century revolutions: the 1911 Revolution, the 1949 Communist Revolution, the Great Proletarian Cultural Revolution, and the reforms of the 1980's and 1990's. Topics include authority and dissent, constituency mobilization, the relationship between urban and rural regions, and the changing nature of ideology in China. [BE]

A His 263Z Art, Music, and History: A Multimedia Approach I (4)
Survey of Western art and music from the Middle Ages to about 1750. Art and music will be used to illuminate history, and history will be used to further an understanding of art and music. [AR EU HU WI]

A His 264Z Art, Music, and History: A Multimedia Approach II (4)
Survey of Western art and music from about 1750 to the present. Art and music will be used to illuminate history, and history will be used to further an understanding of art and music. [AR EU HU WI]

A His 275 (= A Jst 275) Antisemitism in Historical Perspective (3)
This course studies the development and varying forms of antisemitism in Western history. The course is divided into three segments: 1) the anti-Judaism of early Christianity and the rise of medieval antisemitism in Christian Europe; 2) the modernization of antisemitism in European society up to World War II; 3) the impact of antisemitism in American history. Learning materials include analytic texts, fiction, films and guest lecturers. Only one of A His 275 & A Jst 275 may be taken for credit. [DP EU GC]

A His 286 (= A Aas 286) African Civilizations (3)
Africa from prehistoric times to 1800 with emphasis on sub-Saharan Africa, the development of indigenous states and their response to Western and Eastern contacts. Only one of A Aas 286 & A His 286 may be taken for credit. [BE]

A His 287 (= A Aas 287) Africa in the Modern World (3)
Africa since 1800: exploration, the end of the slave trade, the development of interior states, European partition, the colonial period, and the rise of independent Africa. Only one of A Aas 287 & A His 287 may be taken for credit. [BE]

A His 291 (=A Jst 291 and A Rel 291) Messiah and Messianism in Judaism and Christianity (3)
Origins of Jewish and Christian messianism in the Old and New Testaments and related literature. Topics include the projection of a society's ultimate values, and the tension caused by the actual attempts to realize those values; i.e., to achieve salvation through messianic movements. Only one of A His/Jst/Rel 291 may be taken for credit. May not be offered in 2005-2006.[GC]

A His 292 Trials in United States History (3)
This course examines various historic Anglo-American criminal trials. To introduce the discipline of history, trials are explored in their legal and social settings so students can learn the purposes of trials in past cultures. Course topics can include insanity defense, free speech, racism, press coverage, honor, and gender relations. May not be offered during 2005-2006. [US*]

A His 293 History of Women in the Americas (3)
An historical survey of the role of women in the United States, Canada, and Latin America from colonial times to the present with emphasis on social, intellectual, and political developments and feminist movements. May not be offered during 2005-2006. [GC]

A His 296 Peace in the Nuclear Age (3)
An historical approach to peace studies. This course examines the background of the contemporary international arms race. Twentieth century peace movements and efforts at disarmament and armaments control are emphasized. [GC]

A His 297 (= A Rel 297) Religion and Society in History (3)
This course will focus on the role religion has played in societies from antiquity to the present. Our examination will include the anointed kings of ancient Israel, the idealized unity of emperor and patriarch in Byzantium, the universal claims of the Holy Roman Empire, the role of the prophet in Islam, the divinity of the Emperor in China and Japan, the conception of the monarchy in Western and Eastern Europe, the anti-religious rhetoric of European revolutions, the separation of church and state in contemporary secular societies, the current revival of fundamentalism, and the persistence of wars based on religion. Architecture, music, iconography, and rituals will be examined for the information they provide. [GC HU]

A His 297Z (= A Rel 297Z) Religion and Society in History (4)
A His 297Z is the writing intensive version of A His 297; only one maybe taken for credit. [GC HU WI]

A His 304Z Albany: The City and Its Architecture (4)
As a city, Albany is rich in Classical, Medieval, and Modern architecture. This course will examine that architecture and the forces, social, economic, and political, that brought it into being. [WI]

A His 386 (= A Aas 386) Race and Conflict in South Africa (3)
Study of the historical origins and development of racial conflict in South Africa with a concentration on economic. political, social and religious change in the 20th century. Topics will include: changing state structures and ideologies, the impact of industrialization, transformations of rural and urban life, African religious movements, political and religious connections with Black Americans, gender relations, and changing forms of popular resistance against white domination. A His 386Z is the writing intensive version of A His 386 & A Aas 386; only one may be taken for credit. Prerequisite(s): 3 credits of A His or A Aas course work, or junior or senior class standing. [BE]

A His 386Z (= A Aas 386) Race and Conflict in South Africa (4)
A His 386Z is the writing intensive version of A His 386; only one may be taken for credit. Prerequisite(s): 3 credits of A His or A Aas course work, or junior or senior class standing. [WI] [BE]

A His 476 Colloquium in African History (3)
Specific topic to be examined in the colloquium will be announced at the time the course is offered, and students may obtain a course description from the department at the time of advance registration. Prerequisite(s): junior or senior class standing. Permission of instructor may be required. A His 476Z is the writing intensive version of A His 476. May not be offered in 2005-2006.

A His 476Z Colloquium in African History (4)
A His 476Z is the writing intensive version of A His 476. Only one may be taken for credit. Prerequisite(s): junior or senior class standing. Permission of Instructor may be required. May not be offered in 2005-2006. [WI]

Concentration in the History of the United States

A His 300 The History of American Indians and the United States (3)
A detailed survey of the history of the North American Indians, particularly those now within the territory of the United States, as communities and nations, from the period of first contact to the present. Only one may be taken for credit. Prerequisite(s): A His 100 or A His 100Z. May not be offered in 2005-2006. [US*]

A His 300Z The History of American Indians and the United States (4)
A detailed survey of the history of the North American Indians, particularly those now within the territory of the United States, as communities and nations, from the period of first contact to the present. Only one may be taken for credit. Prerequisite(s): A His 100 or A His 100Z. May not be offered in 2005-2006. [US* WI]

A His 301 Approaches to the History of American Indian Peoples (3)
This course provides an in-depth exploration of specific Tribal Nations and major cultural themes in American Indian history, such as political relations, economic relations, and religious relations. Only one may be taken for credit. Prerequisite(s): A His 300 or A His 300Z. May not be offered in 2005-2006.

A His 301Z Approaches to the History of American Indian Peoples (4)
This course provides an in-depth exploration of specific Tribal Nations and major cultural themes in American Indian history, such as political relations, economic relations, and religious relations. Only one may be taken for credit. Prerequisite(s): A His 300 or A His 300Z. May not be offered in 2005-2006. [WI]

A His 302Z American Art and the Western Tradition (4)
By focusing on types of art (the portrait, history painting, genre painting, landscape art, etc.) and artistic styles (Neoclassicism, Romanticism, Realism, Impressionism, Abstract Expressionism, etc.) the course will examine the development of American art from its European origins. The main focus of the course is how American art—even with its European origins—becomes distinctively American. Particular attention will be given to American art that can be seen locally, from the Hudson River Collection in the Albany Institute of Art and History to the Tiffany windows in Albany and Schenectady. [WI]

A His 303Z American Architecture and the Western Tradition (4)
The various styles of American architecture will be examined in connection with their European antecedents, from Colonial times to the present. One theme of the course will be how styles derived from Europe-Gothic Revival, Romanesque Revival, and so on, take on distinctive American characteristics. Another theme will be the connection between nineteenth-century historicist architecture and the pioneers of modern architecture such as Louis Sullivan and Frank Lloyd Wright. Particular importance will be given to the architecture of Albany, Troy, and Schenectady. [WI]

A His 305 Colonial America to 1763 (3)
Survey of major aspects and events in the colonial period, with particular emphasis on the growth of uniquely American culture and institutions. A His 305Z is the writing intensive version of A His 305; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history.

A His 305Z Colonial America to 1763 (4)
A His 305Z is the writing intensive version of A His 305; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [WI]

A His 306 The Era of the American Revolution, 1763–1815 (3)
Detailed survey of the American Revolution, the making of the Constitution, and the historic experiment in federal-republicanism; the clash of ideas and interests on the rapidly changing domestic and foreign scenes; the search for unity in the new nation. A His 306Z is the writing intensive version of A His 306; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history.

A His 306Z The Era of the American Revolution, 1763–1815 (4)
A His 306Z is the writing intensive version of A His 306; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [WI]

A His 307 Nationalism and Reform, 1815–48 (3)
Survey of the growth of nationalism, the emergence of a reform impulse, the age of individualism and egalitarianism, the development of the second American party system, and technological, cultural, and social change. A His 307Z is the writing intensive version of A His 307; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history.

A His 307Z Nationalism and Reform, 1815–48 (4)
A His 307Z is the writing intensive version of A His 307; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [WI]

A His 308 Division and Reunion, 1848–77 (3)
Causes of the American Civil War, the war on military and civilian fronts, and Reconstruction and its aftermath. A His 308Z is the writing intensive version of A His 308; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history.

A His 308Z Division and Reunion, 1848–77 (4)
A His 308Z is the writing intensive version of A His 308; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [WI]

A His 309 The Gilded Age, 1877–1900 (3)
Detailed survey of the complexity and diversity of the period, emphasizing the impact of industrialization, urbanization, and mass immigration upon politics, diplomacy, agriculture, labor, religion, and thought. A His 309Z is the writing intensive version of A His 309; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history.

A His 309Z The Gilded Age, 1877–1900 (4)
A His 309Z is the writing intensive version of A His 309; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [WI]

A His 310/Z History of Women in the United States (3-4)
A survey of women in the United States from the seventeenth century to the present, emphasizing women's changing social, economic, and political positions. Topics will include: work, politics and reform movements, education, sexuality, and family life. This course will also consider how race and ethnicity, region, class, and gender have shaped women's experience in diverse ways.

A His 311 History of American Foreign Policy I (3)
Historical survey of United States relations with other countries emphasizing the interplay of domestic and international issues and covering the period from the American Revolution to 1920. A His 311Z is the writing intensive version of A His 311; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [US]

A His 311Z History of American Foreign Policy I (4)
A His 311Z is the writing intensive version of A His 311; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [US WI]

A His 312 History of American Foreign Policy II (3)
Historical survey of United States relations with other countries emphasizing the interplay of domestic and international issues and covering the period from 1920 to the present. A His 312Z is the writing intensive version of A His 312; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [US]

A His 312Z History of American Foreign Policy II (4)
A His 312Z is the writing intensive version of A His 312; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [US WI]

A His 313 Constitutional History of the United States (3)
Survey and analysis of the impact of the federal Constitution with its changing interpretations on the political, social, and economic life of the nation. Special emphasis is given to the role of the President and of the Supreme Court in effecting constitutional change. A His 313Z is the writing intensive version of A His 313; only one may be taken for credit. Prerequisite(s): junior or senior class standing or 3 credits in history . [US*]

A His 313Z Constitutional History of the United States (4)
A His 313Z is the writing intensive version of A His 313; only one may be taken for credit. Prerequisite(s): junior or senior class standing or 3 credits in history .[US WI]

A His 314 The Progressive Generation: 1900–1932 (3)
Intensive examination of society and politics in the United States in an age of reform and reaction. Special emphasis on important personalities, such as Theodore Roosevelt, Woodrow Wilson, and Herbert Hoover; also consideration of major themes, such as progressivism, World War I, and the business civilization of the Twenties. Prerequisite(s): junior or senior class standing, or 3 credits in history. A His 314Z is the writing intensive version of A His 314; only one may be taken for credit.

A His 314Z The Progressive Generation: 1900–1932 (4)
Prerequisite(s): junior or senior class standing, or 3 credits in history. A His 314Z is the writing intensive version of A His 314; only one may be taken for credit. [WI]

A His 315 Roosevelt to Reagan, 1933–1988 (3)
Intensive examination of United States political history from the Great Depression to the 1980's. Special emphasis on the welfare state, the Cold War, the President and Congress, and the relationship between citizens, public policy, and the political process. Prerequisite(s): junior or senior class standing, or 3 credits in history. A His 315Z is the writing intensive version of A His 315; only one may be taken for credit.

A His 315Z Roosevelt to Reagan, 1933–1988 (4)
Prerequisite(s): junior or senior class standing, or 3 credits in history. A His 315Z is the writing intensive version of A His 315; only one may be taken for credit. [WI]

A His 316 Workers and Work in America, 1600–Present (3)
A survey of the transformation of work and workers in America from the years of the first white settlement to the present. Topics will include: indentured servants; artisan work and culture; household production and the revolutionizing role of merchant capitalism; slave labor; industrialization; race, gender, ethnicity and the segmentation of work and workers; the rise of the labor movement; labor radicalism. A His 316Z is the writing intensive version of A His 316; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [US*]

A His 316Z Workers and Work in America, 1600–Present (4)
A His 316Z is the writing intensive version of A His 316; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [US* WI]

A His 317 History of the American City to 1860 (3)
Chronological and topical survey of the American urban scene, with emphasis on the causes and consequences of urban growth, the similarities and differences among various cities, and the attempts to fulfill the needs of an urban environment. This session begins in the colonial period and traces development to the second half of the 19th century. Prerequisite(s): junior or senior class standing, or 3 credits in history. A His 317Z is the writing intensive version of A His 317; only one may be taken for credit. [US]

A His 317Z History of the American City to 1860 (4)
Prerequisite(s): junior or senior class standing, or 3 credits in history. A His 317Z is the writing intensive version of A His 317; only one may be taken for credit. [US WI]

A His 318 History of the American City Since 1860 (3)
Chronological and topical survey of the American urban scene, with emphasis on the causes and consequences of urban growth, the similarities and differences among various cities, and the attempts to

fulfill the needs of an urban environment. This session examines the urban scene from the late 19th century to the present. Prerequisite(s): junior or senior class standing, or 3 credits in history. A His 318Z is the writing intensive version of A His 318; only one may be taken for credit. [US]

A His 318Z History of the American City Since 1860 (4)
Prerequisite(s): junior or senior class standing, or 3 credits in history. A His 318Z is the writing intensive version of A His 318; only one may be taken for credit. [US WI]

A His 321 American Social History: European Settlement to Civil War (3)
Historical survey and analysis of American society with attention to immigration, ethnic groups, labor problems, changing class and family structure, population, and mobility patterns. A His 321Z is the writing intensive version of A His 321; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [US]

A His 321Z American Social History: European Settlement to Civil War (4)
A His 321Z is the writing intensive version of A His 321; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [US WI]

A His 322 American Social History: Civil War to Present (3)
Historical survey and analysis of American society with attention to immigration, ethnic groups, labor problems, changing class and family structure, population, and mobility patterns. A His 322Z is the writing intensive version of A His 322; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history.[US]

A His 322Z American Social History: Civil War to Present (4)
A His 322Z is the writing intensive version of A His 322; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [US WI]

A His 323 Race and Ethnicity in 20th Century America (3)
This course examines twentieth century American history through the lens of race and ethnicity, looking at issues such as immigration and gender and at specific events and movements. The course will also consider race and ethnicity beyond black and white frameworks, exploring the experiences of Asian Americans, Latinos, and Native Americans.

A His 324 Religion in American Life and Thought (3)
The development of religious thought and institutions in this country from colonial Puritanism and Anglicanism to the pluralistic religious/secular American society of today. Emphasis on the relationships among religious thought, religious institutions, and society. A His 324Z is the writing intensive version of A His 324; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. May not be offered in 2005-2006.

A His 324Z Religion in American Life and Thought (4)
A His 324Z is the writing intensive version of A His 324; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. May not be offered in 2005-2006. [WI]

A His 325 The Quest for Equality in United States History (3)
Examination of social and political movements seeking a more egalitarian social order, including abolitionism, communitarianism, trade unionism, populism, anarchism, socialism, racial egalitarianism, and feminism. A His 325Z is the writing intensive version of A His 325; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [US*]

A His 325Z The Quest for Equality in United States History (4)
A His 325Z is the writing intensive version of A His 325; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [US* WI]

A His 326 History of New York State (3)
The social, economic, and political development of New York from the Dutch colonial period to the present. A His 326Z is the writing intensive version of A His 326; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. May not be offered in 2005-2006.

A His 326Z History of New York State (4)
A His 326Z is the writing intensive version of A His 326; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. May not be offered in 2005-2006.[WI]

A His 327 The Roles of Law in American History (3)
This course explores law in the American social and political context, focusing on the use of law by various groups in the American past for different purposes. It is composed of topical units in which students read mostly primary materials (cases, laws, and treatises), as well as monographs, and meet to discuss them. A His 327Z is the writing intensive version of A His 327; only one may be taken for credit. Prerequisite(s): junior or senior class standing. May not be offered 2005-2006. [US]

A His 327Z The Roles of Law in American History (4)
A His 327Z is the writing intensive version of A His 327; only one may be taken for credit. Prerequisite(s): junior or senior class standing. May not be offered 2005-2006. [US WI]

A His 328 Lawyers in American Life, 1607 to Present (3)
This course examines the legal profession, showing how law, through lawyers, has operated in American history. It is interdisciplinary in focus and utilizes a multimedia methodology. Topics to be covered will include: legal education, lawyers as heroes, lawyers as reformers and radicals, development of the business of lawyering, and emergence of women and minority lawyers. A His 328Z is the writing intensive version of A His 328; only one may be taken for credit. Prerequisite(s): junior or senior class standing. May not be offered 2005-2006. [US]

A His 328Z Lawyers in American Life, 1607 to Present (4)
A His 328Z is the writing intensive version of A His 328; only one may be taken for credit. Prerequisite(s): junior or senior class standing. May not be offered 2005-2006. [US WI]

A His 356 The World at War, 1939–45 (3)
For description, see listing under Concentration in European History. A His 356Z is the writing intensive version of A His 356; only one may be taken for credit.

A His 356Z The World at War, 1939–45 (4)
A His 356Z is the writing intensive version of A His 356; only one may be taken for credit. [WI]

A His 390 Topics in American History (1–4)
Specific topics to be examined will be announced during advance registration periods. May be repeated for credit. A His 390Z is the writing intensive version of A His 390; only one may be taken for credit. Prerequisite(s): permission of instructor; junior or senior class standing, or 3 credits in history.

A His 390Z Topics in American History (3–4)
A His 390Z is the writing intensive version of A His 390; only one may be taken for credit. Prerequisite(s): permission of instructor; junior or senior class standing, or 3 credits in history. [WI]

A His 394 Workshop in Oral History (3)
Study of the preservation of history through the spoken word. An introduction to the methods of oral history in local history. Lectures, readings, discussions, and interviews comprise the focus of the course.

Prerequisite(s): junior or senior class standing and permission of instructor. A His 394Z is the writing intensive version of A His 394; only one may be taken for credit.

A His 394Z Workshop in Oral History (4)
A His 394Z is the writing intensive version of A His 394; only one may be taken for credit. [WI]

A His 424 American Intellectual & Cultural History to 1860 (3)
Key ideas and significant patterns of thought in American life: Puritanism, the American Enlightenment, nationalism, transcendentalism, democracy, and reform. Prerequisite(s): junior or senior class standing, or 3 credits in history. A His 424Z is the writing intensive version of A His 424; only one may be taken for credit. May not be offered in 2005-2006.

A His 424Z American Intellectual & Cultural History to 1860 (4)
Prerequisite(s): junior or senior class standing, or 3 credits in history. A His 424Z is the writing intensive version of A His 424; only one may be taken for credit. May not be offered in 2005-2006.[WI]

A His 425 American Intellectual History Since 1860 (3)
Key ideas and significant patterns of thought in American life: the impact of economic expansion, Darwinian evolution, pragmatism, war and changing ideologies of liberalism, progressivism, and conservatism. Prerequisite(s): junior or senior class standing, or 3 credits in history. A His 425Z is the writing intensive version of A His 425; only one may be taken for credit. May not be offered in 2005-2006.

A His 425Z American Intellectual History Since 1860 (4)
Prerequisite(s): junior or senior class standing, or 3 credits in history. A His 425Z is the writing intensive version of A His 425; only one may be taken for credit. May not be offered in 2005-2006.[WI]

A His 440 (= A Aas 440 and A Wss 440) Black Women in United States History (3)
This seminar will examine the history of black women in the United States form the slave era through the post World War II reform movements. It will focus upon the range of demands black women faced during the Gilded and Progressive eras–their participation in the suffrage movement, black struggles for liberation, cultural expressions, labor force, etc. Only one of A Aas 440, A His 440 and A Wss 440 may be taken for credit.

Colloquia, Independent Study, and Projects in United States History

The following colloquia are limited to undergraduate students and may be taken only with the permission of the instructor. Specific topics to be examined in the colloquia will be announced at the time the courses are offered, and students may obtain a list of topics from the Department of History at the time of advance registration. Colloquia may be repeated for credit.

A His 478 (3) & 478Z (4) Colloquium in U.S. History, 19th Century
A His 479 & 479Z Colloquium in U.S. History, 20th Century (3) [WI (479Z ONLY, [4])]
A His 480 & 480Z Colloquium in U.S. History: Topics (3) [WI (480Z ONLY, [4])]
A His 485 & 485Z Colloquium in Comparative and Cross-Cultural History (3) [WI (485Z ONLY, [4])]

A His 492 Group Research Project (4)
This course will provide students with the opportunity to participate in an original group research project. The subject of the project will reflect the active research interests of the instructor. Participation will involve students in the active process of researching history, bringing to light greater historical understanding of our selves, our city, region, school, environment, or perhaps a topic beyond our immediate locality. Students, with the assistance of the instructor, will dissect the complexities of the selected research project and then tackle different aspects of it. By the end of the semester, the class's collective research effort should be in a public presentation or publication ready form. Prerequisite(s): history major; permission of instructor.

A His 495Z and 496Z Senior Honors Thesis Seminar (4, 4)
Preparation of a substantial honors thesis under the supervision of a member of the Department of History. Students present periodic progress reports, criticize each other's work, and deliver an oral summary of the completed thesis. Students in the honors program must satisfactorily complete both A His 495Z and 496Z. Prerequisite(s): admission to the history honors program. [WI]

A His 497 Independent Study in History (2–4)
Directed reading and conferences on selected topics in history. May be repeated for credit. Prerequisite(s): permission of instructor and director of undergraduate studies; junior or senior class standing, or 3 credits in history.

A His 497Z Independent Research and Writing in History (4)
Directed reading and conferences on selected topics in history. Prerequisite(s): permission of instructor and director of honors program; admission to the history honors program; junior or senior class standing; *S/U* graded. [WI]

A His 499 Special Projects in History (3)
Supervised work on projects in coordination with local museums and historical agencies. May be repeated for credit. Prerequisite(s): permission of instructor and department chair. *S/U* graded.

Concentration in European History

A His 336 History of the Early Middle Ages (3)
The history of Western Europe during the early Middle Ages, from ca. 500 to ca. 1050, in all major aspects. A His 336Z is the writing intensive version of A His 336; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. May not be offered in 2005-2006.[EU]

A His 336Z History of the Early Middle Ages(3)
The history of Western Europe during the early Middle Ages, from ca. 500 to ca. 1050, in all major aspects. A His 336Z is he writing intensive version of A His 336; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in History. May not be offered in 2005-2006.

A His 337 The High Middle Ages (3)
The history of Western Europe during the High Middle Ages, ca. 1050 to 1300, in all major aspects. A His 337Z is the writing intensive version of A His 337; only one may be taken for credit. Prerequisites(s) junior or senior class standing, or 3 credits in History. May not be offered in 2005-2006.

A His 337Z The High Middle Ages (4)
A His 337Z is the writing intensive version of A His 337; only one may be taken for credit. Prerequisites(s) junior or senior class standing, or 3 credits in History. May not be offered in 2005-2006.

A His 338 The Italian Renaissance, 1300–1530 (3)
Detailed study of Italian Renaissance culture and society up to about 1530 with special emphasis on humanism and other cultural developments. A His 338Z is the writing intensive version of A His 338; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU]

A His 338Z The Italian Renaissance, 1300–1530 (4)
A His 338Z is the writing intensive version of A His 338; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU WI]

A His 339 Renaissance and Reformation in 16th-Century Europe (3)
Survey of continental European history in the early modern period with special emphasis on theological and intellectual developments. A His 339Z is the writing intensive version of A His 339; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU]

A His 339Z Renaissance and Reformation in 16th-Century Europe (4)
A His 339Z is the writing intensive version of A His 339; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU WI]

A His 340 (formerly A His 449) The French Revolution and Napoleon (3)
A study of the French Revolution, its causes and aftermath in the Napoleonic period. Attention will be given to the social, political and cultural forces from the late 18th century to 1815 as they relate to the French Revolution. A His 340Z is the writing intensive version of A His 340; only one may be taken for credit. Prerequisite(s): junior or senior class standing or 3 credits in history .

A His 340Z (formerly A His 449) The French Revolution and Napoleon (4)
A His 340Z is the writing intensive version of A His 340; only one may be taken for credit. Prerequisite(s): junior or senior class standing or 3 credits in history. [WI]

A His 342 Europe in the Age of Romanticism and Revolution (3)
European history in the era between the final defeat of Napoleon and the revolutions of 1848-1849. Emphasis on the political struggle between the forces of conservatism and liberalism, the economic and social changes triggered by industrialization, and the shifts of consciousness and perspective brought on by Romanticism and socialism. A His 342Z is the writing intensive version of A His 342; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU]

A His 342Z Europe in the Age of Romanticism and Revolution (4)
A His 342Z is the writing intensive version of A His 342; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU WI]

A His 343 Europe, 1848-1914 (3)
Europe in the era of its greatest power and influence; focus on consolidation of the nation state, domestic social conflicts, imperialist expansion, and the origins of World War I. A His 343Z is the writing intensive version of A His 343; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU]

A His 343Z Europe, 1848-1914 (4)
A His 343Z is the writing intensive version of A His 343; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU]

A His 344 Europe, 1914-45 (3)
Europe in the era of its greatest power and influence; focus on consolidation of the nation state, domestic social conflicts, imperialist expansion, and the origins of World War I. A His 343Z is the writing intensive version of A His 343; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU]

A His 344Z Europe, 1914-45 (4)
A His 343Z is the writing intensive version of A His

343; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU]

A His 345 Europe Since World War II (3)
The impact of World War Two and the Cold War. Current social, economic, political and security problems. A His 345Z is the writing intensive version of A His 345; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU]

A His 345Z Europe Since World War II (4)
A His 345Z is the writing intensive version of A His 345; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU]

A His 346 History of England I (3)
The historical development of English society and government from early times to the 17th century. A His 346Z is the writing intensive version of A His 346; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU]

A His 346Z History of England I (4)
A His 346Z is the writing intensive version of A His 346; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU]

A His 347 History of England II (3)
The history of the United Kingdom and of the British Empire and Commonwealth from the 17th century to the present. A His 347Z is the writing intensive version of A His 347; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU]

A His 347Z History of England II (4)
A His 347Z is the writing intensive version of A His 347; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU]

A His 349 History of France since 1815 (3)
A survey of the history of France from 1815 to the Fifth Republic, with attention to the political, social, economic, and cultural developments within France during this period. A His 349Z is the writing intensive version of A His 349; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. May not be offered in 2005-2006.

A His 349Z History of France since 1815 (4)
A His 349Z is the writing intensive version of A His 349; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. May not be offered in 2005-2006. [WI]

A His 350 Iberia and Latin America to 1810 (3)
Iberian backgrounds; the age of exploration and discovery; the conquest and settlement of America by the Spanish and the Portuguese; Iberia and America in the 16th, 17th, and 18th centuries. A His 350Z is the writing intensive version of A His 350; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. May not be offered in 2005-2006.

A His 350Z Iberia and Latin America to 1810 (4)
A His 350Z is the writing intensive version of A His 350; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. May not be offered in 2005-2006. [WI]

A His 351 History of Germany (3)
Germany since 1806. The wars of national liberation; Bismarck, unification, and the Wilhelminian Reich; World War I; the Weimar Republic; the Third Reich and totalitarianism; the German Federal and German Democratic Republics, post-1990 unity. A His 351Z is the writing intensive version of A His 351; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU]

A His 351Z History of Germany (4)
A His 351Z is the writing intensive version of A His 351; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU WI]

A His 352 History of Eastern Europe I (3)
The history, culture, and contemporary affairs of the people of the Baltic, Danubian, and Balkan regions from earliest times to the early 19th century. A His 352Z is the writing intensive version of A His 352; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. May not be offered in 2005-2006. [EU]

A His 352Z History of Eastern Europe I (4)
A His 352Z is the writing intensive version of A His 352; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. May not be offered in 2005-2006. [EU WI]

A His 353 History of Eastern Europe II (3)
The history, culture, and contemporary affairs of the people of the Baltic, Danubian, and Balkan regions from the early 19th century to the present. A His 353Z is the writing intensive version of A His 353; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU]

A His 353Z History of Eastern Europe II (4)
A His 353Z is the writing intensive version of A His 353; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU WI]

A His 354 History of Russia I (3)
The evolution of Russia from Kievan origins, Tatar conquests and emergence of Muscovy to the development of the Russian Empire in the 18th and 19th centuries. A His 354Z is the writing intensive version of A His 354; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU]

A His 354Z History of Russia I (4)
A His 354Z is the writing intensive version of A His 354; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU WI]

A His 355 History of Russia II (3)
Russia from the emancipation of the serfs to the present, including the Revolutions of 1905 and 1917 and the foundations, development and expansion of the Soviet Union. A His 355Z is the writing intensive version of A His 355; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU]

A His 355Z History of Russia II (4)
A His 355Z is the writing intensive version of A His 355; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU WI]

A His 356 The World at War, 1939–45 (3)
A political, diplomatic, military, economic, and social history of the Second World War. Among the topics covered will be war and peace plans, the military campaigns in the European, Pacific, and North African theaters of war, the plight of conquered nations, the concentration camps, and the war crimes trials. A His 356Z is the writing intensive version of A His 356; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU]

A His 356Z The World at War, 1939–45 (4)
A His 356Z is the writing intensive version of A His 356; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU WI]

A His 358/Z (= A Jst 342) Issues in Hellenistic-Rabbinic Judaism (3)
Covers same period as A Jst 252 but on an advanced level. Students attend two A Jst 252 lectures each week but have a separate, more sophisticated reading list, a research paper, and a separate recitation session. A His 358Z is the writing intensive version of A His 358. Only one of A Jst 252, 342, & 342Z may be taken for credit. Prerequisite(s): A Jst 150 or 241, or permission of instructor. [WI]

A His 364Z Culture and the French Revolution (4)
The emotional, ideological, and artistic response of such figures as Goya, Beethoven, and Austen to the stresses and strains of the revolutionary era. Changes in art, music, and literature as the world of the ancien regime gave way to the modern era. Prerequisite(s): junior or senior class standing, or 3 credits in history. [EU WI]

A His 365 (formerly A His 365A) War and Society I (3)
This session will cover the military history of the West from antiquity to the death of Frederick the Great. Among topics studied will be: socioeconomic developments in relationship to war, technological change, causation of collective violence, tactics and strategy, fortifications, and selected campaigns and battles. A His 365Z is the writing intensive version of A His 365; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history.

A His 365Z (formerly A His 365A) War and Society I (4)
A His 365Z is the writing intensive version of A His 365; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [WI]

A His 366 (formerly A His 365B) War and Society II (3)
This session will reach from 1786 to 1918. Among topics studied will be: socioeconomic developments in relationship to war, technological change, causation of collective violence, tactics and strategy, fortifications, and selected campaigns and battles. A His 366Z is the writing intensive version of A His 366; only one of these courses may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history.

A His 366Z (formerly A His 365B) War and Society II (4)
A His 366Z is the writing intensive version of A His 366; only one of these courses may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [WI]

A His 391 Topics in European History (1–4)
Specific topics to be examined will be announced during advance registration. May be repeated for credit. A His 391Z is the writing intensive version of A His 391. Prerequisite(s): permission of instructor; junior or senior class standing, or 3 credits in history.

A His 391Z Topics in European History (4)
A His 391Z is the writing intensive version of A His 391. Prerequisite(s): permission of instructor; junior or senior class standing, or 3 credits in history. [WI]

A His 416Z European Economic History (4)
The history of capitalism in Europe from the reintroduction of money in circulation to the post-1970 crisis. Readings and discussions will focus upon industrialization, managerialism, labor agitation, political economy, and the economics of war. Prerequisite(s): junior or senior class standing, or permission of instructor. May not be offered in 2005-2006. [WI]

May not be offered in 2005-2006.A His 454 The Diplomacy of National Power, 1815–1890 (3)
Great power relations from the post-Napoleonic search for stability through concert to the victory of nationalism in Italy and Germany and the rise and

fall of the Bismarckian alliance system. A His 454Z is the writing intensive version of A His 454; only one of these courses may be taken for credit. Prerequisite(s): junior or senior class standing.

A His 454Z The Diplomacy of National Power, 1815–1890 (4)
A His 454Z is the writing intensive version of A His 454; only one of these courses may be taken for credit. Prerequisite(s): junior or senior class standing. [WI]

A His 455 The Diplomacy of Global Conflict, 1890–1945 (3)
Great power relations during the era of the two World Wars, emphasizing underlying forces and rivalries that led to war and attempts to defuse tensions and prevent aggression. A His 455Z is the writing intensive version of A His 455; only one may be taken for credit. Prerequisite(s): junior or senior class standing.

A His 455Z The Diplomacy of Global Conflict, 1890–1945 (4)
A His 455Z is the writing intensive version of A His 455; only one may be taken for credit. Prerequisite(s): junior or senior class standing. [WI]

A His 456 The Diplomacy of the Nuclear Age (3)
Great power relations since the end of World War II, emphasizing the origins of the Cold War, superpower confrontations, attempts at détente, arms control, the dissolution of the Soviet empire, experiments in regional economic integration, and current national issues and crises. A His 456Z is the writing intensive version of A His 456; only one may be taken for credit. Prerequisite(s): junior or senior class standing.

A His 456Z The Diplomacy of the Nuclear Age (4)
A His 456Z is the writing intensive version of A His 456; only one may be taken for credit. Prerequisite(s): junior or senior class standing. [WI]

A His 460 History of Nationalism (3)
The nature and development of nationalism; a study of the meaning of nationalism, nationalist theorists, nationalist leaders, and nationalist movements from the 18th century to the present. A His 460Z is the writing intensive version of A His 460; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. May not be offered in 2005-2006.

A His 460Z History of Nationalism (4)
A His 460Z is the writing intensive version of A His 460; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. May not be offered in 2005-2006. [WI]

A His 463 The Byzantine Empire, 300–1453 (3)
Survey of the socioeconomic, ethnic, political, religious, intellectual, and artistic history of Byzantine civilization from late antiquity to the 15th century. A His 463Z is the writing intensive version of A His 463; only one may be taken for credit. Prerequisite(s): junior or senior class standing.

A His 463Z The Byzantine Empire, 300–1453 (4)
A His 463Z is the writing intensive version of A His 463; only one may be taken for credit. Prerequisite(s): junior or senior class standing. [WI]

Colloquia and Independent Study in European History

The following colloquia are limited to undergraduate students and may be taken only with the permission of the instructor. Specific topics to be examined in the colloquia will be announced at the time the courses are offered, and students may obtain a list of topics from the Department of History at the time of advance registration. Colloquia may be repeated for credit.

A His 481 & 481Z Colloquium in European History (3) [WI (481Z ONLY, [4])
A His 483 & 483Z Colloquium in Russian and East European History (3) [WI (483Z ONLY, [4])]
A His 485 & 485Z Colloquium in Comparative and Cross-Cultural History (3) [WI (485Z ONLY, [4])]
A His 492 Group Research Project (4)
This course will provide students with the opportunity to participate in an original group research project. The subject of the project will reflect the active research interests of the instructor. Participation will involve students in the active process of researching history, bringing to light greater historical understanding of our selves, our city, region, school, environment, or perhaps a topic beyond our immediate locality. Students, with the assistance of the instructor, will dissect the complexities of the selected research project and then tackle different aspects of it. By the end of the semester, the class's collective research effort should be in a public presentation or publication ready form. Prerequisite(s): history major; permission of instructor. [WI]

A His 495Z and 496Z Senior Honors Thesis Seminar (4, 4)
For description, see listing under Concentration in the History of the United States. [WI]

A His 497 Independent Study in History (2–4)
For description, see listing under Concentration in the History of the United States. *S/U* graded.

A His 497Z Independent Research and Writing in History (4)
Open only to students in the history honors program. *S/U* graded. [WI]

Concentration in World History

A His 341 (=A Jst 341) Issues in Biblical Civilization (3)
Covers same period as A Jst 251 but on an advanced level. Students attend two A Jst 251 lectures each week but have a separate, more sophisticated reading list, a research paper, and a separate recitation session. Only one of A Jst 251, 341 & 341Z may be taken for credit. Prerequisite(s): A Jst 150 or 240, or permission of instructor. May not be offered in 2005-2006.

A His 341Z (=A Jst 341Z) Issues in Biblical Civilization (4)
A His 341Z is the writing intensive version of A His 341. Covers same period as A His 251 but on an advanced level. Students attend two A His 251 lectures each week but have a separate, more sophisticated reading list, a research paper, and a separate recitation session. Only one of A His 251, 341, & 341Z may be taken for credit. The former A His 341 does not yield writing intensive credit. Prerequisite(s): A His 150 or 240, or permission of instructor. May not be offered in 2005-2006. [WI]

A His 350 Iberia and Latin America to 1810 (3)
Iberian backgrounds; the age of exploration and discovery; the conquest and settlement of America by the Spanish and the Portuguese; Iberia and America in the 16th, 17th, and 18th centuries. A His 350Z is the writing intensive version of A His 350; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. May not be offered in 2005-2006.

A His 350Z Iberia and Latin America to 1810 (4)
A His 350Z is the writing intensive version of A His 350; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. May not be offered in 2005-2006. [WI]

A His 356 The World at War, 1939–45 (3)
For description, see listing under Concentration in European History. A His 356Z is the writing intensive version of A His 356; only one may be taken for credit.

A His 356Z The World at War, 1939–45 (4)
A His 356Z is the writing intensive version of A His 356; only one may be taken for credit. [WI]

A His 357 (= A Eac 357, A Wss 357) Chinese Women and Modernity (3)
Chinese women and their search for and encounter with modernity will be the focus of this class. What have been the concerns of Chinese women? What forms have women's movements taken in the Chinese context? What has been the role of women in creating a modern Chinese state and society? These and other questions will be examined over the course of the semester. [BE]

A His 367 Contemporary Latin America (3)
Survey of Latin American backgrounds followed by study of the social, economic, and political problems of Latin America since World War II. Particular attention to the phenomena of social change, economic nationalism, and revolution. A His 367Z is the writing intensive version of A His 367; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. May not be offered in 2005-2006.

A His 367Z Contemporary Latin America (4)
A His 367Z is the writing intensive version of A His 367; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. May not be offered in 2005-2006. [WI]

A His 369 (= A Lcs 369) Mexico, Central America, and the West Indies Since 1810 (3)
The circum-Caribbean lands and islands in the 19th and 20th centuries; independence; independent nations and colonies; foreign intrusions and interventions; social and economic change; revolutions; comparative Caribbean studies. A His 369Z is the writing intensive version of A His 369 & A Lcs 369; only one of the three courses may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [BE]

A His 369Z (= A Lcs 369) Mexico, Central America, and the West Indies Since 1810 (4)
A His 369Z is the writing intensive version of A His 369 & Lcs 369; only one of the three courses may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [WI]

A His 371 (= A Lcs 371) South America Since 1810 (3)
The political, economic, social, and cultural evolution of the South American nations from the winning of independence to the present, with emphasis on Argentina, Brazil, and Chile. Among topics studied will be dictatorship, democratic government, economic change, modern revolution, and social trends. A His 371Z is the writing intensive version of A His 371 and A Lcs 371; only one of the three courses may be taken for credit. Prerequisite(s): junior or senior class standing. or 3 credits in history. May not be offered in 2005-2006.[BE]

A His 371Z (= A Lcs 371Z) South America Since 1810 (4)
A His 371Z is the version of A His 371 and A Lcs 371; only one of the three courses may be taken for credit. Prerequisite(s): junior or senior class standing. or 3 credits in history. May not be offered in 2005-2006.[BE WI]

A His 378 History of South Asian Civilization II (3)
Study of South Asia from the 18th century, with emphasis on changes brought about by British rule and by modernization; the creation of new nation states. A His 378Z is the writing intensive version of A His 378; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. May not be offered in 2005-2006.

A His 378Z History of South Asian Civilization II (4)
A His 378Z is the writing intensive version of A His

378; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. May not be offered in 2005-2006. [WI]

A His 379 (= A Eac 379) History of China I (3)
This course offers a general survey of Chinese history to 1644, with emphasis on political, economic, and social developments. A His 379Z is the writing intensive version of A His 379; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in East Asian Studies or history. [BE]

A His 379Z (= A Eac 379Z) History of China I (4)
A His 379Z is the writing intensive version of A His 379; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history or East Asian Studies. [BE WI]

A His 380 (= A Eac 380) History of China II (3)
This course offers a general survey of Chinese history from 1644 to the present, with emphasis on China's relations with the West and on political and economic developments. A His 380Z is the writing intensive version of A His 380; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in East Asian Studies or history. [BE]

A His 380Z (= A Eac 380Z) History of China II (4)
A His 380Z is the writing intensive version of A His 380; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history or East Asian Studies. [BE WI]

A His 381 History of the Middle East I (3)
Mohammed, Islam as a religion and a way of life; the Umayyad, Abbasid, Byzantine, and Persian empires, and the Ottoman Empire to 1789. A His 381Z is the writing intensive version of A His 381; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [BE]

A His 381Z History of the Middle East I (4)
A His 381Z is the writing intensive version of A His 381; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [BE WI]

A His 382 History of the Middle East II (3)
The Ottoman Empire in the 19th century; European imperialism in the Middle East; the rise of nationalism; the World Wars; current political, social, and economic problems. A His 382Z is the writing intensive version of A His 382; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [BE]

A His 382Z History of the Middle East II (4)
A His 382Z is the writing intensive version of A His 382; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [BE WI]

A His 383 The Arab-Israeli Conflict in Historical Perspective (3)
The background and history of the Arab-Israeli conflict. A His 383Z is the writing intensive version of A His 383; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history.

A His 383Z The Arab-Israeli Conflict in Historical Perspective (4)
A His 383Z is the writing intensive version of A His 383; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [WI]

A His 384 (= A Eaj 384) History of Japan I (3)
This course will cover Japanese history from prehistory through 1600. Focus will be on political and economic trends. A His 384Z is the writing intensive version of A His 384; only one may be taken for credit. Prerequisite(s): junior or senior standing, or permission of instructor. [BE]

A His 384Z (= A Eaj 384Z) History of Japan I (4)
Prerequisite(s): junior or senior class standing, or permission of instructor.. A His 384Z is the writing intensive version of A His 384; only one may be taken for credit. [BE WI]

A His 385 (= A Eaj 385) History of Japan II (4)
This course will cover modern Japanese history from the Meiji Restoration of 1868 through the Meiji, Taisho, Showa, and the present Heisei eras. Focus will be on political and economic trends, and Japans development as a modernized country. A His 385Z is the writing intensive version of A His 385; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in East Asian Studies or history.

A His 385Z (= A Eaj 385Z) History of Japan II (4)
A His 385Z is the writing intensive version of A His 385; only one may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history or East Asian Studies. [BE WI]

A His 387 (= A Rel 387) Islam in the Middle East: Religion and Culture I (3)
Social, political, economic and religious dimensions of Islam from the time of Mohammed through the 18th century with emphasis on the intellectual, cultural, and educational institutions of the Middle East. Among topics discussed will be Sunnism–Shi'ism and the schools of law, social and economic infrastructure, science and education, and reasons for the waning of the Muslim world. A His 387Z is the writing intensive version of A His 387; only one may be taken for credit. Prerequisite(s): junior or senior class standing or 3 credits in History. [BE]

A His 387Z Islam in the Middle East: Religion and Culture I (4)
A His 387Z is the writing intensive version of A His 387; only one may be taken for credit. Prerequisite(s): junior or senior class standing or 3 credits in History. [BE WI]

A His 388 (= A Rel 388) Islam in the Middle East: Religion and Culture II (3)
Social, political, economic and religious changes in the Middle East from the 18th century to Ayatollah Khomeini. Among the topics discussed will be the impact of the West on the Middle East, the role of oil in shaping the global economy, nationalist movements, the crisis in the Persian Gulf, and the rise of Islamic Revivalism. A His 388Z is the writing intensive version of A His 388; only one may be taken for credit. Prerequisite(s): junior or senior class standing or 3 credits in history. [BE]

A His 388Z Islam in the Middle East: Religion and Culture II (4)
A His 388Z is the writing intensive version of A His 388; only one may be taken for credit. Prerequisite(s): junior or senior class standing or 3 credits in history. [BE WI]

A His 389 Topics in Asian History (1-4)
Specific topics to be examined will be announced during advance registration periods. May be repeated for credit. Prerequisite(s): at least one course in East Asian Studies or in Asian History or permission of instructor.

A His 389Z Topics in Asian History (4)
A His 389Z is the writing intensive version of A His 389, only one may be taken for credit. Prerequisite(s): at least one course in East Asian Studies or in Asian History or permission of instructor. [WI]

A His 392 Topics in Latin American History (3)
Specific topics to be examined will be announced during advance registration. May be repeated for credit. Prerequisite(s): permission of instructor, junior or senior class standing, or 3 credits in history. A His 392Z is the writing intensive version of A His 392; only one may be taken for credit.

A His 392Z Topics in Latin American History (4)
Specific topics to be examined will be announced during advance registration. May be repeated for credit. Prerequisite(s): permission of instructor, junior or senior class standing, or 3 credits in history. A His 392Z is the writing intensive version of A His 392; only one may be taken for credit. [WI]

A His 451 (= A Lcs 451 & A Wss 451) Gender & Class in Latin American Development (3)
The study of the historical interplay of cultural, ideological, and structural factors affecting women's lives during the course of Latin America's experience with modernization and industrialization during the nineteenth and twentieth centuries. Topics covered may include: household work, paid work, migration, growth of female- headed households, women's political participation, and women's participation in social movements. Only one of A Lcs 451 and A Wss 451 and A His 451 may be taken for credit. Prerequisite(s): any course in Latin American Studies and/or Women's Studies and/or History. May not be offered in 2005-2006.

A His 396 Topics in the Middle East (1–4)
Specific topics to be examined will be announced during advance registration periods. May be repeated for credit. A His 396Z is the writing–intensive version of A His 396. Prerequisite(s): junior or senior class standing, or 3 credits in history.

A His 396Z Topics in the Middle East (4)
May be repeated for credit. A His 396Z is the writing intensive version of A His 396. Prerequisite(s): junior or senior class standing, or 3 credits in history. [WI]

A His 397 History of the Persian Gulf Region (3)
The Persian Gulf Region has played a crucial role in history since people learned to sail the seas engaging in trade. The discovery of oil early in the twentieth century has given geo-political prominence to the various states surrounding the Gulf. In recent times, the Persian Gulf has become an area of significant strategic importance to the U.S. and Western economies. This course will explore the history of Iran, Iraq, Kuwait, Bahrain, Saudi Arabia, Qatar, United Arab Emirates, and Oman. The emphasis will be on the modern era.

A His 397Z History of the Persian Gulf Region (4)
A His 397Z is the writing intensive version of A His 397; only one can be taken for credit. [WI]

A His 398 (= A Eac 398) Change in Medieval China (3)
This course focuses on the dramatic change that China underwent between the eighth and the fourteenth centuries. We will examine this transformation from several historical perspectives: political history, economic history, social history, intellectual history, and cultural history in order to better understand China's shift from aristocratic to literati society. Prerequisite(s) A Eac 379, A His 379, A His 177, or permission of instructor.

A His 399 (= A Eas 399) Confucius and Confucianism (3)
This course surveys the main texts and themes in the development of the Confucian tradition from its origins in China through its spread in Japan and Korea to its reemergence in contemporary East Asia. The emphasis is on the way that the tradition has responded to social conditions. Particular attention will be paid to the relationship between Confucian intellectuals and political power. The rivalry with other traditions (e.g., Taoism, Buddhism, Marxism, Liberalism, etc.) will also be considered. Prerequisite(s): A His 177, A Eas 103, A Eas 190, A Eac 379, or permission of the instructor.

A His 413 (= A Wss 413) Sexual Politics in Chinese History (3)
This course examines sexual politics in the Chinese historical/cultural context. Issues discussed and analyzed include: constructions of gender and sexuality (including homosexuality); "policing" of family and kinship structures; ideological indoctrination through education and other means; rape laws; sex crimes; forms of dissent or protest. Readings include literature in translation. Prerequisite(s): Junior or senior standing.

A His 458 (= A Eac 458) New Orders in Asia (3)
This class examines the international orders in place

in Asia from the days of nineteenth-century imperialism to the search for a twenty-first century post-Cold War order. The focus will be on political, cultural, and economic interactions among the three main East Asian powers: China, Japan, and the US. Prerequisite(s): Junior or Senior class standing.

A His 458Z New Orders in Asia (4)
A His 458Z is the writing intensive version of A His 458; only one can be taken for credit. [WI]

A His 463 The Byzantine Empire, 300–1453 (3)
For description, see listing under Concentration in European History. A His 463Z is the writing intensive version of A His 463; only one may be taken for credit.

A His 463Z The Byzantine Empire, 300–1453 (4)
A His 463Z is the writing intensive version of A His 463; only one may be taken for credit. [WI]

A His 472 History of Brazil (3)
The development of Latin America's largest and most important nation from discovery to the present, with attention to social, cultural, economic, intellectual, and political trends and developments. A His 472Z is the writing intensive version of A His 472; only one may be taken for credit. May not be offered in 2005-2006.

A His 472Z History of Brazil (4)
A His 472Z is the writing intensive version of A His 472; only one may be taken for credit. May not be offered in 2005-2006. [WI]

Colloquia and Independent Study in World History

The following colloquia are limited to undergraduate students and may be taken only with the permission of the instructor. Specific topics to be examined in the colloquia will be announced at the time the courses are offered, and students may obtain a list of topics from the Department of History at the time of advance registration. Colloquia may be repeated for credit.

A His 482 & 482Z Colloquium in Latin-American History (3) [WI (482Z ONLY, [4])

A His 485 & 485Z Colloquium in Comparative and Cross-Cultural History (3) [WI (485Z ONLY, [4])]

A His 492 Group Research Project (4)
This course will provide students with the opportunity to participate in an original group research project. The subject of the project will reflect the active research interests of the instructor. Participation will involve students in the active process of researching history, bringing to light greater historical understanding of our selves, our city, region, school, environment, or perhaps a topic beyond our immediate locality. Students, with the assistance of the instructor, will dissect the complexities of the selected research project and then tackle different aspects of it. By the end of the semester, the class's collective research effort should be in a public presentation or publication ready form. Prerequisite(s): history major; permission of instructor. [WI]

A His 495Z and 496Z Senior Honors Thesis Seminar (4, 4)

For description, see listing under Concentration in the History of the United States. [WI (496Z ONLY)]

A His 497 Independent Study in History (2–4)
For description, see listing under Concentration in the History of the United States. *S/U* graded.

A His 497Z Independent Research and Writing in History (4)
Open only to students in the history honors program. *S/U* graded. [WI]

HUMAN BIOLOGY PROGRAM

Faculty
Distinguished Teaching Professors
Helmut V. B. Hirsch, Ph.D.
Stanford University
Professors
Timothy B. Gage, Ph.D.
Pennsylvania State University
Helen T. Ghiradella, Ph.D.
University of California, Santa Barbara
Lawrence M. Schell, Ph.D.
University of Pennsylvania
Assistant Professors
Tom D. Brutsaert, Ph.D.
Cornell University

The Human Biology program is an interdepartmental (Anthropology and Biology) combined major/minor designed for students interested in a liberal arts education with particular focus on the human organism. It provides a strong background in human evolution, structure, function and behavior. This program is especially suitable for those seeking careers (e.g. medicine, forensics, public health, administration, business, journalism) that deal directly or indirectly with human health and welfare.

Students interested in research and/or teaching careers in biological anthropology are especially encouraged to major in Human Biology. Most graduate programs in Anthropology require undergraduate coursework in at least three of the four traditional subfields of anthropology (archaeology, cultural anthropology, biological anthropology), and some also require linguistics as the fourth subfield. It is advisable, therefore, for those intending to do graduate work in an anthropology department to take at least one course in each of these subfields. Students who plan on graduate work and professional careers in Biology are advised to major in Biological Sciences.

Degree Requirements for the Faculty-Initiated Interdisciplinary Major with a Concentration in Human Biology

General Program

B.S.: Combined major and minor sequence consisting of a minimum of 55 credits to be taken from:

(a) Required courses (40 credits minimum):
A Ant 110, 211, and any two of A Ant 311, 319, 312/A Bio 318;
A Bio 110 or 110Z A Bio 111, A Bio 205 or 212, A Bio 410;
A Chm 120 or 130, 121 or 131, A Chm 122;
A Mat 108 or A Psy 210 or A Soc 221 or one semester of college mathematics exclusive of A Mat 100, 102, or 105;
A Phy 105.

(b) Major electives (15 credits minimum):
A Ant 119, 310, 311 or 312 or 319 *if not used in (a) above*, 365, 414, 416, 418, 450;
A Bio 112, 113, 117, 205 or 212 *if not used in (a) above*, 214, 230, 241, 303, 305, 308, 311, 325, 402, 407, 411, 416;
A Chm 216, 216, 217, 217;
A Psy 314, 385, 387, and H Sph 201.

A maximum of 3 credits may be selected from R Ssw 290/390, A Bio 399/499 and/or A Ant 498/498, with prior approval for appropriate activities from the Director(s) of the Human Biology Major. The one-credit writing intensive courses, A Ant 389Z and A Bio 389Z, taken in conjunction with a required or elective course in the major, may also yield credit toward the major.

JOURNALISM PROGRAM

Faculty
Lecturer, English and Journalism
William Rainbolt, Ph. D.
Director, Journalism
University at Albany SUNY
Professors
Thomas Bass, Ph.D.
University of California, Santa Cruz
Nancy Roberts, Ph.D.
University of Minnesota
Adjunct Faculty
Elizabeth Benjamin, M.S.
Columbia University
Cailin Brown, M.A.
University at Albany
Richard D'Errico, M.A.
Empire State College
Dennis Gaffney, B.A.
Wesleyan University
David Guistina, M.A.
University at Albany
Mike Hendricks, B.A.
University of Michigan
Mike Hill, B.A.
SUNY Geneseo
Mike Johnson, M.S.
Boston University
Ronald Kermani, B.S.
Syracuse University
Stephen Leon, M.S.
Northwestern University
Claudia Ricci, Ph.D.
University at Albany
Katherine Van Acker, B.S.
Montana State University
Mike Virtanen, M. A.
University at Albany
David Washburn, M.S.
Syracuse University

The Journalism Program is for students interested in becoming journalists as well as for those entering other careers and fields of graduate study.

The Journalism Program's courses and internships prepare students for work in cyber media, magazine and book publishing, government, public relations, and freelance writing, as well as for graduate work in law, literature, history, education and government.

The program introduces students to innovative media technologies, such as computer-assisted reporting, the use of the Internet, and online journalism. Our internship program opportunities give students the chance to work at television and radio stations, newspapers and magazines, publishing houses, government agencies, and public relations firms.

Students may choose to minor in Journalism, but *our courses are open to undergraduates in all fields.* We offer workshops that concentrate on editing and writing, as well as challenging courses that address the complex issues confronting journalists today—such as law,

ethics, and media criticism.

Declaring the Journalism Minor:

Students should declare the minor no later than the first semester of their junior year by applying to the Director of Journalism after completing A Jrl 300Z.

Courses

A Jrl 100 Foundations of Journalism and Media Studies (3)

Introduction to journalism and mass media. This course will help students become more informed about media and introduce them to the major issues in journalism and media studies. Topics range from media history and the economic structure of the industry to broad questions about the impact of media on individuals and society. Also addressed will be ethical and legal issues related to media practices in newspapers, magazines, radio, television, the internet, advertising, and publications.

A Jrl 200 Introduction to Reporting and News Writing (3)

In this introductory workshop, students develop the skills of practicing reporters and news writers. They acquire the news judgment that allows them to identify what should be reported and written about, and they learn the fundamental forms of journalistic writing. Students familiarize themselves with journalistic sources and evaluate their reliability. They practice editing and revision and learn to use The Associated Press Stylebook.

A Jrl 220 Visual Culture (3)

The course explores the increasing predominance of visual media in contemporary life. It examines how traditional narrative forms of story telling are being replaced by visual forms of story telling in art, photography, film, television, the internet, video games, anime, graphic novels, and advertising. Particular attention will be paid to the global flow of visual culture and the technologies that facilitate these cultural exchanges. Readings include works by Walter Benjamin, Jean Baudrillard, Arjun Appadurai, Laura Mulvey, Susan Sontag, and others.

A Jrl 270 Information Strategies for Journalists (Workshop) (3)

Students will work to improve their information literacy by learning how to identify and evaluate sources of information, including personal interviews, archival material, public records, and printed and electronic sources. Students will learn how to marshal statistical and numerical evidence while writing about complex issues of public importance. While developing their critical and interpretive skills, students will also explore the ethical and legal issues involved in using –or misusing– information.

A Jrl 300Z Journalism for Non-Majors (3)

For students interested, but not necessarily planning to major in journalism, this course offers an introduction to news, feature writing, opinion writing, broadcast journalism, web publishing, and related subjects. Students will write a variety of short assignments, some of them produced under deadline in the media classroom. [WI]

A Jrl 308Z (= A Eng 308Z) Narrative and Descriptive Journalism (3)

Students will explore a variety of journalistic styles, with emphasis on compelling narrative and description, combined with the skillful use of quotes and dialogue. The class features intensive critiques of students' work. A variety of formats will be studied: newspapers, magazines, non-fiction books, and online publications. Readings for the course include works by Janet Malcolm, Barbara Ehrenreich, Ellen Ullman, Mary Karr, Edward Abbey, Edmund Wilson, Michael Herr, and James Baldwin. Students submit weekly writing assignments and a final portfolio of edited work.

A Jrl 320 Media Law (3)

The First Amendment remains a concept unique in the world. No discussion of media law in American would be complete without understanding our Constitutional guarantees to freedom of speech and of the press. AT the same time –given the corporatization of modern media, conflicting regulatory demands, and global constraints on free speech- it is imperative that students understand the case law and legal precedents under which journalism is practiced. Topics include the historical development of First Amendment rights and of the laws governing libel, privacy, confidentiality, public access to information, fair trials, broadcasting, copyright, anti-trust, pornography, and other pertinent issues.

A Jrl 325 Media Ethics (3)

Students will explore the ethical dilemmas encountered by professional journalists. These revolve around conflicts of interest, differing interpretations of community standards, the right to privacy versus the public's right to know, First Amendment guarantees of free speech, the constraints of corporate ownership, and evolving ideas of what constitutes acceptable journalist practices. Students are strongly encouraged as a prerequisite to take one of the Philosophy Department courses listed as A Phi 114, A Phi 115, or A Phi 212.

A Jrl 330 History of Journalism in the United States (3)

This course examines the development of journalism in the United States, emphasizing the role of the press as a social institution. Subjects covered include the function and purpose of the press, evolving definitions of news, changing interpretations of the First Amendment, and the ethical and legal dimensions of free speech. Also examined will be the social, economic, political, technological, and cultural forces that have shaped the practices of journalism today.

A Jrl 340 Global Perspectives on the News (3)

This course provides a global perspective on news production and the distribution of media around the world. After studying the political and legal constraints under which international media operate- including the operating procedures of American journalists working as foreign correspondents- the course will explore topics including censorship, information warfare, internet piracy, the blogsphere, and conflicts between national interests and the media technologies that are unconstrained by national borders. Readings include works by Marshall McLuhan, Umberto Eco, Benjamin Barber, Susan George, and others.

A Jrl 350 Journalistic Interviewing (3)

Students in this course will gain experience in journalistic interviewing. They will work on assignments in a variety of situations, including personal interviews, background interviews, cold calls, solicitations for comment, and repeat interviews to press for clarification or new information. Also discussed is this course are the ethics of journalistic interviewing and editing, as well as the legal issues involved in prior consent, release forms, taped interviews, and other journalistic practices. The course satisfies the Oral Discourage general education requirements. Prerequisite(s): A grade of B or higher in any A Jrl course at the 100-, 200-, or 300-level, or permission of the instructor. [OD]

A Jrl 355 Public Relations Writing (3)

Students are introduced to the history of Public Relations tracing its modern development in the twentieth century and current rise to political prominence. Topics to be discussed include branding, logos, packaging, and other corporate practices. Students will review the legal and ethical rules of governing PR. Only after exploring how the goals of PR may be antithetical to those of journalism, will students be asked to produce a variety of writing samples, including advocacy journalism, press releases, speeches, position papers, web content, and other forms of PR. Some of this work, simulating crisis management, will be produced on deadline.

A Jrl 360 Intermediate Reporting and News Writing (3)

Building on the techniques acquired in A Jrl 200, students will develop their news instincts and hone their reporting and writing skills. Much of the class will be spent developing "live" stories- covering events, interviewing subjects, scrutinizing news sources, or handling a "beat". Students will produce news articles and feature stories like those expected of professional reporters with a modicum of experience in the field. Prerequisite(s): A Jrl 200Z.

A Jrl 364 & 365 Journalism: Special Topics (3)

Study of various issues in journalism. May be repeated when content differs. A Jrl 364Z and A Jrl 365Z are the writing intensive versions of A Jrl 364 and A Jrl 365. A Jrl 364 and A Jrl 365 do not meet the writing intensive requirement. Prerequisite(s): intended primarily for juniors and seniors and with permission of the program director.

TOPICS: Among the topics *regularly offered* under A Jrl 364 and 365 are the following:

"The Documentary Tradition in 20th Century American Prose and Photography" This lecture course studies the documentary tradition from classic American works in prose and photography through the latest innovations in using digital media.

"History of the American Press, 1833-1914" traces the development of the American print medium from the advent of the Penny Press through the influence of the muckrakers. It examines this evolving press in terms of its role in issues of public policy, gender, race and culture, thus providing an insight into the roots of contemporary American journalism.

"Media Law and Ethics" examines the current state of media law and ethics, with some attention also given to the historical roots. Topics include: First Amendment, conflicts between the values of a free press and a fair trial, libel, invasion of privacy, protection of confidential sources and information, freedom of information, copyright, telecommunications, and ethical dilemmas.

"Media Criticism" explores content and context of print journalism. Why do some stories get printed while others do not? Whose voices are heard and who is silenced? How do newsroom decision influence the audience? Do editorial and advertising pages represent the reader differently? Do readers have avenues of recourse? Should they? Close reading and writing assignments.

"The American News Media in the Twentieth Century" This lecture course surveys the historical development of the twentieth century of radio, television, newspapers and magazines, and digital media; to a lesser extent, it also addresses films, books publishing, public relations, and advertising.

"Images of Journalism in Literature and Film" explores several depictions of American journalism and journalists in a variety of genres, including novels, short stories, nonfiction, and films. Diverse images of journalists are followed from early colonial America to today.

A Jrl 364Z & 365Z Journalism: Special Topics (3)

May be repeated when content differs. A Jrl 364Z and 365Z are the writing intensive versions of A Jrl 364 and 365. Prerequisite(s): A Jrl 300Z. Intended primarily for juniors and seniors and with permission of the program director. [WI]

TOPICS: Among the topics *regularly offered* under A Jrl 364Z and 365Z are the following:

"Environmental Journalism" is a reporting and writing workshop that examinees a wide variety of issues in media coverage of such subjects as nuclear waste disposal, alternative fuels research, global warming, saving endangered areas and species, and "nimby"

(not-in-my-backyard) controversies. Intended for students in Journalism and Earth & Atmospheric Sciences but open to anyone with an interest in the subject.

"Writing Reviews, Editorials, and Columns" is a writing course in which students study and write pieces of subjective journalism, such as personal columns, arts reviews, editorials, and others.

"Computer-Assisted Journalism" introduces students to the concepts of computer-assisted reporting (CAR), fast becoming as fundamental a reporting tool as the telephone, and teaches the basic uses of spreadsheets, databases and the Internet for journalism.

"Editing for the News Media" demonstrates that editing is less an exercise in grammar and punctuation and more one in critical thinking. Editing and writing exercises and class discussion will grapple with what makes something news and what is the clearest way to express that to the readers.

"Science Journalism" This workshop introduces students to reporting on and writing about a variety of current issues in science, medicine, technology, and the environment.

"Photojournalism" This workshop, taught in a digital media lab, introduces students to photojournalism as practiced in newspapers, magazines, and digital media. Students should be able to demonstrate a basic competency in photography; those who have not taken previous photography coursework may have to present a portfolio for evaluation before being admitted.

"Digital Media Workshop" This course focuses on digital journalism, including such subjects as desktop publishing, writing HTML, and creating and maintaining Websites. It is intended for anyone who is interested in the process, design, presentation, and implementation of message-making through text, charts, symbols, signs, and computer screens/interfaces.

"Public Relations Workshop" This workshop will introduce students to a variety of functions and writing activities found in modern public relations, such as managing internal and external communications, identifying appropriate audiences, developing plans for public relations campaigns, writing press releases and other documents, handling communications in a crisis situation, and managing media relations.

A Jrl 366 Magazine Writing (3)

This course gives students experience in conceptualizing, researching, writing, rewriting, and submitting for publication different types of articles that are found in magazines, webzines, and the features section of newspapers. Ethical issues and writer-editor relationships are also examined. Students write several articles of varying length and complete other assignments, such as writing query letters and analyzing magazine content.

A Jrl 370 Reporting on Science and Technology (3)

A foundations course in writing about science and technology- two forces that play an increasingly dominant role in modern life. Students will learn how to evaluate scientific claims and distinguish the relative importance of technological advances in fields ranging from computers and telecommunications to biotechnology, nano-scale research, and environmental studies. Ethical issue surrounding military research, patents, copyrights, and intellectual property will also be explored. Weekly reading and writing assignments.

A Jrl 380 Photojournalism (3)

Students develop the critical skills for evaluating and the technical skills for producing, editing, and publishing digital photographs in a variety of formats, including traditional newspapers, satellite transmissions from the field, and internet web sites. While developing their aesthetic and technical skills, students will critique each other's photos in a workshop format.

A Jrl 385 Broadcast Journalism (3)

Students will report, write, produce, air, and record a variety of television and radio news stories with a degree of professionalism resembling what might be found in local newscasts, whether they be short reports or longer, feature-length stories. Working individually or in groups, students will use analog and digital video technologies and recording devices to produce their stories.

A Jrl 390 Digital Media Workshop I: Web Publishing (3)

This workshop teaches the editing and design skills required to produce literary websites, webcasts, blogs, and other forms of online digital journalism. The class is taught as a hands-on workshop in a digital classroom. Students, working on individual and team projects, will produce digital media using a variety of tools, ranging from Photoshop and Flash to Dreamweaver and HTML.

A Jrl 392 Digital Media Workshop II: Desk-Top Publishing (3)

This course develops the skills required for writing, editing, designing, and publishing on the web, primarily webzines, and internet news sites. This hands-on workshop is taught in a digital media lab. Working individually and in teams, students will produce and publish three major media projects.

A Jrl 397 Independent Study of Journalism (1–4)

A project in journalistic investigation and writing, or a study of some specific body of journalism sponsored by a faculty member and approved by the director of journalism. May repeated for credit. Prerequisite(s): intended primarily for juniors and seniors and with permission of the program director.

A Jrl 410 Images of Journalism in Film (3)

This course explores the depiction of American journalism and journalists in a variety of fictional films and selected works of prose. Students study the history of filmed representations of journalists; they also study the images that journalists have presented of themselves and their profession. The course does not involve journalistic report and writing, but it does require close analysis of films, attentive reading, participation in class discussions, and a willingness to explore.

A Jrl 420 Political Economy of the Mass Media (3)

The course examines the production, distribution, and consumption of media, and how these social constraints shape the news, images, and cultural artifacts that surround us. Proceeding by case-study analyses of various cultural industries, including publishing, broadcasting, and other mass media, the course will examine topics including global marketing and branding, media corporatization, and other links between our cultural experience and the modern political economy. Readings of works by Herbert Schiller, Elizabeth and Stuart Ewen, Robert McChesney, Joseph Stiglitz, Katha Pollitt, and others.

A Jrl 460 Advanced Reporting and News Writing (3)

After prior work in lower-level courses, students in this advanced workshop will develop their skills as investigative reporters and writers of news stories and articles that are thoroughly researched and compellingly written. Students may choose to write and rewrite one article throughout the semester or a cluster of articles on related subjects. Students are expected to develop a sense of journalistic tenacity and appreciation for applied research. They will learn how to develop a story through multiple drafts and how to produce articles that are noteworthy for their journalistic flair, emotional impact, or informative power.

A Jrl 465 Opinion Writing (3)

This workshop gives students experience in writing a variety of journalistic pieces normally found in the opinion sections of newspapers, magazines, and online sites. Among the types of articles students will produce are personal columns, move and music reviews, and editorials. Students will also read widely among the best practitioners of opinion writing, from Maureen Dows and Molly Ivins to H.L. Mencken and Hunter Thompson.

A Jrl 468 Literary Journalism (3)

This course invites students to read literary journalism and to write their own literary essays. Readings include works by Daniel Defoe, Charles Dickens, Samuel Clemens, Stephen Cane, Janet Flanner, Lillian Ross, Rebecca West, John Hersey, James Agee, Dorothy Day, Meridel LeSueur, Truman Capote, Joan Didion, Tracy Kidder, and others. While reflecting on the relations between journalism and literary fiction and nonfiction, students will complete bi-weekly assignments.

A Jrl 470 Advanced Reporting on Science and Technology (3)

The successor to A Jrl 370Z, the introductory course on science writing and technology. Students will be expected to produce a sustained, well-researched and argued body of work on a scientific domain or domains of their choosing. Acceptable topics include computers and information, public health, medicine, biotechnology, nano-scale research, and environmental studies. Weekly reading and writing assignments, the latter sometimes consisting of outlines or drafts of loner work in progress.

A Jrl 475 Topics in Journalism (3)

This course may be either an intensive skills-oriented workshop or a conceptual course on a topic in journalism that bears serious study. More than one section may be offered in a semester.

A Jrl 480 Public Affairs Journalism (3)

The Capital District offers a unique laboratory for reporting on public affairs at all levels, from the local to the national. These include governmental affairs, but also judicial matters, relations between New York State and the State's indigenous Indian tribes, and policy issues concerning medicine, technology, business, and education. Public affairs journalism is now part of a large debate about the lengths to which journalists should go in hosting community events and creating an informed citizenry. Along with numerous writing assignments, students will engage in wide reading of journalists who have staked out positions to this debate and operated effectively as reports or advocates in the public arena.

A Jrl 490 E-zine: Online Magazine Workshop (3)

E-zines, defined here as magazines published on the World Wide Web, are flourishing in the rapidly expanding domain of electronic journalism. This now includes blogs, webcasts, internet news services, and other specialized sites. The workshop is devoted to publishing several issues of an online magazine, which will include articles, images, graphics, and other interactive features. Students will work in teams to do the reporting, writing, editing, layout, design, coding, and publishing of these web-based e-zines.

A Jrl 495 Internship in Journalism (3-6)

The course is limited to Journalism majors and minors. Internships in a variety of media are offered for variable credit. The internship requires that students work on-site in a professional media organization, under the direct supervision of a qualified supervisor. A faculty supervisor will also design an academic component for the internship, based on readings, daily journals, and the writing of papers that analyze and reflect on the work experience. The faculty supervisor will meet regularly with interns, both individually and as a group. The Journalism Program Director will establish the specific requirements that must be fulfilled to receive credit for this course. **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 faculty supervisor. *S/U* graded.

A Jrl 497 Independent Study in Journalism (1-3)

For variable credit (1-3), students in Journalism pursue an independent project under the supervision of a full time faculty member. A students might use this course to enhance a portfolio, gain expertise in journalistic practices, research a special topic, or complete work on

a major assignment. An application to a faculty member is required. A written agreement outlining the goals and work to be completed during the independent study is also required. The course is limited to seniors with prior journalism experience, although they do not have to be a Journalism major or minor.

A Jrl 499 Senior Honors Project in Journalism (3)

Students will define, develop, research, and write or produce in electronic or visual form an individual project of serious merit. The project is intended to demonstrate the range of skills acquired during the student's training in Journalism. The project should also demonstrate a nuanced understanding of the ethical and legal issues of the profession. Work on the project will be supervised by advanced arrangement with a faculty member. The decision on whether a student's final project merits receiving Honors in Journalism will be made by the faculty of the Journalism Program.

DEPARTMENT OF JUDAIC STUDIES

Faculty
Professor Emeritae/i
Judith R. Baskin. Ph.D.
Yale University
Jerome Eckstein, Ph.D.
Columbia University
Professors
Associate Professors Emeritae/i
Daniel Grossberg, Ph.D.
New York University
Stanley J. Isser, Ph.D.
Columbia University
Associate Professors
Joel Berkowitz, Ph.D.
City University of New York Graduate Center
Mark A. Raider, Ph.D. (Department Chair)
Brandeis University
Assistant Professors
Barry Trachtenberg, Ph.D.
University of California, Los Angeles
Affiliated Faculty
Donald Birn, Ph.D.
Department of History
Sarah Blacher Cohen, Ph.D.
Department of English
Toby W. Clyman, Ph.D.
Department of Languages, Literatures and Cultures
Martin Edelman, Ph.D.
Department of Political Science
Robert J. Gluck, M.H.L., M.S.W., M.F.A.
Department of Music
Martha Rozett, Ph.D. (Collins Fellow)
Department of English
Edward L. Schwarzschild, Ph.D.
Department of English
Sharona R. Wachs, M.A., M.L.S.
University Libraries
Dan S. White, Ph.D.
Harvard University

The Department of Judaic Studies offers courses in Hebrew language and literature, Yiddish language and literature, and in the full range of Jewish history and civilization.

The department offers both a major and a minor in Judaic Studies, with the expectation that majors will acquire a good command of the Hebrew language and an extensive knowledge of Jewish history, philosophy, literature and culture.

Careers

Many recipients of the B.A. in Judaic Studies pursue careers in social welfare, Jewish communal administration, or education, often after appropriate graduate training. Others undertake Rabbinic or Cantorial studies or enter Ph.D. programs leading to careers in college teaching.

Many students find Judaic Studies to be a broad-based liberal arts major, leading to a variety of careers, including law, medicine, journalism, library science, and business.

Special Programs or Opportunities

The State University system has arrangements with the University of Haifa, the Hebrew University, Ben-Gurion University, Tel Aviv University, and Bar-Ilan University for students who desire to spend a semester or an academic year studying in Israel; credits toward the major or minor in Judaic Studies, or minor in Hebrew will be awarded for suitable courses. This program is administered from the Albany campus and is available for majors and nonmajors.

Degree Requirements for the Major in Judaic Studies

General Program B.A.: 36 credits with at least 12 credits at the 300 level or above, to include:

Hebrew Language and Literature: a minimum of 6 credits in Hebrew beyond A Heb 102, plus either 3 credits at the 300 level or above from courses with an A Heb rubric (excluding A Heb 450 and 497) or one of the following: A Jst 372, 372Z, 373, 373Z, 374, 374Z

Judaic Life and Thought: a minimum of 18 credits from the following categories:

Judaic Studies Survey: 3 credits (1 course)

A Jst 150 Jewish Civilization
A Jst 155 Traditions and Practices

Foundations, Ancient and Medieval: 6 credits (2 courses) representing two of the three areas: Biblical, Hellenistic and Rabbinic, Medieval

Biblical

A Jst 240 Archaeology, Biblical
A Jst 242 Bible as Literature
A Jst 251/341 Biblical History
A Jst 280 Torah
A Jst 281 Prophets
A Jst 282 Late Biblical, Apocryphal Literature
A Jst 285 Hero and Antihero in Jewish and Christian Scripture
A Heb 390 Biblical Readings
A Heb 391 Wisdom Literature
A Heb 392 Love Poetry

Hellenistic and Rabbinic

A Jst 241 Archaeology, Greece-Rome
A Jst 252/342 Hellenistic History
A Jst 282 Late Biblical, Apocryphal Literature
A Jst 285 Hero and Antihero in Jewish and Christian Scripture
A Jst 325 Talmudic Literature

Medieval

A Jst 253/343 Medieval History
A Jst 285 Hero and Antihero in Jewish and Christian Scripture
A Jst 325 Talmudic Literature

Modern Jewish Experience: 6 credits (2 courses) representing two of the three areas: America, Israel, Europe and Holocaust:

America

A Jst 221 American Jewish Experience
A Jst 230/330 American Philosophy
A Jst 244 Zionism, Palestine, and Israel in Historical Perspective
A Jst 254/344 Modern Jewish History
A Jst 260 Immigrant Experience
A Jst 261 Hollywood and Jews
A Jst 351 Jew/American Ethnic Groups
A Jst 367 Jew/American Literature

Israel

A Jst 243 People and Culture of Middle East
A Jst 244 Zionism, Palestine, and Israel in Historical Perspective
A Jst 254/344 Modern Jewish History
A Jst 272/372 Modern Hebrew Lit in Translation
A Jst 273/373 Arab in Israeli Literature
A Heb 308 Readings in Hebrew Literature
A Heb 309 20th Century Hebrew Literature
A Heb 310 Contemporary Narrative
A Heb 311 Agnon
A Jst 359 Israeli Politics

Europe and Holocaust

A Jst 244 Zionism, Palestine, and Israel in Historical Perspective
A Jst 250 Holocaust in History
A Jst 254/344 Modern Jewish History
A Jst 255 Holocaust Lessons
A Jst 257 West Europe Jewry
A Jst 258 East Europe Jewry
A Jst 335 Holocaust Philosophy
A Jst 377 Existential Philosophy

Themes and Issues: 3 credits (1 course)

A Jst 231 Modern Jewish Thought
A Jst 248 Women in Jewish History and Literature
A Jst 256 World Jewry since Holocaust
A Jst 270 Jewish-Christian Relations
A Jst 274/374 Love and Sex in Hebrew Literature
A Jst 275 Antisemitism in Historical Perspective
A Jst 286 Jerusalem: City and Idea
A Jst 291 Messiah and Messianism in Judaism and Christianity
A Jst 360 Autobiographies

Electives: 9 credits from any category.

No more than a total of 4 credits from among A Heb 450, A Jst 450, and A Jst 490 may be applied toward the major.

Credit from Independent Study courses (A Heb 297 and 497, A Jst 497), the Honors Colloquium (A Jst 495) and Topics courses (A Jst 299, 499) may be applied to categories appropriate to their subject matter as determined by the Judaic Studies chair or major adviser. Relevant courses offered by other departments or transferred from other institutions may also be approved for credit toward the major by the chair or the Judaic Studies major adviser.

Honors Program

Students may file an application for admission to the honors program in the department office in the second semester of the sophomore year or in the junior year. Junior transfers may apply at the time of their admission to the University.

The minimum requirements for admission include completion of at least 12 credits of course work applicable to the major, a minimum overall grade point average of 3.25, and a minimum 3.50 grade point average for all courses applicable toward the major.

Students in the program are required to complete all of the requirements for the major in Judaic studies. During the fall semester (preferably in the senior year,) students need to complete A Jst 495, Colloquium in Judaic Studies. In addition, 6–12 credits of intensive work culminating in a major project must be satisfactorily completed. This project will begin as a research paper in a 300- or 400-level course, including the colloquium, and will be completed through 3 or 4 credits of independent study. The honors committee will rule on the acceptability of the project at the end of the initial course (for which a grade of *I* is unacceptable) and will assign a faculty member, usually one selected by the student, to supervise the completion of the project. The project will be formally evaluated by the end of the third quarter of the senior year and will be submitted in final form by the end of the fourth quarter before the examination period.

Students in the honors program are required to maintain overall grade point averages of 3.25 or higher during the junior and senior years and overall grade point averages of 3.50 or higher for all courses applicable toward the major. Students not meeting the above standards may be precluded from continuing in the program.

After completion of the above requirements, the records of the candidate will be reviewed by the department, which will recommend candidates for the degree with honors in Judaic studies.

Courses in Hebrew

A Heb 101 Elementary Hebrew I (4)
Introduction to the fundamentals of modern spoken and written Hebrew. Class meets four times a week, plus optional sessions in the language laboratory.

A Heb 102 Elementary Hebrew II (4)
Continuation of A Heb 101. Prerequisite(s): A Heb 101 or equivalent, or placement. [FL]

A Heb 201 Intermediate Hebrew I (3)
Readings, grammar, composition and conversation. Prerequisite(s): A Heb 102 or equivalent, or placement.

A Heb 202 Intermediate Hebrew II (3)
Continuation of A Heb 201. Grammar, composition, conversation, and introduction of modern Hebrew readings. Prerequisite(s): A Heb 201 or equivalent, or placement.

A Heb 203 (= A Rel 203) Biblical Hebrew (3)
Methods and research tools of modern Bible study. Grammar and syntax of classical Hebrew for students familiar with modern Hebrew. Prerequisite(s): A Heb 102. Only one of A Heb 203 & A Rel 203 may be taken for credit. May not be offered in 2005-2006.

A Heb 297 Independent Study in Hebrew (1–6)
Directed readings and conferences on selected topics in Hebrew language and literature. May be repeated for credit when topics differ. Prerequisite(s): permission of instructor and department chair.

A Heb 307 Hebrew Composition and Conversation (3)
Intensive oral and written practice. Composition and conversation based on readings representing the development of the Hebrew language and literature. Prerequisite(s): A Heb 202 or equivalent. May not be offered in 2005-2006.

A Heb 308 Readings in Hebrew Literature (3)
Study of a selected period, genre, or author of Hebrew literature. Further development of composition and conversation skills through writing short Hebrew papers and participation in discussion based on the Hebrew literature. May be repeated when topic differs. Prerequisite(s): A Heb 307 or permission of instructor.

A Heb 309 Twentieth-Century Hebrew Literature (3)
A study of selected works of Hebrew literature from the beginning of the 20th century to the present. The works studied will deal with such themes as alienation, disaster, religious and secular worldviews and the place of Israel. Course is conducted in Hebrew. Prerequisite(s): A Heb 307 or permission of instructor.

A Heb 310 Contemporary Israeli Narrative (3)
A study of selected works of Hebrew prose literature created in Israel since 1948. Works by such authors as Appelfeld, Meged, Oz, Shachar and Yehoshua will be examined. Course is conducted in Hebrew. Prerequisite(s): A Heb 307 or permission of instructor. May not be offered in 2005-2006.

A Heb 311 The Short Stories of S.Y. Agnon (3)
A study of selected works by Israel's Nobel Laureate dealing with the conflict between religious and secular worldviews. Course is conducted in Hebrew. Prerequisite(s): A Heb 307 or permission of instructor. May not be offered in 2005-2006.

A Heb 390 (= A Rel 390) Readings in Biblical Literature (3)
Studies in a selected biblical book or genre emphasizing the tools and concerns of current biblical research as applied to both classical (traditional) and modern commentaries. May be repeated when topic differs. Prerequisite(s): second year Hebrew competence, A Heb 203, or permission of instructor. May not be offered in 2005-2006.

A Heb 391 (= A Rel 391) Wisdom Literature in the Bible (3)
A study of Proverbs and Ecclesiastes as representatives of Biblical Wisdom literature. The literary form, cultural tradition and world outlook of these wisdom books will be examined. Course is conducted in Hebrew. Only one of A Heb 391 & A Rel 391 may be taken for credit. Prerequisite(s): third year Hebrew competence, A Heb 203 or permission of instructor. May not be offered in 2005-2006.

A Heb 392 (= A Rel 392) Love Poetry in the Bible (3)
A study of the Song of Songs. The place of this erotic literature in the Hebrew Bible and the puzzling literary form of the work will be examined. Course conducted in Hebrew. Only one of A Heb 392 & A Rel 392 may be taken for credit. Prerequisite(s): 3rd year Hebrew competence, A Heb 203 or permission of instructor. May not be offered in 2005-2006.

A Heb 450 Hebrew Practicum (4)
Advanced Hebrew students receive undergraduate credit for teaching experience in elementary Hebrew by working with sections of A Heb 101 or 102. The supervising instructor helps students improve their mastery of Hebrew and discusses pedagogical techniques. This course may be repeated once for credit with approval of the department chair. Prerequisite(s): A Heb 202 or equivalent, and permission of instructor.

A Heb 497 Independent Study in Hebrew (1–6)
Directed readings and conferences on selected topics in Hebrew language and literature. May be repeated for credit when topics differ. Prerequisite(s): permission of instructor and department chair.

Courses in Yiddish

A Yid 101 Elementary Yiddish I (4)
Beginner's course in Yiddish: fundamentals of language structure and sounds; emphasis on pronunciation and oral expression; and graded readings.

A Yid 102 Elementary Yiddish II (4)
Continuation of beginner's course in Yiddish: fundamentals of language structure and sounds; emphasis on pronunciation and oral expression; and graded readings. Prerequisite(s): A Yid 101. [FL]

A Yid 201 Intermediate Yiddish I (3)
Readings, grammar, composition, and conversation. Prerequisite(s): A Yid 101 or equivalent, or placement.

A Yid 202 Intermediate Yiddish II (3)
Continuation of A Yid 201. Grammar, composition, conversation, and introduction of modern Yiddish readings. Prerequisite(s): A Yid 201 or equivalent, or placement.

University at Albany

Courses in Judaic Studies

A Jst 101 Jewish Civilization I: Biblical and Greco-Roman Periods (2)
Year course offered to high school students for college credit. Survey of the history of ancient Israel with emphasis on the development of classical Jewish religion and culture, and introduction to methods used in the study of this subject. May not be taken by students enrolled in college. Pre- or corequisite(s): completion of or current enrollment in high school European history course on Regents or AP level.

A Jst 102 Jewish Civilization II: Medieval and Modern Periods (2)
Year course offered to high school students for college credit. Survey of Jewish history from the Middle Ages to the present with emphasis on the varied experiences and cultural expressions of Jews and Judaism; e.g., Sephardim and Ashkenazim, Rabbinic thought and literature, philosophy, mysticism, emancipation, anti-Semitism, Zionism. May not be taken by students enrolled in college. Pre- or corequisite(s): completion of or current enrollment in high school European history course on Regents or AP level.

A Jst 150 Survey of Jewish Civilization (3)
Basic orientation into the Jewish tradition from the biblical period to the present. Emphasizes the history and philosophy of Jewish culture and religion. Required for Judaic studies majors and recommended preparation for other A Jst courses in history and philosophy. [GC]

A Jst 155 (= A Rel 155) Judaism: Traditions and Practices (3)
Examines development of Jewish traditions and practices from Rabbinic period to present. Major focus is Jewish religious groups and observances in contemporary United States. Topics include how different Jewish groups situate themselves in American society; Jewish calendar and life-cycle observances; impact of feminism; social action agendas; role of Israel. [DP]

A Jst 215 (= A Mus 225) Music of the Jewish People (3)
A survey of significant features and trends emerging from the evolving history, musical literature, and aesthetics of Jewish musical expression. The musical implications of the multi-national, multi-ethnic nature of Jewish people hood, the complex interplay between Jewish identity and musical expression; and the dynamic interaction between Jewish communities and surrounding host cultures. Prerequisite(s): One 100-level Music course or any one of A Jst 150, 155, or 254, or permission of instructor.

A Jst 221 The American Jewish Experience (3)
Offers a general, nonspecialized historical studies approach to the American Jewish experience including the impact of colonial Jewry, antebellum Jewry, Reform and Conservative Judaism, the Yiddish immigrant milieu, Zionism and the State of Israel, the Holocaust, and trends in American Jewish life since World War II. Utilizes historical studies, films, literary works and guest lecturers. [DP US*] May not be offered in 2005-2006.

A Jst 225 (= A His 225) Hollywood and the Jews (3)
An examination of the history of Hollywood and the Jewish relationship to the American motion picture industry. Investigates a representative sample of films and movies and explores the impact of the fictionalized landscape of the Jewish mind on American culture and values. [DP]

A Jst 231 (= A Rel 231) Modern Jewish Thought (3)
An examination of changes over time in Jewish thought and philosophy from the seventeenth century to the present. Focuses on key Jewish thinkers, philosophers, and theologians. One-third of the course is devoted to Jewish thought in the American context. [HU]

A Jst 240 (= A Cla 240) Archaeology and Ancient Israel I: Archaeology and the Bible (2)
Important discoveries related to biblical history and literature. Examination of sites, artifacts, texts and scripts from the Bronze Age to the Babylonian exile. Only one of A Jst 240 and A Cla 240 may be taken for credit.

A Jst 241 (= A Cla 241) Archaeology and Ancient Israel II: Greco-Roman Period (2)
Important discoveries related to postbiblical Jewish life and history. Examination of relevant papyri, the Dead Sea Scrolls, coins, Masada, Jerusalem, burial caves, synagogue art and other topics. Only one of A Jst 241 and A Cla 241 may be taken for credit.

A Jst 242 (= A Eng 221 & A Rel 221) The Bible as Literature (3)
Literary genres of the Hebrew Bible (Old Testament) and the cultures from which they emerged. Attention to parallel developments in other literatures and to the influence of the Hebrew Bible on Western life and letters. Only one of A Eng 221, A Jst 242 & A Rel 221 may be taken for credit. [HU]

A Jst 244 Zionism, Palestine, and Israel in Historical Perspective (3)
The background of 19th-century Jewish and European history resulting in the rise of Zionism. The World Zionist Organization (founded 1897)—its activities, problems and ideologies up to 1914. Political and practical developments in Europe, America and Palestine during and between the world wars. The postwar settlement and Zionism since 1948. May not be offered in 2005-2006.

A Jst 248 (= A Wss 248) Women in Jewish Life and Literature (3)
Examines the various roles of women and the diverse ways they have been represented in Jewish life and literature from the biblical period through the 20th century. Texts will include biblical passages, Talmudic legislation and interpretation, medieval documents, early modern memoirs, and modern letters, poetry and fiction. Only one of A Jst 248 & A Wss 248 may be taken for credit. May not be offered in 2005-2006.

A Jst 250 (= A His 250) The Holocaust in History (3)
An examination of the Jewish experience in the Second World War in the broader context of 20th century history. Topics surveyed include antisemitism, National Socialism and war crimes in the modern era. Only one of A His 250 & A Jst 250 may be taken for credit. [EU] May not be offered in 2005-2006.

A Jst 251 Early Israel and Biblical Civilization (3)
The history and culture of ancient Israel from its beginnings to the Persian Empire. A survey of the Hebrew Bible (in English) as the major source for the study of early Judaic religious and social forms in the context of the Near East. Only one of A Jst 251, 341 & 341Z may be taken for credit. [BE]

A Jst 252 (= A Rel 252) Jews, Hellenism, and Early Christianity (3)
History of the Jewish people from Alexander the Great to the decline of the ancient world. Topics include examination of cultural conflict in Judaea and the diaspora, confrontation with Greco-Roman Hellenism and early Christianity, sectarianism, and the beginnings of Rabbinic institutions. Only one of A Jst 252, 342, 342Z, & A Rel 252 may be taken for credit. [EU]

A Jst 253 (= A His 253 & A Rel 253) Medieval Jews among Muslims and Christians (3)
Studies Jewish history, life and culture in the contexts of the Muslim and Christian civilizations of the Middle Ages. Discusses differences among Jews, Muslims and Christians; emphasizes reactions to persecution, Jewish autonomy and social life as a minority group in a majority culture, and the development of Jewish law, literature, philosophy and mysticism. Only one of A His 253, A Jst 253, 343, 343Z & A Rel 253 may be taken for credit. [EU] May not be offered in 2005-2006.

A Jst 254 (= A Rel 254) The Jews in the Modern World (3)
A survey of modern Jewish history from 1700 to the present, emphasizing the Jewish encounter with modernity in both Western and Eastern Europe. Themes include the struggle for enlightenment and civil rights; religious reforms in Judaism, the Hasidic movement, reactions to antisemitism, Jewish nationalist and political movements, the Holocaust, events leading up to the founding of the State of Israel, and Jewish history in the United States. Includes readings from primary sources and fiction. Only one of A Jst 254, 344, 344Z & A Rel 254 may be taken for credit. [GC]

A Jst 255 (= A His 255) The Holocaust: Lessons & Legacies (3)
Offers a general, nonspecialized cultural studies approach to the Holocaust, the destruction of European Jewry by Nazi Germany during World War II. Examines European Jewish life as well as the history, cultural significance and public importance of the Holocaust through multiple perspectives. Utilizes historical studies, film series, literary works and guest lecturers. [GC]

A Jst 256 (= A Rel 256) World Jewry since the Holocaust (3)
An examination of the trajectory of the historical and demographic changes in Jewish civilization since World War II and the Holocaust. Investigates significant changes in diaspora Jewry as well as the emergence of America and Israel as the postwar centers of modern Jewish life. One-third of the course is devoted to changes in American Jewish life and culture. [BE] May not be offered in 2005-2006

A Jst 257 (= A His 257) Jews, War & Revolution: West European Jewry, 1770–1918 (3)
An examination of Jewish history in Central and West Europe that highlights the transformation and politicization of Jewish life in the modern era. One-third of the course is devoted to the impact of "German" Jewish immigrants on American Jewish life and American society. [EU] May not be offered in 2005-2006.

A Jst 258 (= A His 258) Jews, War & Revolution: East European Jewry, 1772-1918 (3)
An examination of Jewish history in Poland and Imperial Russia and the era of mass Jewish migration to the USA. Highlights the modernization, emancipation, and politicization of Jewish life in Eastern Europe. One-third of the course is devoted to the impact of East European Jewish immigrants on American Jewish life and American society. [EU]

A Jst 260 Jews and the Immigrant Experience in America (3)
Surveys Jewish settlement and acculturation in North America from 1800 to present. Compares the experiences of American Jews with those of other ethnic groups through exploration of issues of ethnicity, class and gender. Utilizes literary and documentary sources, as well as guest lectures. [DP US*]

A Jst 270 Jewish-Christian Relations (3)
This course compares and contrasts the belief systems and historical contacts, both positive and negative, of Jews and Christians, from the origins of Christianity to the ecumenical movement in the contemporary United States. Only one of A Jst 270 and A Rel 270 may be taken for credit. [DP] May not be offered in 2005-2006.

A Jst 272 (formerly A Heb 272 & A Jst 172) Modern Hebrew Literature in Translation (3)
A Jst 272 introduces the students to representative works of Hebrew literature of the last 100 years. The poetry, short stories and novels address universal themes as they reflect the particular period and conflicts that the Hebrew writers experienced. The issues and themes of the literature include the Jewish encounter with modernity, loss of faith, two world wars, the holocaust, the establishment of the state of Israel and the several wars Israel has fought with its neighbors. Readings and discussion conducted in English. Only one of A Jst 272, 372, and 372Z may be taken for credit. [HU] May not be offered in 2005-2006.

A Jst 273 The Arab in Israeli Literature (3)
An examination of the image of the Arab in selected poetry, short stories and novels of modern Israel. The course will address the evolving presence, perceptions, and significance of the Arab in the literature. Attention is given to the historical and cultural factors contributing to the distinct treatment of the Arab in various areas of modern Hebrew literature. Only one of A Jst 273, 373, and 373Z may be taken for credit. [HU] May not be offered in 2005-2006.

A Jst 274 Love & Sex in Hebrew Literature (3)
An examination of Hebrew poems and short narratives in English translation on the themes of love and sex. Readings are drawn from the biblical, medieval, modern and contemporary periods of Hebrew literature. Attention is given to the historical and cultural factors contributing to the distinct treatments of love and sex in the various periods of Hebrew literature. Only one of A Jst 274, 374, and 374Z may be taken for credit. [HU] May not be offered in 2005-2006.

A Jst 275 (= A His 275) Antisemitism in Historical Perspective (3)
This course studies the development and varying forms of antisemitism in Western history. The course is divided into three segments: 1) the anti-Judaism of early Christianity and the rise of medieval antisemitism in Christian Europe; 2) the modernization of antisemitism in European society up to World War II; 3) the impact of antisemitism in American history. Learning materials include analytic texts, fiction, films and guest lecturers. Only one of A His 275 & A Jst 275 may be taken for credit. [DP EU GC]

A Jst 280 (= A Rel 280) The Torah (3)
General introduction to The Five Books of Moses (in English) considered against a background of religious, social and philosophical aspects. Studies the significance of the Torah in the development of Judaic civilization. Only one of A Jst 280 & A Rel 280 may be taken for credit. May not be offered in 2005-2006.

A Jst 281 (= A Rel 281) The Prophets (3)
Survey of the prophets in general (in English), emphasizing the moral and social role of the individual prophet and his impact upon Judaism and Western civilization. A Jst 281Z & A Rel 281Z are the writing intensive versions of A Jst 281 & A Rel 281; only one may be taken for credit. May not be offered in 2005-2006.

A Jst 281Z (= A Rel 281Z) The Prophets (4)
A Jst 281Z & A Rel 281Z are the writing intensive versions of A Jst 281 & A Rel 281; only one of the four courses may be taken for credit. [WI]

A Jst 282 (= A Rel 282) Late Biblical Literature (3)
Examination of books in the "Ketuvim" (Writings) section of the Hebrew Bible and some works of the Apocrypha (in English). Topics include stories (Ruth, Judith), poetry (Psalms, Song of Songs), wisdom (Job, Ecclesiastes), historiography (Chronicles), and apocalyptic (Daniel, II Esdras), and how these works develop themes from earlier biblical literature. Only one of A Jst 282 & A Rel 282 may be taken for credit. May not be offered in 2005-2006.

A Jst 285 (= A Rel 285) Hero and Antihero in Scripture (3)
An examination of different kinds of heroic figures in biblical literature, with questions about literary presentation, religious significance, and historicity. The course looks at ideal and roguish characteristics of heroic individuals in the biblical text and how these are treated in later exegesis and modern scholarship. A wide variety of men and women from the Hebrew Bible, the Apocrypha, and the New Testament are studied, but particular emphasis is placed on Moses, David, and Jesus. [BE]

A Jst 286 (= A Rel 286) Jerusalem: the City and the Idea (3)
Now the capital of Israel, Jerusalem has been central to Jewish history and religion, as well as to Christianity and Islam. The course surveys its physical history, its image in religion, nationalism, literature, and the arts, and its various populations and their subgroups. It aims to provide a sophisticated understanding of the demographics and politics of contemporary Jerusalem. [GC] May not be offered in 2005-2006.

A Jst 291 (=A His 291 and A Rel 291) Messiah and Messianism in Judaism and Christianity (3)
Origins of Jewish and Christian messianism in the Old and New Testaments and related literature. Topics include the projection of a society's ultimate values, and the tension caused by the actual attempts to realize those values; i.e., to achieve salvation through messianic movements. Only one of A His/Jst/Rel 291 may be taken for credit. May not be offered in 2005-2006. [GC]

A Jst 299 Introductory Topics in Judaic Studies (1–3)
An elementary course in Jewish culture, history, philosophy, literature or the Bible that is devoted to a topic or theme, a particular work or works, or a particular author or authors. May be repeated for up to 6 credits when topic differs.

A Jst 325 (= A Rel 325) Rabbinic Literature (3)
A study of one or more works of rabbinic literature from among Mishnah, Talmud, Midrash, commentaries, and codes. Analytical reading of the texts in English translation and discussion of their religious, legal, historical, and literary implications. May be repeated for credit if topic differs. Prerequisite(s): A Jst 150 or A Jst 155. May not be offered in 2005-2006.

A Jst 341 (= A His 341) Issues in Biblical Civilization (3)
Covers same period as A Jst 251 but on an advanced level. Students attend two A Jst 251 lectures each week but have a separate, more sophisticated reading list, a research paper, and a separate recitation session. Only one of A Jst 251, 341 & 341Z may be taken for credit. Prerequisite(s): A Jst 150 or 240, or permission of instructor. May not be offered in 2005-2006.

A Jst 341Z (=A His 341Z) Issues in Biblical Civilization (4)
A Jst 341Z is the writing intensive version of A Jst 341. Covers same period as A Jst 251 but on an advanced level. Students attend two A Jst 251 lectures each week but have a separate, more sophisticated reading list, a research paper, and a separate recitation session. Only one of A Jst 251, 341, & 341Z may be taken for credit. The former A Jst 341 does not yield writing intensive credit. Prerequisite(s): A Jst 150 or 240, or permission of instructor. [WI] May not be offered in 2005-2006.

A Jst 342 (= A His 358) Issues in Hellenistic-Rabbinic Judaism (3)
Covers same period as A Jst 252 but on an advanced level. Students attend two A Jst 252 lectures each week but have a separate, more sophisticated reading list, a research paper, and a separate recitation session. A Jst 342Z is the writing intensive version of A Jst 342. Only one of A Jst 252, 342, & 342Z may be taken for credit. Prerequisite(s): A Jst 150 or 241, or permission of instructor. [EU]

A Jst 342Z (= A His 358Z) Issues in Hellenistic-Rabbinic Judaism (4)
Covers same period as A Jst 252 but on an advanced level. Students attend two A Jst 252 lectures each week but have a separate, more sophisticated reading list, a research paper, and a separate recitation session. Only one of A Jst 252, 342, & 342Z may be taken for credit. The former A Jst 342 does not yield writing intensive credit. Prerequisite(s): A Jst 150 or 241, or permission of instructor. [WI] [EU]

A Jst 343 Issues in Medieval Jewish History (3)
Covers same period as A Jst 253, but on an advanced level. Students attend class meetings for A Jst 253, but have a separate, more sophisticated reading list, a research paper, and a separate recitation session. A Jst 343Z is the writing intensive version of A Jst 343; only one of A His253, Rel 253, Jst 253, 343, & 343Z may be taken for credit. Prerequisite(s): A Jst 150 or permission of instructor. [EU]

A Jst 343Z Issues in Medieval Jewish History (4)
A Jst 343Z is the writing intensive version of A Jst 343; only one of A His 253, Rel 253, Jst 253, 343, & 343Z may be taken for credit. Prerequisite(s): A Jst 150 or permission of instructor. [WI] [EU]

A Jst 344 Issues in Modern Jewish History (3)
Covers the same period as A Jst 254, but on an advanced level. Students attend class meetings for A Jst 254, but have a separate, more sophisticated reading list, a research paper, and a separate recitation session. A Jst 344Z is the writing intensive version of A Jst 344. Only one of A Jst 254, 344, & 344Z may be taken for credit. Prerequisite(s): A Jst 150 or permission of instructor. [GC]

A Jst 344Z Issues in Modern Jewish History (4)
A Jst 344Z is the writing intensive version of A Jst 344. Only one of A Jst 254, 344, & 344Z may be taken for credit. Prerequisite(s): A Jst 150 or permission of instructor. [GC WI]

A Jst 359 (= R Pos 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 A Jst 359 & R Pos 359 may be taken for credit. Prerequisite(s): R Pos 101 or 101Z and 102, or junior or senior class standing.

A Jst 360 Jewish Autobiographies (3)
An exploration of autobiographies and memoirs written by widely diverse Jewish women and men from ancient times to the twentieth century; includes experiences of immigration, Holocaust, and Jewish acculturation in the modern world. The course pays attention to the historical contexts in which each work was written and also analyzes how individual authors have shaped the events of their lives into a narrative pattern. We consider how gender and minority status shape experience, and explore the ways in which an author does or does not position himself or herself as part of a larger community of Jews. Significant reading and weekly writing assignments. Prerequisite(s): A Jst 150 or any one of A Jst 253, 343, 343Z, 254, 344Z.

A Jst 367 (= A Eng 367) American Jewish Literature (3)
Literature written by American Jews of the 20th century. Among the topics offered are Jewish fiction writers, American Jewish drama, American Jewish women writers, Jewish humor, and American Jewish literature and film. Intended primarily for juniors and seniors. May be repeated once for credit. Prerequisite(s): a 100-level English literature course or permission of the instructor.

A Jst 372 Issues in Modern Hebrew Literature (3)
The same as A Jst 272 but on an advanced level intended for Judaic Studies majors and minors. Students attend A Jst 272 lectures but have additional readings, written assignments, and occasional discussion sessions centering on critical and theoretical approaches to modern Hebrew literature. A Jst 372Z is the writing intensive version of A Jst 372; only one of A Jst 272, 372, and 372Z may be taken for credit. May not be offered in 2005-2006.

A Jst 372Z Issues in Modern Hebrew Literature (4)
The same as A Jst 272 but on an advanced writing level intended for Judaic Studies majors and minors. Students attend A Jst 272 lectures but have additional readings, extensive written assignments, and occasional discussion sessions centering on critical and theoretical approaches to modern Hebrew literature. A Jst 372Z is the writing intensive version of A Jst 372; only one of A Jst 272, 372, and 372Z may be taken for credit May not be offered in 2005-2006. [WI]

A Jst 373 The Arab in Israeli Literature (3)
The same as A Jst 273 but on an advanced level intended for Judaic Studies majors and minors. Students attend A Jst 273 lectures but have additional non-fiction readings from newspapers and literary studies and critical essays. Written assignments and discussion sessions for A Jst 373 center on critical approaches to modern Hebrew literature and culture. Only one of A Jst 273, 373, and 373Z may be taken for credit. [HU] May not be offered in 2005-2006.

A Jst 373Z The Arab in Israeli Literature (4)
The same as A Jst 273 but on an advanced level intended for Judaic Studies majors and minors. Students attend A Jst 273 lectures but have additional non-fiction readings from newspapers and literary studies and critical essays. Written assignments and discussion sessions for A Jst 373 center on critical approaches to modern Hebrew literature and culture. A Jst 373Z is the writing intensive version of A Jst 373 and will entail additional sessions on writing. These will be both group sessions dealing with matters common to all and individual student-professor meetings to review the writing of each individual student. Only one of A Jst 273, 373, and 373Z may be taken for credit. [HU WI] May not be offered in 2005-2006.

A Jst 374 Love & Sex in Hebrew Literature (3)
The same as A Jst 274 but on an advanced level intended for Judaic Studies majors and minors. Students attend A Jst 274 lectures and have additional readings, written assignments and discussion sessions centering on critical literature and on selected works from literatures of other cultures. Only one of A Jst 274, 374, and 374Z may be taken for credit. [HU] May not be offered in 2005-2006.

A Jst 374Z Love & Sex in Hebrew Literature (4)
The same as A Jst 274 but like A Jst 374, A Jst 374Z is on an advanced level intended for Judaic Studies majors and minors. Students attend A Jst 274 lectures and have additional readings, written assignments and occasional discussion sessions centering on the critical literature and on selected works from the literatures of other cultures. A Jst 374Z is the writing intensive version of A Jst 374 and will entail supplementary sessions on writing. These will be both group sessions dealing with matters common to all and individual student-professor meetings to review the student's writing. Only one of A Jst 274, 374, and 374Z may be taken for credit. [HU WI] May not be offered in 2005-2006.

A Jst 450 Judaic Studies Practicum (3)
Advanced Judaic Studies students receive undergraduate credit for assisting with the elementary Judaic Studies survey course, A Jst 150, by running optional review/discussion classes several times in the semester; by offering one class presentation, which will also be written up as a paper and submitted to the instructor; and by assisting in grading student examinations. Students meet regularly with the instructor who helps students improve their knowledge of Jewish history, discusses pedagogical techniques, and provides extensive data for exam evaluation. Course may be repeated once for credit with approval of department chair. Prerequisite(s): permission of A Jst 150 instructor.

A Jst 490 Judaic Studies Internship (1–6)
Supervised practical experience in an institution of the Jewish community. Students will study the structure and issues of American Jewish communal organization through personal service and directed reading. Course may be repeated once for credit with approval of departmental chair up to a total of 6 credits for both courses. **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 department chair. *S/U* graded.

A Jst 495 Colloquium in Judaic Studies (3)
Directed readings and conferences involving several members of the faculty for students pursuing undergraduate honors in Judaic studies. To be offered only when requested by students eligible for the honors program. Prerequisite(s): major in Judaic studies and junior or senior class standing.

A Jst 497 Independent Study in Judaic Studies (1–6)
Directed reading and conferences on selected topics in Judaic studies. May be repeated for credit when topics differ. Prerequisite(s): permission of department chair.

A Jst 499 Topics in Judaic Studies (1–3)
In-depth study of selected topics in Jewish history, philosophy, literature or the Bible3. May be repeated when topic differs. Prerequisite(s): permission of instructor.

DEPARTMENT OF LANGUAGES, LITERATURES AND CULTURES

Eloise Brière, Department Chair

The Department of Languages, Literatures and Cultures includes the three programs French Studies, Hispanic and Italian Studies, and Slavic and Eurasian Studies. Each of these programs is fully described in the following three sections of the bulletin. In addition, the department offers courses in Arabic, Danish, Dutch, German, Greek and Latin.

Courses in Arabic

A Ara 101 Elementary Arabic I (4)
The objective of this course is the development of initial reading, listening, speaking, and writing skills in Modern Standard Arabic. Attention will be given to the mastering of the Arabic alphabet, pronunciation, basic grammatical structures, and initial vocabulary. Cultural elements from different Arabic speaking areas will also be introduced. Students are expected to attend regularly and participate in all class activities. Classes meet four times per week. Prerequisite(s): for beginners, none; for students with some knowledge of Arabic, placement.

A Ara 102 Elementary Arabic II (4)
A continuation of A Ara 101. Additional Arabic grammatical structures and Vocabulary items will be introduced to continue the development of the four communicative skills and cultural knowledge. The focus will be on syntax and morphology and the development of the ability to participate in different types of conversations. Modern Standard Arabic will be the language of instruction.. Students are expected to attend regularly and participate in all class activities. Classes meet four times per week. Prerequisite(s): A Ara 101 or placement. [FL]

A Ara 201 Intermediate Arabic I (4)
The objective of this course is to continue the development of the communicative skills (speaking, listening, writing, and reading) in Modern Standard Arabic with strong emphasis on the cultural context. The course will improve the students' ability to process different types of material in Arabic and acquire additional grammatical structures and vocabulary. Modern Standard Arabic is the language of instruction. Students are expected to attend regularly and participate in all class activities. Classes meet four times per week. Prerequisite(s): A Ara 102 or placement. [FL]

A Ara 202 Intermediate Arabic II (4)
A continuation of A Ara 201 which further the development of communicative competence in Modern Standard Arabic. Students will continue to acquire skills that allow them to understand a wide range of material in Arabic including written texts and audiovisual material and become more proficient in expressing their opinions accurately in Modern Standard Arabic. At the end of the course, they will be able to understand and distinguish different linguistic patterns and cultural expressions. Modern Standard Arabic will be the language of instruction.. Students are expected to attend regularly and participate in all class activities. Classes meet four times per week. Prerequisite(s): for beginners; none; for students with some knowledge of Arabic, placement. [FL]

Courses in Danish

A Dan 397 Independent Study Danish (1-4)
Study of Danish by a student in an area of special interest not treated in courses currently offered. May be repeated with special departmental approval. Prerequisite(s): permission of instructor.

Courses in Dutch

A Dch 101 Elementary Dutch I (3)
Beginners' course with sociocultural approach. Emphasis on fundamental Dutch vocabulary, grammar, pronunciation and oral expression; graded readings; exercises in Dutch-English and English-Dutch translation. Three classes each week.

A Dch 102 Elementary Dutch II (3)
Continuation of sociocultural approach of A Dch 101. Reading of selections from contemporary Dutch fiction to further develop the reading skill. Three classes each week. Prerequisite(s): A Dch 101 or placement. [FL]

A Dch 201 Intermediate Dutch I (3)
Review of grammar and syntax, followed by literary readings in conjunction with a continuation of the sociocultural method. Three classes each week. Prerequisite(s): A Dch 102 or placement.

A Dch 202 Intermediate Dutch II (3)
Continued literary readings in conjunction with a continued emphasis on the sociocultural method. Three classes each week. Prerequisite(s): A Dch 201 or placement.

A Dch 308 Introduction to the Literature of the Netherlands (3)
The course surveys major movements in the literature of the Netherlands from 1850 to the present. We will read and study highlights of Dutch and Flemish literature and their social/cultural background. The language of instruction is English (as well as Dutch). Emphasis, however, will be on reading fiction and some poetry in Dutch. Though we may use translations (and movie-adaptations in English), reading proficiency in Dutch on an elementary level is necessary. Works may include Multatuli, Bordewijk, Poetry of the "Experimentelen", Hermans, Reve, Wolkers and Mulisch.

A Dch 309 Dutch Literature II (3)

A Dch 397 Independent Study Dutch (1-4)
Study by a student in an area of special interest not treated in courses currently offered. May be repeated once with special departmental approval. Prerequisite(s): permission of instructor.

Courses in German

A Ger 101 Elementary German I (4)
Beginner's course for students with no previous German. Focus on communicative skills, speaking, reading, writing, and listening. Independent work and student participation are stressed.

A Ger 102 Elementary German II (4)
Continuation of A Ger 101 with emphasis on basic language skills for communication and on cultural aspects. Independent work and student participation are stressed. Prerequisite(s): A Ger 101 or placement.

A Ger 201 Intermediate German I (4)
Continuation of A Ger 102. Fundamentals of German for students with limited experience in German. Provides opportunity for review and expansion of the main features of the German language and German culture. Involves frequent and independent work. Prerequisite(s): A Ger 102 or placement.

A Ger 202 Intermediate German II (4)
Continuation of A Ger 201. Completes the basic sequence of study of the essential features of the German Language. Involves frequent and independent work. Prerequisite(s): A Ger 201 or placement.

Courses in Ancient Greek

A Clg 101Zlementary Greek I (4)
Introduction to Attic Greek Prose. .May not be offered in 2005-2006.

A Clg 102 Elementary Greek II (4)
Introduction to Attic Greek Prose. Prerequisite(s): A Clg 101 or permission of instructor. .May not be offered in 2005-2006. [FL]

A Clg 103 (= A Rel 103) Introduction to New Testament Greek I (4)
Introduction to the fundamentals of the grammar and vocabulary of the New Testament. Readings in the gospel of John and the Book of Acts. No previous knowledge of Greek required. Only one of A Clg 103 & A Rel 103 may be taken for credit.

A Clg 104 (= A Rel 104) Introduction to New Testament Greek II (4)
Continuation of A Clg 103. Only one of A Clg 104 & A Rel 104 may be taken for credit. Prerequisite(s): A Clg 103 or permission of instructor.

A Clg 497 Independent Study (2–4)
Seniors may offer 2 to 4 credits of independent study in place of regular course work in Greek. Projects must be approved by the department chair. May be repeated once.

Courses in Latin

A Cll 101 Elementary Latin I (4)
Grammar, composition, conversation, and reading of Latin.

A Cll 102 Elementary Latin II (4)
Continuation of A Cll 101; grammar, composition, conversation, and reading of Latin. Prerequisite(s): A Cll 101 or permission of instructor. [FL]

A Cll 201 Introduction to Latin Literature I (3)
Selected readings from prose authors, especially Cicero, and from Latin poetry. Prerequisite(s): A Cll 102 or permission of instructor for students with two years of high school Latin.

A Cll 202 Introduction to Latin Literature II (3)
Continuation of A Cll 201; selected readings from prose authors, especially Cicero, and from Latin poetry. Prerequisite(s): A Cll 201 or permission of instructor.

A Cll 410 Latin Prose Authors (3)
Detailed study and criticism of one or more Latin prose authors (historians, orators, novelists, etc.) May be repeated with change in author(s). Prerequisite(s): A Cll 202 or equivalent.

A Cll 410 Latin Poetry (3)
Detailed study and criticism of one or more Latin epic, lyric or dramatic poets. May be repeated with change or author(s). Prerequisite(s): A Cll 202 or equivalent.

A Cll 497 Independent Study (2–4)
Seniors may offer 2 to 4 credits of independent study in place of regular course work in Latin. Projects must be approved by the department chair. May be repeated once.

FRENCH STUDIES

Faculty
Professors
Herman P. Salomon, Ph.D.
New York University
David Wills, D*octorat*
Université de Paris-Sorbonne Nouvelle
Mary Beth Winn, Ph.D.
Yale University
Associate Professors
Susan Blood, Ph.D.
Johns Hopkins University
Eloise A. Brière, Ph.D.
University of Toronto
Jean-François Brière, Ph.D.
York University
Cynthia A. Fox, Ph.D.
Indiana University, Bloomington
Lecturer
Mark Fisher, M.A.
University of New York at Albany
Mary Jane Highfield, Ph.D.
Cornell University
Professors Emeritae/i
Arnolds Grava, Ph.D.
University of Nebraska
Robert W. Greene, Ph.D.
University of Pennsylvania
Martin Kanes, Ph.D.
University of Pennsylvania
Frederick W. Moore, Ph.D.
Yale University
Carl J. Odenkirchen, Ph.D.
University of North Carolina
Raymond J. Ortali, Ph.D.
University of Michigan
George V. Santoni, Ph.D.
University of Colorado
Associate Professor Emeritus
Jack Richtman, Ph.D.
Columbia University
Adjuncts (estimated): 4
Teaching Assistants (estimated): 8

French Studies offers a wide range of courses in language, literature, civilization, mass media, Francophone studies, French cinema as well as in business French. The program combines innovative and traditional approaches leading to teaching, international trade, graduate work or other career objectives requiring a comprehensive background in French studies.

Full B.A. and M.A. and Ph.D. programs in French are available as well as a combined B.A./M.A. program. A combined B.A. in French/M.B.A. is also available.

A number of courses of general interest, given in English and requiring no knowledge of French, are also regularly scheduled.

Careers

Graduates enter careers in teaching, government service, translating, editing, interpreting, library science, international business, foreign service and computer-related technologies. Any field of work that requires a broad liberal education, linguistic skill and a knowledge of French-speaking cultures will offer job opportunities for majors. Combinations with particularly strong employment potential are French Studies and economics, political science and business.

Special Programs and Opportunities

The University maintains summer, semester and year-long exchange programs in France with the University of Montpellier, a program which provides students an opportunity to study French language at any level (no language prerequisite), literature and culture as well as business and economics in either French or English. An array of programs are available for study elsewhere in France, Quebec and other French-speaking parts of the world. The Office of International Programs provides students with guidance in choosing the right program.

The program sponsors a "Face to Face" series which brings to campus an important figure in contemporary French thought, letters, film or art.

Opportunities to use French and to exchange ideas outside of class are provided through *Le cercle français,* lecture and film series, and other activities.

Paris Chamber of Commerce Exam The French Studies Program trains students to take both the written and oral parts of the international exam offered by the Paris Chamber of Commerce and Industry (Diplôme supérieur francais des affaires) on the Albany campus, when numbers warrant it. Recipients of the "Diplôme supérieur" enhance their employment potential in international business and management.

B.A. in French/M.B.A. Dual Degree Program
The French Studies Program and the School of Business offer a five-year B.A./M.B.A. Degree Program in French and Business Administration taken on the Albany campus and at the University of Montpellier. The program is open to students with 4 years of high school French (or A Fre 221 or 222 in the University in the High School Program.) Students fulfill requirements for the French major during their freshman, sophomore and junior year. Students formally apply for admission into the M.B.A. at the end of their sophomore years. The junior year is spent at the University of Montpellier where students take courses in French, European Economics, Management and Marketing, International Management and Finance. They also participate in internship/community service projects. The fourth and fifth years focus on completing the requirements for the M.B.A. degree.

Language Placement
How do I know what level French is for me?

Students wishing to enroll in French for the first time at the University at Albany should enroll in French 101 if they have never studied French before. Any student who has studied French in high school or at another university, or who has grown up in a French-speaking environment, must take the French placement test to determine which course to take. The placement test is given during summer advisement and during the first week of classes in the fall. Students without placement test scores should use the following guidelines in selecting the appropriate course. Please note that students taking a lower level course after having completed a course at a higher level will not receive graduation credits for that course.

A Fre 101 Students who have no previous experience with French or whose experience is the equivalent of less than one year of high school level French; placement test score 0-279.

A Fre 102 Students who have completed one year of high school level French or its equivalent; placement test score 280-340.

A Fre 221 Students who have completed two years of high school level French or its equivalent; placement test score 341-394.

A Fre 222 Students who have completed three years of high school level French or its equivalent. These students should see the Undergraduate Adviser to discuss the possibility of majoring or minoring in French; placement test score 395 and above.

A Fre 301 Students who have completed four years of high school level French or its equivalent. These students should see the Undergraduate Adviser to discuss the possibility of majoring or minoring in French.

Exceptions:
1) Students may elect to enroll one level higher or lower than the level suggested by the above guidelines. Factors which could be taken into consideration in making this decision are: the length of time which has elapsed since last formal study of French; additional travel or home experience with the language; quality of previous program of study; grades earned (overall performance) in previous study. Note, however, that the Language Placement rules of the Undergraduate Bulletin state that A Fre 101 may not be taken for credit by students who have taken three years of high school French or passed the Regents examination within the last five years.
2) Students who wish to be placed more than one level higher or lower than the placement suggested by these guidelines must have written permission from the Language Program Coordinator.
3) Students who have completed A Fre 200 or

221 through the University in High School Program should enroll in A Fre 222; students who have completed A Fre 210 or A Fre 222 should enroll in A Fre 301.

4) Students who have received Advanced Placement (AP) credit should see the Language Program Coordinator to discuss their program of study.

5) Students whose experience with French has not been primarily through organized study in an American high school setting should consult with the Language Program Director or the Undergraduate Adviser for help in selecting an appropriate class.

Students are strongly encouraged to see the Language Program Director if they feel they are in the wrong class or if they have any questions about placement. Decisions to change courses should be made no later than the fourth week of classes.

Degree Requirements for the Major in French

General Program B.A.: a minimum of 36 credits above A Fre 222. These include: 21 credits of core courses (A Fre 341Z, 301, 306, 340Z, 355, 360, 440Z); 15 credits of elective courses at the 300 level and/or 400 level, including at least 6 credits at the 400 level.

A Fre 306, 355, and at least one 400-level course must be taken in residence at the Albany campus. Credits earned through study abroad programs will not fulfill this requirement.

Teacher Education Program:

To obtain teacher certification, students must complete the French major plus an M.A. in Education, according to New York State Education Department regulations for teacher certification. Students interested in teaching as a profession should contact the Academy for Initial Teacher Preparation at 518-442-5144.

Honors Program in French

The honors program in French is designed to promote opportunities for advanced work to highly motivated, mature undergraduate majors and prepare them to do independent work.

Students may apply for admission to the Honors Program after the beginning of the second semester of their sophomore year. To gain admission to the program students must have formally declared a major in French and have completed at least 12 credits toward their major, including A Fre 341 and 355. In addition, they must have an overall GPA of at least 3.25, and 3.50 in their major, both of which must be maintained in order to graduate with honors.

Students must complete a minimum of:

(1) 12 credits of courses in the major above A Fre 341 and 355,

(2) a 3-credit independent study course (A Fre 397), and

(3) a 6-credit major project or series of projects, to be completed during the junior and senior year. Prior to beginning the project, the student must have written approval from the Academic Committee of French Studies. The project will be evaluated not later than the third quarter of the senior year and submitted in final form by the end of the fourth quarter.

Combined B.A./M.A. Program

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

The combined program requires a minimum of 138 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 for the major listed previously, the minor requirement, general education requirements, the minimum 90-credit liberal arts and sciences requirement 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 12 graduate credits may be applied simultaneously to both the B.A. and M.A. programs.

Students may apply for admission to the combined degree program in French 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. In exceptional cases, students with more than 100 undergraduate credits may apply to the program for exemption from the 100-credit rule.

Combined B.A. in French/M.B.A. in Five Years

Freshmen at the University at Albany who have taken four years of French in high school (or A Fre 222 or 222 through the University in the High School Program) have the unique opportunity to combine a BA in French and a MBA and to receive two degrees in five years. Students formally apply for admission into the MBA at the end of their sophomore year. The junior year is normally spent studying in France. By the end of their junior year, students have completed requirements for the French major. Completion of requirements for the MBA takes place during the fifth year.

In order to complete all requirements for this program in five years, students should plan to enter the program at the beginning of their freshman year and take all courses as scheduled on the BA in the French/MBA program chart (available from the department). They should consult with their undergraduate adviser before registering for courses.

Courses In French

A Fre 101 Beginning French I (4)
For students with no previous study of French. This course emphasizes the development of practical communication skills through a variety of lively, interactive activities. By the end of the course, students should be able to talk about themselves, their immediate world, and their interests. The course also provides an introduction to the culture of France and other French-speaking countries. According to University regulations, this course may not be taken for credit by students who have taken three years of high school French or passed the Regents examination within the past five years. Intended for students with no prior study of French or placed by examination.

A Fre 102 Beginning French II (4)
For students who have completed one semester of college French, such as A Fre 101, or one year of high school French. This course continues to emphasize the development of practical communication skills using a lively and interactive approach. Students expand their proficiency to be able to talk not only about themselves, but about the world. Students also increase their knowledge of French and francophone cultures. By the end of the course, students should have basic survival skills in French. Prerequisite(s): A Fre 101 or placement by examination. [FL]

A Fre 106 Pronunciation of French (1)
Practice in sound discrimination and production. Lab work and individualized private sessions. Co-requisite(s): Simultaneous enrollment in a 100 or 200 level French language class. Prerequisite(s): Permission of instructor. S/U graded.

A Fre 221 Intermediate French I (4)
For students who have completed one year of introductory college French (such as A Fre 101, 102) or two years of high school French. This course provides a substantial review of the basics while expanding students' knowledge of vocabulary and structure, and allows them to express themselves in a more varied and meaningful way, both orally and in writing. As in the previous levels, students have plenty of opportunity for interaction in class. Culture is explored in greater depth than in preceding levels. Students read a variety of short texts during the semester. Prerequisite(s): A Fre 102 or placement. [OD]

A Fre 222 Intermediate French II (4)
For students who have completed French 221, three semesters of college French, or three years of high school French. Continuing with a functional and thematic approach to building proficiency and a lively, interactive approach to learning, this course builds on students' previous knowledge to expand and refine their ability to express themselves, both orally and in writing. Culture continues to play a central role, as does reading. Students read a variety of short texts as well as a work chosen by the instructor. By the end of French 222, students should be able to express themselves and read with

reasonable fluency on a variety of topics. [OD]

Core Courses for the Major

A Fre 301 (formerly A Fre 240) Structural Review of French (3)
Provides a thorough review of French structure for communication with increased accuracy in both speaking and writing. Students will not only improve their control of French grammar, but will also learn how the grammar functions in specific spoken and written contexts. Prerequisite(s): A Fre 222 or equivalent.

A Fre 306 Comprehension & Pronunciation of French (3)
This course is designed to help students hear and understand French with greater ease and to speak French with greater accuracy. It combines an examination of how sounds are produced, how they are organized into a patterned system, and how they are different from English sounds, with practical exercises in sound discrimination, listening comprehension, and oral practice. Students increase their ability to communicate successfully with French speakers throughout the francophone world.

A Fre 340Z Introduction to Writing French (3)
Builds on the skills acquired in French 301, concentrates on improving written expression through expansion of vocabulary and use of more complex and varied sentence structures. A variety of written texts will provide models for different kinds of writing, with an emphasis on description and narration. Intensive writing practice through formal compositions as well as weekly participation in electronic bulletin board discussions on topics of student's choosing. Fulfills the General Education writing intensive requirement. Prerequisite(s): A Fre 301 (formerly A Fre 240) or placement.

A Fre 341/Z (formerly A Fre 241/Z) Introduction to Global French Studies (3)
This course introduces students to the fields of linguistics, culture, and literature in France, the Caribbean, Quebec, and/or Africa. Includes units on fiction, film, music, and art. Students are taught research and analysis techniques that are required in all upper-level courses in the French Studies Program. Required for the French minor. Prerequisite(s): A Fre 301 or placement. A Fre 341Z is the writing intensive version of A Fre 341; only one of the two courses may be taken for A Fre 341 credit. May not be offered 2005-2006. [HU

A Fre 355 Contemporary French Society and Culture (3)
A course designed to give students a broad knowledge and understanding of French society today: value orientations, family and education, social and political institutions, leisure and work, and the media. Prerequisite(s): A Fre 341 (formerly A Fre 241), or permission of the instructor.

A Fre 360 Social and Cultural History of France (3)
Provides a broad knowledge and understanding of the political, social, intellectual, literary and artistic history of France from the Middle Ages to the present as well as the historical and conceptual framework required in more advanced courses in French Studies. Prerequisite(s): A Fre 401 (formerly A Fre 241), or by permission of the instructor.

A Fre 440Z Writing French with Style (3)
Intensive practice of written French through close analysis of grammar and stylistic study of selected works. Aims to strengthen and develop competency in different styles of writing: creative, argumentative, and analytical. Meets the General Education writing intensive requirement. Prerequisite(s): A Fre 340Z.

Electives at the 200 Level

A Fre 270 Beginning French for Business (3)
A conversation course with emphasis on learning how business is conducted in French. Successful students will acquire greater fluency, mastery of business vocabulary, knowledge of fundamental work-related cultural differences, and familiarity with basic practices for doing business in France and other francophone countries. Extensive use of film and television. Meets General Education oral discourse requirements. Prerequisite(s): Intermediate standing and permission of the instructor. [OD]

A Fre 297 Independent Study in French (1-3)
Study in an area of special interest not treated in courses currently offered. Topic must be approved by the undergraduate adviser and directed by a member of the faculty. May be repeated once with approval.

Electives at the 300 Level

A Fre 315 Introduction to French Cinema (3)
An introduction with detailed analyses to a dozen of the most well known French classic films as contributions to the art of cinema and as reflections of French society at various historical moments. Only one of A Fre 238 and A Fre 315 can be taken for credit. Prerequisite(s): A Fre 341Z.

A Fre 350 French Conversation (3)
Students will learn the strategies, vocabulary, and structures that will allow them to participate more fluently and confidently in a variety of spoken contexts, both formal and informal. Some of the conversational functions and strategies covered include reporting, giving advice, conducting interviews, expressing differences of opinion, expressing aesthetic judgments, and reading out loud. Students will have the opportunity to talk about current events, engage in debate, and talk about their personal interests. This course fulfills the General Education oral discourse requirement. Prerequisite(s): A Fre 301 (formerly A Fre 240).[OD]

A Fre 361 Readings in French Literature (3)
Major works and selections will be studied in the context of the social and cultural structures of a particular period. Can be repeated for credit when the content changes. Prerequisite(s) A Fre 341E. [HU]

A Fre 365 Contemporary French Press (3)
Examines the press through the analysis and discussion of newspapers, magazines and their ideologies. Prerequisite(s): A Fre 341Z. May not be offered in 2005-2006.

A Fre 397 Independent Study in French (1–4)
Study in an area of special interest not treated in courses currently offered. Topic must be approved by the undergraduate adviser and directed by a member of the faculty. May be repeated once with approval. Prerequisite(s): A Fre 341Z.

Electives at the 400 Level

A Fre 405 Research in French Society and Culture (3)
Aspects of contemporary French culture, French society, politics, economy, education, religion, mass media, the arts. Prerequisite(s): A Fre 341Z and 340Z.

A Fre 406 French Linguistics: Morphology and Syntax (3)
Survey of the structure of the French language in light of current linguistic theory. Prerequisite(s): A Lin 220 or permission of instructor. May not be offered in 2005-2006.

A Fre 415 French Cinema and Society (3)
Analysis of selected commercial feature films by major contemporary French directors. Emphasis will be placed on the consideration of each film as a social and cultural document. Only one of A Fre 338 and A Fre 415 can be taken for credit. Prerequisite(s): A Fre 341Z and 340Z.

A Fre 430 Translation (3)
This course will deal with both the theoretical and practical aspects of translation, with regular exercises in the translation (from French to English and from English to French) of a wide variety of texts (literary, scientific, journalistic, economic, poetic, etc.) Prerequisite(s): A Fre 341Z and 340Z.

A Fre 450 French Speech Styles (3)
Training in the diversity of francophone speech styles used by various individuals, groups, institutions, and media of diverse social or geographical origins. Grammatical and lexical analysis of these styles, their cultural implications and social contexts. Prerequisite(s): A Fre 341Z and 340Z or participation in an overseas program. May not be offered in 2005-2006.

A Fre 455 Life and Letters (3)
Exploration of the historical, cultural and literary aspects of a particular period or movement. May be repeated once for credit when the content changes. Prerequisite(s): A Fre 341Z and 340Z or permission of the instructor.

A Fre 462 The Novel (3)
Study of the techniques, forms and themes of the genre as seen through representative works. Prerequisite(s): A Fre 341Z and 340Z. May not be offered in 2005-2006.

A Fre 463 Poetry (3)
Study of the techniques. forms and themes of the genre as seen through representative works. Prerequisite(s): A Fre 341Z and 340Z. May not be offered in 2005-2006.

A Fre 464 Theatre (3)
Study of the techniques, forms and themes of the genre as seen through representative works. Prerequisite(s): A Fre 341Z and 340Z. May not be offered in 2005-2006.

A Fre 470 French For Business (3)
Provides students with the tools needed in a French-speaking business environment: specialized vocabulary, correspondence, business operations in France, the economy of France and the European Union. This course provides preparation for the examinations (on campus) leading to certification by the Paris Chamber of Commerce (Diplôme de Français des Affaires I and II). Prerequisite(s): A Fre 340Z or equivalent.

A Fre 481 Francophone Cultures (3)
An examination of non-European cultures in Africa and the Caribbean as well as French-based cultures in North America. Gives a broad understanding of the political and social impact of French colonization and examines contemporary francophone life through the study of literary and other texts as well as film. Prerequisite(s): A Fre 341 (formerly A Fre 241).

A Fre 498 Face-to-Face (3)
Seminar devoted to the works of a visiting major figure in contemporary French thought, letters, film or art. Taught by a regular faculty member in cooperation with the visiting author or artist. May be repeated for credit with permission of undergraduate adviser. Prerequisite(s): A Fre 341Z and 340Z or permission of the undergraduate adviser. May not be offered in 2005-2006.

A Fre 499 Undergraduate Seminar (3)
Intensive study of an author, topic or literary theme not treated in regularly offered undergraduate courses. May be repeated for credit when content differs. Prerequisite(s): A Fre 341Z and A Fre 340Z.

Courses Taught in English

A Fre 201 Perspectives on the French World (1–3)
Intensive study of a particular work or works, limited theme or topic, genre, or contemporary issue. Taught in English. May be repeated once for credit

when content differs. May not be used to fulfill the requirements of the major in French. [EU HU]

A Fre 202 French Literature (3)
Reading and discussion of selected works of French literature in translation. Taught in English. May be repeated once for credit when content differs. May not be used to fulfill the requirements of the major in French.

A Fre 208 Haiti through Film and Literature (3)
An introduction to the history and culture of Haiti. Gives broad knowledge and understanding of the political, social, intellectual, literary and artistic history of Haiti from 1492 to the present, particularly as it relates to the United States. Main tools of investigation: fiction, essays, film (documentary and fiction), and the arts. Meets General Education requirements for diversity; may be used to complete the French minor.

A Fre 218 Contemporary France (3)
Analysis and comparison of French and American value orientations, family structures, educational, political, economic and cultural institutions. Taught in English. May not be used to fulfill the requirements of the major in French. May not be offered in 2005-2006. [OD]

A Fre 238 (= A Arh 262) Great Classics of French Cinema (3)
An introduction with detailed analyses to a dozen of the most well known French classic films as contributions to the art of cinema and as reflections of French society at various historical moments. Taught in English. May not be used to fulfill the requirements of the major in French. Only one of A Fre 238 and A Fre 315 can be taken for credit.

A Fre 281 French Canada Through Film and Literature (3)
Gives broad knowledge of the French-speaking areas of Canada (mainly Quebec and Acadia) through an examination of the history of the French in North America as well as contemporary literature and cinema. May be taken to complete the French minor.

A Fre 338 French Cinema and Society (3)
Analysis of selected feature films of major contemporary French directors. Emphasis on each film as a social and cultural document. Taught in English. May not be used to fulfill the requirements of the major in French. Only one of A Fre 338 and A Fre 415 may be taken for credit. Prerequisite(s): junior or senior class standing, or permission of instructor. May not be offered in 2005-2006.

A Fre 398 Face-to-Face (3)
Seminar devoted to the works of a visiting major figure in contemporary French thought, letters, film or art. Taught by a regular faculty member in cooperation with the visiting author or artist. Taught in English. May be repeated for credit with permission of the program chair. May not be used to fulfill the requirements of the major in French. Prerequisite(s): junior or senior class standing, or permission of the instructor. May not be offered in 2005-2006.

A Fre 460 (=A Arh 450) Art and Society in Early Modern France (3)
Seminar examining selected topics in art and architecture produced in France from the sixteenth through eighteenth centuries. Special emphasis upon the cultural significance of art in an era that saw the rise and fall of monarchical power as well as dramatic changes in understanding of social hierarchy, gender, the natural world and philosophy. Taught in English. French majors will do readings and written work in French when possible. Prerequisite(s): A Fre 360. May not be offered in 2005-2006. [OD]

A Fre 460Z (=A Arh 450Z) Art and Society in Early Modern France (3)
A Fre 460Z is the writing intensive version of A 460; only one may be taken for credit. Prerequisite(s): A Fre 360. [WI]

HISPANIC AND ITALIAN STUDIES

Faculty

Associate Professors
- Olimpia Pelosi, Ph.D.
  University of North Carolina
- Joana Sabadell-Nieto, Ph.D.
  University of Pennsylvania
- Maurice Westmoreland, Ph.D.
  University of Illinois

Associate Professors Emeritus
- Armand F. Baker, Ph.D.
  University of Iowa

Assistant Professors
- Adam Lifshey, Ph.D.
  University of California at Berkeley
- Luis Paris-Molina, Ph.D.
  State University of New York at Buffalo
- Lotfi Sayahi, Ph.D.
  Universidad Complutense Madrid
- Denise M. Smith, Ph.D. (Visiting)
  University of New York at Albany

Lecturers
- Maria Keyes, M.A.
  State University of New York at Albany
- Aida Torres-Horwitt, Ph.D.
  State University of New York at Albany

Adjuncts (estimated): 4
Teaching Assistants (estimated): 12

The Hispanic and Italian Studies program expects its students to become highly proficient in speaking, understanding, reading and writing the foreign language, as well as to develop a thorough knowledge of and an appreciation for the literature and civilization. Proficiency in language skills is regarded not only as an end in itself but also as a means of studying a foreign culture. Full programs are offered leading to the B.A. in Spanish and Italian: sufficient Portuguese courses are offered to permit an undergraduate minor sequence.

Careers

Combining Italian with another foreign language taught in schools, such as Spanish, French or English, at the undergraduate or graduate level would provide students with strong credentials for teaching positions. Opportunities for occupations requiring Italian or bilingual background would also be enhanced. Graduates usually teach Italian or are involved with bilingual education. Others work for airlines that fly to Italy and with American companies doing business there.

Occupational areas in which Spanish majors have been employed are teaching, public relations, state and federal service, foreign service of the U.S., airlines, travel agencies, and in businesses dealing with Spanish-speaking countries.

Special Programs or Opportunities

The Hispanic and Italian Studies program also participates in interdisciplinary studies in conjunction with programs in Latin American studies, linguistics, the School of Education, and the Departments of Art, History and Music.

A year abroad program was initiated at the International Institute in Madrid, Spain in 1970. Study abroad programs also are available in Valencia, Spain; Campinas, Brazil; Medellin, Colombia; Costa Rica; and Cuernavaca, Mexico. For more information, see Office of International Education. Use of the foreign language and the exchange of ideas are fostered through language clubs, colloquia, lectures and other activities in the program.

Degree Requirements for the Major in Italian

General Program B.A.: A minimum of 34 credits including A Ita 103, 104, 206, 207, 223, 301Z, 311, 312 and nine additional credits at or above the 300 level, six of which must be at the 400 level.

Honors Program in Italian

The honors program in Italian is designed to promote opportunities for advanced work to highly motivated, mature undergraduate majors and prepare them to do independent work.

Students may apply for admission to the Honors Program after the beginning of the second semester of their sophomore year. To gain admission to the program students must have formally declared a major in Italian and have completed at least 12 credits toward their major. In addition, they must have an overall GPA of at least 3.25, and 3.50 in their major, both of which must be maintained in order to graduate with honors.

Students must complete a minimum of 41 credits, including a 4 credit Honors Thesis (A Ita 499), as well as 34 credits normally required for the major, and a 400-level literature course in addition to those required for the major. Specific requirements are as follows: Italian core: (22 credits) A Ita 103, 104, 206, 207, 301Z, 311, and 421.

Fifteen additional credits must be at the 300 level or above, including 6 credits of literature courses at or above the 400 level. In addition, the student must write a thesis based on Italian literature or culture.

Degree Requirements for the Major in Spanish

General Program B.A.: A student wishing to major in Spanish may choose one of three sequences offered by the program. All students must take a minimum of 36 credits in Spanish courses above the 104 level, including A Spn 205 or A Spn 206, A Spn 207 (or an additional 3 credit Spanish course above the 104 level), A Spn 223, A Spn 301 or 301Z, A Spn 312 and A Spn 316. Students must also take additional courses in Spanish, unless otherwise indicated, according to the requirements of their sequence, as follows.

Literature Concentration *
A minimum of 18 credits to include the following: (1) 1 literature course at the 300 level; (2) 2 literature courses at the 400 level; (3) 2 language courses above A Spn 301Z; (4) one civilization course.

Language Concentration *
A minimum of 18 credits to include the following: (1) 1 literature course above A Spn 316; (2) A Spn 401 or 402; (3) 2 language or linguistics courses at the 400 level; (4) 2 additional courses as advised. A Lin 220 may be counted as one of these courses.

Secondary Education Concentration *
A minimum of 18 credits to include the following: A Spn 401 (formerly 305) and 403 and (1) 1 literature course at the 300 level; (2) 1 literature course at the 400 level; (3) 1 civilization course; (4) 1 additional course as advised.

* Course Categories for Spanish Major Concentrations

Language courses include A Spn 302, 401 (formerly 305), 402, 403, 404, 405, 406, 407, 410Z.

Civilization courses include A Spn 314, 315, 317, 318, 322, 418, 453, 454.

Literature courses include A Spn 319, 320, 323, 325, 326, 333, 344, 410Z, 414, 418, 445, 446, 447, 448, 449, 481, 482.

Honors Program in Spanish

The honors program in Spanish is designed to promote opportunities for advanced work to highly motivated, mature undergraduate majors and prepare them to do independent work.

Students may apply for admission to the Honors Program after the beginning of the second semester of their sophomore year. To gain admission to the program students must have formally declared a major in Spanish and have completed at least 12 credits toward their major. In addition, they must have an overall GPA of at least 3.25, and 3.50 in their major, both of which must be maintained in order to graduate with honors.

Students must complete a minimum of 40 credits, including a 4 credit Honors Thesis (A Spn 499), as well as 36 credits normally required for the major. Specific requirements are as follows:

Spanish core: (18 credits) A Spn 205 or 206, 207, 223, 301 or 301Z, 312, and 316.

1. Students who choose the Literature Sequence are required to take at least three Literature courses at the 400 or 500 level, and they must write a thesis on a topic dealing with literature.
2. Students who choose the Language and Civilization Sequence must take at least one civilization course at the 400 level, and they must also write a thesis on a topic dealing with Hispanic culture.
3. Students who choose the Linguistics Sequence must take at least one 400-level linguistics course in addition to A Spn 402, and they must write a thesis on a topic dealing with linguistics.
4. Students who choose the Secondary Education Sequence will be required to take both A Spn 403 and 404, and they must either write a thesis or they must complete a research project dealing with education.

Combined B.A./M.A. Program

The combined B.A./M.A. program in Spanish 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. A carefully designed program can permit a student to earn the B.A. and M.A. degrees within nine semesters.

The combined program requires a minimum of 138 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, 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 12 graduate credits may be applied simultaneously to both the B.A. and M.A. programs.

Students may apply for admission to the combined degree program in Spanish at the beginning of their junior year or after the successful completion of 56 credits, but no later than the accumulation of 100 credits. Students entering the University with advanced standing in Spanish may be admitted after satisfying the core requirements (A Spn 205 or 206, 207, 223,

301 (or 301Z), 312, and 316). A cumulative grade point average of 3.20 or higher and three supportive letters of recommendation from faculty are required for consideration.

Courses in Italian

A Ita 100 Elementary Italian I (4)
Beginner's course with audio-lingual approach. Fundamentals of language structure and sounds; emphasis on correct pronunciation and oral expression, graded readings. Classes meet four times per week. May not be taken for credit by students who have taken three years of high school Italian or passed the Regents examination within the past five years. Prerequisite(s): for beginners, none; for students with high school Italian, placement.

A Ita 101 Elementary Italian II (4)
Continuation of audio-lingual approach, fundamentals of language structure and sounds, emphasis on correct pronunciation and oral expression, and graded readings. Classes meet four times per week. Prerequisite(s): A Ita 100 or placement. [FL]

A Ita 103 Intermediate Italian I (4)
Modern Italian readings. Review of Italian grammar, composition and conversation. Prerequisite(s): A Ita 101 or placement.

A Ita 104 Intermediate Italian II (3)
Continuation of modern Italian readings, review of Italian grammar, composition and conversation. Prerequisite(s): A Ita 103 or placement.

A Ita 206 Intermediate Conversation and Oral Grammar (3)
Primary emphasis on speaking skills. May be taken simultaneously with A Ita 207. Course may be waived upon demonstration of sufficient oral skill. Prerequisite(s): A Ita 104. [OD]

A Ita 207 Intermediate Composition and Written Grammar (3)
Primary emphasis on writing skills. May be taken simultaneously with A Ita 206. Course may be waived upon demonstration of sufficient writing skill. Prerequisite(s): A Ita 104 or placement.

A Ita 213 The Italian-American Experience (3)
An exploration of the Italian-American heritage in art, culture and the novel, and a study of the psychological and social dimension of the ethnic experience. Conducted in English.

A Ita 223 Introduction to Literary Methods (3)
Textual exposition of readings selected according to genre, with an introduction to literary terminology and writing. Prerequisite(s): A Ita 104. [HU]

A Ita 301Z Advanced Conversation and Composition (3)
Intensive practice in speaking and writing in Italian. Prerequisite(s): A Ita 207. Note: The former A Ita 301 does not meet the writing intensive requirement. [WI]

A Ita 311 General View of Literature I (3)
Survey of Italian literature from its origins to the end of the Renaissance: The Medieval tradition from the Scuola Siciliana and the Stil Novo to the Trecento; from the Quattrocento and the Florentine Humanists to the early and late Renaissance and the transformation of the epic genre. Prerequisite(s): A Ita 223 or permission of instructor.

A Ita 312 General View of Literature II (3)
Survey of Italian literature from the end of the Renaissance to the present, The course will cover the Seicento, the Settecento, with its reformation of the theatre, the revival of the tragic genre and the civil poetry; it will also cover the Romantic Age, as well as the Novecento and its literary movements. Students who have already taken the A Ita 311 prior to Fall 1992 may not take A Ita 312 for credit. Prerequisite(s): A Ita 223 or permission of instructor.

A Ita 313 Throughout the Ages: Gender, Ideas, and Writing In Italy from 1100 to 1900 (3)
Selected readings from medieval poetry, including the *Scuola Siciliana*, the *Dolce Stil Novo*, Dante's *Divine Comedy*, the production of medieval women writers, excerpts from Petrarch's love and political poetry, and Boccaccio's *Decameron*. An overview of the renaissance, of the baroque, the enlightenment, the romanticism, and the modern age literary developments, examined through their most relevant feminine and masculine voices, with particular emphasis on the school of women poets and novelists of the Italian Novecento. Prerequisite(s): A Ita 233 or permission of instructor.

A Ita 315 Italian Civilization: From the Etruscans to Galileo (3)
An introduction to Italian culture from the Etruscans to the Renaissance, with emphasis on the contributions of Dante, Leonardo, Michelangelo, Machiavelli, Galileo, and the struggle between church and state. Offered in English with readings in Italian for majors. Prerequisite(s): for majors, A Ita 104; for nonmajors, none. May not be offered in 2005-2006.

A Ita 316 Contemporary Italy: From the Unification to the Present (3)
A study of the cultural manifestations of the sociopolitical changes in modern Italy: from the Risorgimento to the formation of one nation; the rise and fall of Fascism; social developments in contemporary Italy—political parties, trade unions, media, religion and education. Offered in English with readings in Italian for majors. Prerequisite(s): for majors, A Ita 104; for nonmajors, none.

A Ita 318 Italian Cinema and Literature (3)
This course deals with a study of the work of Rossellini, Visconti, De Sica, Fellini, Antonioni, Benigni and others. It examines the way fiction and themes taken from Italian life have been rendered in cinematic form during the past 40+ years. Offered in English with readings in Italian for majors. Prerequisite(s): for majors, A Ita 104; for nonmajors, none.

A Ita 325 The Italian Short Story (3)
Representative Italian short stories with emphasis on specific characteristics of the genre. Prerequisite(s): A Ita 301. May not be offered in 2005-2006.

A Ita 397 Independent Study in Italian (2–4)
Study by a student in an area of special interest not treated in currently offered courses. Work performed under direction of a professor chosen by the student on a topic approved by the program. May be repeated once with special departmental approval. Prerequisite(s): A Ita 311.

A Ita 421 Dante (3)
Introduction to the Divina Commedia. A study of Dante's Inferno, including consideration of Dante's importance in world literature. Prerequisite(s): A Ita 311 or permission of instructor. May not be offered in 2005-2006.

A Ita 441 Women, Men, Love, and Politics of the Italian Renaissance (3)
The course will focus on the themes of femininity and the ideas of love, politics, and society, filtered through the voices of some of the women writers of the Italian Renaissance, such as: Tullia D'Aragona, Gaspara Stampa, Vittoria Colonna, Chiara Matraini, Veronica Franco, Isabella DiMorra, as well as through the voices of their masculine counterpart (Sannazaro, Ficino, Ariosto, Bembo, Machiavelli, Tasso). Prerequisite(s): A Ita 313 or permission of the instructor.

A Ita 444 Topics in Italian Language and Literature (2–3)
Selected works of Italian language or literature not covered by other undergraduate courses offered by the program. May be repeated for credit with a change of topic. Consult current schedule of classes for topic and prerequisite.

A Ita 471 From Baroque to Romanticism (3)
Study of literature, trends and ideas of the 17th, 18th and 19th centuries focusing on the works of Foscolo, Leopardi, Manzoni, Carducci, Pascoli and D'Annunzio. Not open to students with credit for A Ita 461. Prerequisite(s): A Ita 311 or permission of instructor. May not be offered in 2005-2006.

A Ita 481 The Italian Novel and Poetry of the 20th Century (3)
Study of contemporary literary trends. Emphasizes the works of Verga and Pirandello, Moravia and Pavese, Ungaretti, Montale, Quasimodo. Prerequisite(s): A Ita 311 or permission of instructor. May not be offered in 2005-2006.

A Ita 499 Honors Thesis (4)
An independent honors thesis written under the supervision of an appropriate faculty member and evaluated by the Honors Committee. Prerequisite(s): Completion of all other requirements for the Honors Program.

Portuguese

A minor in Portuguese is available to students who complete 18 credits of course work with an A Por prefix.

The Portuguese program offers instruction in the Portuguese language and in Portuguese and Brazilian literature and culture. By extending career opportunities to Brazil, Portugal and African countries where Portuguese is an official language, study in the Portuguese program can be an important adjunct to academic preparation in Latin American studies, social sciences, natural sciences, business and other fields.

Courses in Portuguese

A Por 100 Elementary Portuguese I (4)
Beginner's course with audio-lingual approach. Fundamentals of language structure and sounds emphasis on correct pronunciation and oral expression, graded readings. Classes meet four times a week, plus two required homework periods in the language laboratory. May not be taken for credit by students with credit for A Por 102. Prerequisite(s): for beginners, none; for others, placement.

A Por 101 Elementary Portuguese II (4)
Continuation of audio-lingual approach, fundamentals of language structure and sounds, emphasis on correct pronunciation and oral expression, and graded readings. Classes meet four times a week, plus two required homework periods in the language laboratory. May not be taken for credit by students with credit for A Por 102. Prerequisite(s): A Por 100 or placement. [FL]

A Por 102Intensive Elementary Portuguese (8)
An intensive one-semester elementary language course equivalent to A Por 100 and A Por 101 for accelerated development of basic skills of speaking, listening comprehension, reading, and writing. Meets eight hours per week, with requirement of extensive directed laboratory work. May not be taken for credit by students with credit for A Por 100 or 101. Prior knowledge of Spanish is recommended. May not be offered in 2005-2006. [FL]

A Por 115 (= A Lcs 115) Portuguese and Brazilian Culture and Society (3)
Survey of culture and society in the Portuguese-speaking world, including, Brazil, Portugal and Portuguese Africa. The development of typical customs and institutions, with special attention to folklore, music, painting and architecture, with visual and recorded materials. Conducted in English. Only one of A Por 115 & A Lcs 115 may be taken for credit. May not be offered in 2005-2006.

A Por 201 Intermediate Portuguese (4)
Practice in spoken and written comprehension and expression. Development of knowledge of grammar and vocabulary through directed conversation, reading and composition. Prerequisite(s): A Por 101 or placement. May not be offered in 2005-2006.

A Por 206 Conversation and Spoken Grammar (3)
Primary emphasis on spoken language, with training in comprehension and expression, and systematic practice in oral discourse, including dialogue, narrative and description. Prerequisite(s): A Por 101 or placement. May not be offered in 2005-2006.

A Por 207 Composition and Written Grammar (3)
Primary emphasis on writing skills. Formal grammar of written language, with training in various types of composition. Prerequisite(s): A Por 101 or placement. May not be offered in 2005-2006.

A Por 215 African-Brazilian Culture (3)
A study of social, political, and symbolic adaptations of people of African origin in Brazil through an examination of social institutions, customs, and other relevant aspects of culture, with special attention given to corresponding aspects of culture in the United States. Prerequisite(s): A Por 115 or consent of instructor. May not be offered in 2005-2006.

A Por 301 Advanced Conversation and Composition (3)
Advanced study of oral and written expression in Portuguese through analysis and exercises in both grammar and style. Prerequisite(s): A Por 206 & 207, or placement. May not be offered in 2005-2006.

A Por 301Z Advanced Conversation and Composition (3)
A Por 301Z is the writing intensive version of A Por 301; only one may be taken for credit. Prerequisite(s): A Por 206 & 207, or placement. May not be offered in 2005-2006. [WI]

A Por 311 Introduction to Portuguese Literature (3)
Survey of Portuguese literature from the Middle Ages to the present. Selected readings, lectures, discussions and reports on collateral study. Prerequisite(s): A Por 207 or permission of instructor. May not be offered in 2005-2006.

A Por 312 (= A Lcs 312) Introduction to Brazilian Literature (3)
Survey of Brazilian literature from colonial period to the present. Selected readings, lectures, discussions, and reports on collateral study. Only one of A Por 312 & A Lcs 312 may be taken for credit. Prerequisite(s): A Por 207 or permission of instructor. May not be offered in 2005-2006.

A Por 318 (= A Lcs 318) Introduction to Brazilian Cinema (3)
Survey of Brazilian cinema, emphasizing the social and cultural dimensions of selected major films, including some which represent the "new cinema" movement. Course includes viewings, discussions, readings and written work. Only one of A Por 318 & A Lcs 318 may be taken for credit. Prerequisite(s): junior or senior class standing, or permission of instructor. May not be offered in 2005-2006.

A Por 397 Independent Study in Portuguese (2–3)
Study in an area of special interest not treated in courses currently offered. May be repeated once with program approval. Prerequisite(s): A Por 207 and permission of program. May not be offered in 2005-2006.

A Por 402 Studies in Portuguese Linguistics (3)
Survey of selected area of Portuguese linguistics, such as phonetics and phonology, syntax, dialectology or history of the language. May be repeated for credit with different topics. Prerequisite(s): A Por 301 or permission of instructor. May not be offered in 2005-2006.

A Por 411 Studies in Literature (3)
Texts from selected genres of literature in Portuguese. Topics may deal with poetry, drama or narrative of Portugal, Brazil, or other Portuguese-speaking countries. May be repeated for credit if topic varies. Prerequisite(s): A Por 311 & A Por 312 or permission of instructor. May not be offered 2005-2006.

Courses in Spanish

A Spn 100 Elementary Spanish I (4)
This is a beginner's course using the natural method that will emphasize the acquisition of grammatical structures and vocabulary through an active process of student participation; it will focus on listening comprehension, correct pronunciation, and cultural knowledge. Spanish will be the language of instruction. Students are expected to attend regularly and participate in all class activities. Classes meet four times per week. May not be taken for credit by bilinguals or native speakers, or by students who have taken three years of high school Spanish or passed the Regents examination within the past five years. Prerequisite(s): for beginners, none; for students with high school Spanish, placement.

A Spn 101 Elementary Spanish II (4)
A continuation of A Spn 100 which focuses on the active development of listening and reading comprehension, cultural knowledge, and speaking and writing skills. Cultural topics include: Types and Stereotypes, the Human Community, and Views on Death. Students are expected to attend regularly and participate in all class activities. Spanish will be the language of instruction. Classes meet four times per week, and students will be assigned to view videos outside of class. May not be taken for credit by bilinguals or native speakers. Prerequisite(s): A Spn 100 or placement. [FL]

A Spn 103 Intermediate Spanish I (4)
A continuation of the active development of the four communicative skills (listening, speaking, reading and writing) within the context of the study of different topics of Hispanic culture. These topics include: Differing Concepts of Family, the Geography and Demography of Spanish America, and the History of U.S. Relations with Latin America. Course includes short compositions and videos to be seen outside of class. Classes meet four times per week, and students are expected to participate in all class activities. Spanish is the language of instruction. May not be taken for credit by bilinguals or native speakers. Prerequisite(s): A Spn 101 or placement.

A Spn 104 Intermediate Spanish II (4)
Students will continue to work with the four skills as in A Spn 103, with emphasis on readings, short compositions, and class discussions. Cultural topics include: Hispanics in the United States, Habits and Dependencies, Personal Freedom Work and Leisure. Spanish will be the language of instruction. Students are expected to participate actively, and they will be assigned compositions and videos to be viewed outside of class: May not be taken for credit by bilinguals or native speakers. Prerequisite(s): A Spn 103 or 103 or placement.

A Spn 105 Spanish for Bilinguals I (3)
Emphasizes the development of all four communicative skills (writing, reading, speaking, and listening), with special attention given to specific areas of language such as vocabulary building, grammar, and orthography. This course is for students who speak Spanish at home, but who have little or no formal training in the language. Prerequisite(s): placement. May not be offered in 2005-2006. [FL]

A Spn 205 Spanish for Bilinguals II (3)
Emphasizes the development of skills in writing, reading, and oral communication, including the use of anglicisms and interference of English, code-switching, and reading comprehension. Students will make oral presentations, write short compositions, and practice reading through the study of U.S. Hispanic culture. Prerequisite(s): Placement.

A Spn 206 Intermediate Conversation and Oral Grammar (3)
Primary emphasis on the active skill of speaking. Cannot be taken by bilinguals or native speakers. Prerequisite(s): A Spn 104 or placement. [OD]

A Spn 223 Introduction to Literary Methods (3)
This is a beginning literature course where students are introduced to the study of literature in a foreign language. Works will be chosen by genre, with emphasis placed on the issues and assumptions underlying literary study, as well as the practical aspects of literary analysis. Prerequisite(s): A Spn 205 or 206. [HU]

A Spn 297 Supplemental Language Study (1)
A course to help students improve their Spanish reading and/or writing ability, taken in conjunction with a course of Hispanic literature in translation, or a course in another discipline which has a relation to Hispanic literature or culture. Course work may include readings and short compositions in Spanish. Prerequisite(s): permission of the instructor.

A Spn 301 Advanced Conversation and Composition (3)
Intensive study of the language, with frequent, short compositions. A Spn 301Z is the writing intensive version of 301; only one may be taken for credit. Prerequisite(s): A Spn 205 or 206 or placement. May not be offered in 2005-2006.

A Spn 301Z Advanced Conversation and Composition (3)
A Spn 301Z is the writing intensive version of 301; only one may be taken for credit. Prerequisite(s): A Spn 205 or 206 or placement. [WI]

A Spn 302 Advanced Spanish Grammar (3)
This course will offer an advanced grammar review of Spanish, contrasting its structures with those of English. Attention will be given to both morphological paradigms and syntactic patterns. Reviewing and discussing exercises and compositions will comprise a significant portion of the course work. Prerequisite(s): A Spn 205 or 206 or placement.

A Spn 311 Hispanic Literature through the Golden Age (3)
An introduction to the literature of Spain and Latin America: the Medieval tradition, from the epic to the Celestina; the innovations of the Renaissance and Baroque poetry (Garcilaso, San Juan, Terrazas, Balbuena, Góngora, Quevedo, Sor Juana); the birth of the modern novel (the Lazarillo, Cervantes), the Comedia (Lope, Alarcón, Calderón). Prerequisite(s): A Spn 223. May not be offered in 2005-2006.

A Spn 312 Representative Spanish Authors II (3)
Survey of Spanish literature from the beginning of the 18th century to the Generation of '98. Prerequisite(s): A Spn 223. [HU]

A Spn 314 The Rise and Fall of the Spanish Empire (3)
From the encounter of cultures during the expansion of Fernando and Isabel to the intolerance of Philip II and his successors: saints and sinners (mysticism and the picaresque); noble peasants and ignoble aristocrats (Spanish drama); El Greco and Velázquez; and apocalyptic visions (Quevedo's Dreams). Prerequisite(s): for majors, A Spn 223; for nonmajors, none. May not be offered in 2005-2006.

A Spn 315 Conflict and Progress in Modern Spain (3)
A study of the social and political struggles of the Spanish people through their literary and artistic manifestations, from the beginnings of the 18th century to the present. Prerequisite(s): for majors, A Spn 223; for nonmajors, none.

A Spn 316 (= A Lcs 316) Representative Spanish-American Authors (3)
A survey of literary movements in Spanish America from independence to World War II. Only one of A Spn 316 & A Lcs 316 may be taken for credit. Prerequisite(s): A Spn 223.

A Spn 317 (= A Lcs 317) Latin-American Civilization (3)
Study of Spanish-American cultures and institutions from the beginnings of the 20th century. Only one of A Spn 317 & A Lcs 317 may be taken for credit. Prerequisite(s): A Spn 205 or 206.

A Spn 318 (= A Lcs 314) Topics in Hispanic Film (3)
A study of Hispanic film as a medium that offers a unique amalgam of diverse musical, pictorial, and literary art forms within a sociopolitical context. The course will focus on such specific topics as peasant movements, human rights, images of women, race, and ethnicity. Only one of A Lcs 314 & A Spn 318 may be taken for credit in any semester. Either may be repeated once for credit, with a change in topic. Consult current schedule of classes for topic. Prerequisite(s): A Spn 205 or 206 or permission of instructor.

A Spn 319 Twentieth-Century Spanish Literature (3)
A study of selected works of Spanish literature from the Generation of '98 to the present. Works studied will deal with philosophical and social movements such as Existentialism, Tremendismo, the Spanish Civil War, the struggle between the individual and society. Prerequisite(s): A Spn 223.

A Spn 320 (= A Lcs 319) Twentieth-Century Spanish American Literature (3)
A study of selected works of Spanish American literature from World War II to the present. Works studied will deal with topics of special interest such as the continuing debate with regard to civilization and barbarism, dictatorship and revolution, social justice, and the search for identity. Only one of A Lcs 319 & A Spn 320 may be taken for credit. Prerequisite(s): A Spn 223.

A Spn 322 (= A Lcs 302) Los Latinos en Estados Unidos (3)
Examination of major U.S. Latino groups (Mexican-American, Cuban, Puerto Rican Dominican) with special emphasis on 20th century literary works. Students will study demographic, socio-economic, historical and cultural aspects of these groups in the context of their interaction with mainstream society. Course will be given in Spanish. Only one of A Lcs 302 or A Spn 322 may be taken for credit. Prerequisite(s): A Spn 223 or 301 or placement. [DP]

A Spn 323 Textual Analysis (3)
Students will continue the study of literature in a foreign language through an advanced, in-depth analysis of selected works of Hispanic literature. They will further develop practical skills of literary criticism to be applied to different types of literature. Prerequisite(s): A Spn 223 or permission of instructor. May not be offered in 2005-2006.

A Spn 325 The Hispanic Short Story (3)
Representative Spanish and Spanish-American short stories with emphasis on specific characteristics of the genre. Prerequisite(s): A Spn 223.

A Spn 326 (= A Lcs 326) Spanish-American Poetry and Theatre (3)
Representative Spanish-American plays and selected works in Spanish-American poetry, with emphasis on specific characteristics of the genres. Only one of A Spn 326 & A Lcs 326 may be taken for credit. Prerequisite(s): A Spn 223.

A Spn 333 Hispanic Literature in Translation (3)
Hispanic literature in translation studied with a view to understanding its contributions to world literatures. Sample topics: Don Quijote, medieval masterpieces, images of women, Unamuno, Machado, Borges. May be repeated for credit with change of topic. Consult schedule for topic. Prerequisite(s): junior or senior class standing. May not be offered in 2005-2006.

A Spn 344 Women in Hispanic Literature (3)
Images of women in diverse works in Hispanic literature. Prerequisite(s): A Spn 223.

A Spn 397 Independent Study in Spanish (1–4)
Study by a student in an area of special interest not treated in courses currently offered. Work performed under direction of a professor chosen by the student on a topic approved by the program. May be repeated once with special approval of the program. Prerequisite(s): A Spn 311 & 312.

A Spn 401 Spanish Phonetics and Phonology (3)
This is an advanced course in Spanish Phonology. Course topics include: articulatory phonetics, phonetic transcription, allophonic distribution, dialect variation, and differences between English and Spanish sound systems. Some lab work is required. Prerequisite(s): A Spn 301, 301Z or placement.

A Spn 402 Spanish Linguistics: Morphology and Syntax (3)
Survey of the structure of the Spanish language in the light of current linguistic theory. Emphasizes morphology and syntax. Prerequisite(s): A Spn 301, 301Z or permission of instructor.

A Spn 403 Spanish for Teachers (3)
Study of Spanish grammar with the needs of the beginning teacher in mind. Emphasizes those aspects of grammar that cause most difficulty to English-speaking students. May be offered as a quarter course. Prerequisite(s): A Spn 301, 301Z or placement.

A Spn 404 Advanced Oral Communication (3)
Training in public speaking through participation in talks for special occasions, debates, panel discussions, extemporaneous speaking and other forms of public address. Talks tape-recorded. Prerequisite(s): A Spn 301, 301Z or permission of instructor.

A Spn 405 Evolution of the Spanish Language (3)
Historical phonology and morphology: from Vulgar Latin to medieval and modern Spanish. Prerequisite(s): A Spn 401 and permission of instructor.

A Spn 406 Applied Translation (3)
Written translation from and into Spanish. Text selections from professional journals and government publications. Use of radio broadcasts and taped speeches. Prerequisite(s): A Spn 301, 301Z or placement.

A Spn 407 Business and Legal Spanish (3)
The application of language skills to meet professional career requirements through the development of a specialized vocabulary and written exercises. Reading and analysis of contemporary texts from business journals and reports in the fields of business, law and economics. Prerequisite(s): A Spn 301, 301Z or placement.

A Spn 410Z Creative Writing (3)
Creative writing in Spanish. Students may choose to write in one or several genres. Prerequisite(s): A Spn 301 or 301Z. [WI]

A Spn 414 (= A Lcs 414) Literature of the Hispanic Caribbean (3)
Study of selected major writers of Cuba, the Dominican Republic, and Puerto Rico of the 19th and 20th centuries. Special consideration of literature as a reflection of situations and problems peculiar to the Hispanic Caribbean. Conducted in Spanish. Only one of A Spn 414 & A Lcs 414Z may be taken for credit. Prerequisite(s): A Spn 223.

A Spn 418 Hispanic Cinema and Literature (3)
A study of literary techniques in cinema and cinematic techniques in literature as a way of exploring narrative structure in representative Hispanic works. Prerequisite(s): A Spn 223.

A Spn 444 Topics in Hispanic Language and Literature (3)
Selected topics in Hispanic language or literature not covered by other undergraduate courses offered by the program. May be repeated for credit with change of topic. Consult current schedule of classes for topic and prerequisite.

A Spn 445 Satire in Hispanic Literature (3)
Representative satirical writers in Spanish and Spanish American literature from Quevedo to the present, including such writers as Fernandez de Lizardi, Larra, Mesonero Romanos, Valle-Inclan, Francisco Umbral or other appropriate authors selected by the instructor. Prerequisite(s): A Spn 312 & 316. May not be offered in 2005-2006.

A Spn 446 (= A Aas 446) Literature and Human Rights (3)
A study of selected works of Spanish and Spanish-American literature that deal with the subject of human rights throughout history. Topics to be studies may include such things as social protest, censored texts, women's writing, the literature of exile, minority portrayals, and slavery. Prerequisite(s): A Spn 312 and 316.

A Spn 449 Myths and Archetypes (3)
A study of mythical and/or archetypal themes in selected works of Spanish or Spanish American literature. Typical themes may include the hero or the anti-hero, Don Juan, the Christ figure, the epic journey, the lost paradise and the eternal return. Prerequisite(s): A Spn 312 & 316. May not be offered in 2005-2006.

A Spn 453 Cultural Foundations of Spanish Literature: Golden Age (3)
Civilization of Spain during the 16th and 17th centuries. Its institutions and ideologies will be considered with emphasis on their relationship to literature. Prerequisite(s): A Spn 314 or permission of instructor. May not be offered in 2005-2006.

A Spn 454 Cultural Foundations of Spanish Literature (3)
Civilization of Spain in the 18th, 19th and 20th centuries. Social, economic, religious and political institutions will be considered through literature. Prerequisite(s): A Spn 314 & Spn 315, or permission of instructor.

A Spn 481 The Generation of '98 (3)
The important writers of the Generation of '98 will be studied, with emphasis on the way they express their ideas in essays, novels and poetry. Those writers will include Unamuno, Machado, Baroja, Valle-Inclan, Azorín, Ortega y Gasset. Prerequisite(s): A Spn 312. May not be offered in 2005-2006.

A Spn 482 Cervantes (3)
The life and major works of Miguel de Cervantes de Saavedra. Prerequisite(s): A Spn 311. May not be offered in 2005-2006.

A Spn 499 Honors Thesis (4)
An independent honors thesis written under the supervision of an appropriate faculty member and evaluated by the Honors Committee. Prerequisite(s): completion of all other requirements for the Honors Program.

SLAVIC AND EURASIAN STUDIES

Faculty
Professor Emeritae/i
Toby W. Clyman, Ph.D.
New York University
Rodney L. Patterson, Ph.D.
University of California, Los Angeles
Alex M. Shane Ph.D.
University of California, Berkeley
Professors
Henryk Baran, Ph.D.
Harvard University
Sophie Lubensky, Ph.D.
University of Leningrad
Associate Professors
Charles P. Rougle, Ph.D.
University of Stockholm

The study of Russian and other Slavic languages and literatures is offered not only for its intrinsic interest, but also as a means toward understanding the peoples and cultures of the former Soviet Union and Eastern Europe. Major programs lay a firm foundation for postgraduate study in diverse fields or for various professional occupations.

Careers

In addition to traditional careers in secondary-school and university-level, graduates are finding employment in business, the media, banking, the legal profession, as consultants in non-governmental agencies dealing with commerce, democratization, and the development of civil society in Russia and other post-Soviet states, as investment fund analysts, travel agents, cultural exchange coordinators, exhibit guides, translators and interpreters, and in many other fields.

Special Opportunities

To provide access to the riches of Russian literature and culture to all undergraduates, regardless of their interest in language, the Slavic and Eurasian Studies program offers a wide range of courses in Russian literature, culture and film in translation. These courses assume no prior knowledge of the Russian language and are intended also for students who are not majoring in Russian. Students interested in these courses are advised to consult the program for current offerings and course descriptions.

Opportunities to spend a semester in Russia are made possible through close cooperation between the SUNY and Moscow State University.

Language Placement

Experience indicates that students with one year of high school Russian will usually place in A Rus 101 or 102, with two years in A Rus 102, with three years in A Rus 102 or 201, and with four years in A Rus 201. Placement is contingent upon an active assessment of language skills made by the instructor in the course no later than the second class or in consultation with the undergraduate program director.

A student may not earn graduation credit for a course in a language sequence if it is a prerequisite to a course for which graduation credit has already been earned.

Students earning advanced placement credits from high school, and those earning credits in the University at Albany's University in High School Program, will be expected to register for the next course in the language sequence.

Transfer students are expected to register for the next level course in the language sequence. Placement is contingent upon an active assessment of language skills made by the instructor in the course no later than the second class or in consultation with the undergraduate program director.

Degree Requirements for the Major in Russian

General Program B.A.: A minimum of 36 credits of Russian language (above A Rus 102), literature, or culture courses. Two alternative tracks lead to the degree: (A) Language, (B) Literature and Culture. Each program consists of a common core of 28 credits plus at least 8 credits in the area of concentration.

Core Program (28 credits)
Language: A Rus 201 (5), 202 (5), 301 (3), 302 (3), 312 (3) (19 credits).

Literature and Culture: Three courses, at least one of which in literature, from among A Rus 251, 252, 253, 161/Z, 162/Z, 280 or as advised by the Director of Undergraduate Studies (9 credits).

Area Concentration: (8 credits)

(A) Language: A Rus 311 (3) plus 5 credits in Russian language courses or in literature courses taught in Russian at the 300 level or above.

(B) Literature and Culture: A Rus 311 (3), at least one course in Russian literature at the 300 level or above, and at least one course as advised from among A Rus 380 (3), A His

354 (3), 355 (3), A Pos 354 (3) 356 (3), 452Z (3) or other courses.

B.A./M.B.A. Program

Beginning in the fall semester 1996, Russian has participated with the School of Business in a five-year program leading to a B.A. degree in Russian and an M.B.A. Candidates spend two years on the Albany campus studying language and culture and lower-level business courses and satisfying General Education requirements. The junior year is spent studying at Moscow State University, followed by two years in Albany completing the business degree.

Honors Program

The honors program in Russian is designed for outstanding Russian majors enrolled in either the general program (language, literature or culture track) or the teacher education program.

Students may apply for admission to the honors program by submitting a letter of request to the program no later than April 15 of the sophomore year (for admission in the fall) or November 15 of the junior year (for admission in the spring). Junior transfers may apply for consideration at the time of their admission to the University.

Combined B.A./M.A. Program

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

The combined program requires a minimum of 138 credits, of which at least 30 must be graduate credits. In qualifying for the B.A., students will meet all University and college requirements, including the requirement for any of the B.A. programs in Russian described above, 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 will meet all University and college requirements as outlined in the Graduate Bulletin, including completing a minimum of 30 graduate credits, and any conditions such as a research seminar, thesis, comprehensive examination, or other professional experience where required, and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.A. programs.

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

Students may apply for admission 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. Students will be admitted to the combined program upon the recommendation of the Graduate Admissions Committee (Slavic) of Slavic and Eurasian Studies.

Advanced Study in Russia

Through cooperation with the State University of New York Office of International Programs, Slavic and Eurasian Studies provides advanced students with an opportunity to spend one semester in Russia. Students accepted for the program reside and study at Moscow State University and follow a curriculum comprised of advanced Russian language, Russian and Soviet literature and Russian culture. Students are eligible to apply for the program in their third year of Russian study or later.

Other Slavic Languages

The program provides instruction in Slavic languages other than Russian. In recent years, it has offered courses in Bulgarian, Polish, Serbo-Croatian, and Ukrainian. Courses in Yugoslav and Bulgarian culture (in English) and Polish and East European literatures have also been offered.

Literature and Culture Courses in English Translation

A Rus 161 Russian Civilization (3)
The cultural and ideological development of Russia from the inheritance of the Byzantine Empire through the 1917 Russian Revolution. Includes various aspects of history, political systems, economy and culture and the arts. Conducted in English. A Rus 161Z is the writing intensive version of A Rus 161; only one may be taken for credit. [EU]

A Rus 161Z Russian Civilization (3)
A Rus 161Z is the writing intensive version of A Rus 161; only one may be taken for credit. [EU WI]

A Rus 162: Russia Today (3)
Introduction to the society and culture of contemporary Russia, focusing in part on the continuities and differences between Soviet and post-Soviet period. Topics to be studied include: the linguistic and cultural revolution of the 1990's, individual adaptation to a new economic environment, official and unofficial attempts to "construct" a new Russia. Conducted in English. A Rus 162Z is the writing intensive version of A Rus 162; only one may be taken for credit.

A Rus 162Z Russia Today (3)
A Rus 162Z is the writing intensive version of A Rus 162.; only one may be taken for credit. [WI]

A Rus 171 (= A Wss 171) Women in Russian Culture (3)
The course will examine the roles of women in Russian culture through a study of film, literary works by and about women. Only one of A Rus 171 & A Wss 171 may be taken for credit. [HU]. May not be offered in 2005-2006.

A Rus 190 Women Writers in Russian Literature (3)
The course examines Russian women's writings beginning with the 18th century to the present. The texts are studies in the context of Russian literature in general and women's writings in particular. It includes: autobiographies by Catherine the Great, Alexandra Durova and Nadezda Mandelshtam; prose works by Karolina Pavlovana, Elena Guro, Tatjana Tolstaia, and the plays by Liudmila Petrushevskaia. May not be offered in 2005-2006.

A Rus 240 Great Works of Russia in English Translation (1)
Each mini-course in A Rus 240 focuses on a great book by a Russian author and examines it in depth. Emphasis on textual analysis with consideration of diverse critical approaches and the work's significance for Russian society and world literature. Conducted in English. A Rus 239 and/or 240 may be repeated for credit when content differs.

A Rus 251 Masterpieces of 19th-Century Russian Literature (3)
Survey of the development of Russian literature. particularly prose fiction. from the age of Pushkin to 1900. Readings will be chosen from short stories and novels by the following writers: Pushkin, Gogol, Lermontov, Turgenev, Goncharov, Tolstoy and Dostoevsky. Conducted in English. [HU]

A Rus 252 Masterpieces of 20th-Century Russian Literature (3)
Survey of the development of Russian literature, particularly prose fiction, from the turn of the century to the death of Stalin (1953). Readings will be chosen from short stories and novels by the following writers: Chekhov, Gorky, Olesha, Bulgakov, Babel, Pasternak, Zamyatin, Sholokhov. Conducted in English. [HU]

A Rus 253 Contemporary Russian Literature (3)
Survey of Soviet literature from the death of Stalin (1953) to the present. Readings taken primarily from prose fiction by such writers as Solzhenitsyn, Trifonov, Aksyonov, Shukshin, Bitov and Erofeyev. Discussion of how the changing political situation has affected writers and literature. Conducted in English. [HU]

A Rus 261 (formerly A Rus 361) Dostoevsky and Tolstoy in English Translation (3)
Examination of the life, times and works of Russia's two most important 19th-century prose writers. Approximately one-half of the course will be devoted to each writer. Reading of novels, short stones and essays, and discussion of the authors' extra-literary significance. Conducted in English. A Rus 261Z is the writing intensive version of A Rus 261; only one may be taken for credit. Prerequisite(s): one course in literature or junior or senior class standing. [HU] May not be offered in 2005-2006.

A Rus 261Z (formerly 361Z) Dostoevsky and Tolstoy in English Translation (3)
Conducted in English. A Rus 261Z is the writing intensive version of A Rus 261; only one may be taken for credit. Prerequisite(s): one course in literature or junior or senior class standing. [HU WI] May not be offered in 2005-2006.

A Rus 266 Gogol in English Translation (2)
Gogol's fiction and his role in the development of Russian prose. Quarter course; conducted in English. May not be offered in 2005-2006.

A Rus 267 Chekhov in English Translation (2)
Chekhov's stories and plays with emphasis on social, psychological and philosophical insights. Special attention to Chekhov's role in the development of the short story and drama. Quarter course. May not be offered in 2005-2006.

A Rus 270 Topics in Slavic Literatures and Cultures (1–3)
A short course on various topics in Slavic literatures and cultures (Russian, Czech, Serbian, Croatian, Bulgarian, Polish, etc.). May include instruction in language, or lecture-style courses on literature and culture. Course may cover an individual work, an individual author or a genre. Course may be repeated for credit when topic differs. Quarter course; conducted in English.

A Rus 280 Soviet and Russian Cinema (3)
Main trends in the development of Russian and Soviet cinema, from the silents of the early 20th century to the period of glasnost and the post-Soviet era. Introduction to the theories of Eisenstein, Vertov, Kuleshov and others. Social and political issues explored through famous classic and contemporary films. Conducted in English.

A Rus 354 The Russian Novel in its Western Context (3)
A comparative course concentrating on 19th-century prose fiction by Russian authors such as Dostoevsky, Turgenev, Tolstoy, Pushkin and Lermontov, examined as it relates to the work of their European and American contemporaries, including Dickens, Balzac, Byron, Flaubert, Henry James, George Eliot and others. A Rus 354Z is the writing intensive version of A Rus 354; only one may be taken for credit. Conducted in English. Prerequisite(s): one course in literature or junior or senior class standing, or permission of instructor. May not be offered in 2005-2006. [HU]

A Rus 354Z The Russian Novel in its Western Context (3)
A Rus 354Z is the writing intensive version of A Rus 354; only one may be taken for credit. Conducted in English. Prerequisite(s): one course in literature or junior or senior class standing, or permission of instructor. May not be offered in 2005-2006. [HU WI]

A Rus 359 (= A Thr 359) Russian Drama in English Translation (3)
Surveys major trends in Russian drama and analyzes major works from the comedies of Fonvizin and Griboedov satirizing the Russian social scene to the twilight melancholy of Chekhov and the theatre of 20th-century Soviet Russia. Conducted in English. Offered in alternate years. A Rus 359Z is the writing intensive version of A Rus 359 & A Thr 359; only one of the three courses may be taken for credit. Prerequisite(s): A Rus 251, or junior or senior class standing, or permission of instructor. May not be offered in 2005-2006.

A Rus 359Z (= A Thr 359) Russian Drama in English Translation (3)
A Rus 359Z is the writing intensive version of A Rus 359 & A Thr 359; only one of the three courses may be taken for credit. Prerequisite(s): A Rus 251, or junior or senior class standing, or permission of instructor. May not be offered in 2005-2006. [WI]

A Rus 380 Topics in Soviet and Russian Cinema (3)
In-depth study of individual directors, genres and themes; cinema and the other arts; cinema and the state. Film as propaganda tool and as vehicle for formalistic experimentation, social criticism, and cultural/historical recollection. Films by Eisenstein, Romm, Kalatozov, Chukhral, Tarkovsky, Gherman, Muratova, Mamin and others. Conducted in English. Content varies; repeatable with permission of the instructor. Prerequisite(s): A Rus 280 or with permission of the instructor.

Courses in Russian Language

A Rus 101 Elementary Russian I (4)
Introduction to the fundamentals of Russian grammar and basic vocabulary through extensive classroom drills, graded readings and translations. Systematic attention to essentials of pronunciation. Four classes each week. Some laboratory work. Native speakers of Russian may not take this course without permission of chair. Only one of A Rus 101, 103, 105 may be taken for credit.

A Rus 102 Elementary Russian II (4)
Continuation of A Rus 101. Four classes a week. Some laboratory work. Prerequisite(s): A Rus 101 or permission of chair. Native speakers of Russian may not take this course without permission of chair. Only one of A Rus 102, 104, 105 may be taken for credit. [FL]

A Rus 103 Russian for Bilingual Students I (3)
For students of Russian descent who speak Russian but have no formal education in the language. Students will learn to read and write Russian, and will be exposed to the fundamentals of Russian grammar. May be required as a prerequisite to enrolling in more advanced courses in Russian. Only one of A Rus 101, 103, 105 may be taken for credit. May not be offered in 2005-2006.

A Rus 104 Russian for Bilingual Students II (3)
A continuation of A Rus 103. Only one of A Rus 102, 104, 105 may be taken for credit. [FL] May not be offered in 2005-2006.

A Rus 105 Intensive Introductory Russian (8)
Intensive first-year Russian. Introduction to the fundamentals of Russian grammar and basic vocabulary through extensive classroom drills, graded readings and translations. Systematic attention to essentials of pronunciation. Equivalent to A Rus 101 and A Rus 102 sequence. Native speakers of Russian may not take this course without permission of chair. Only one of A Rus 101, 102, 103, 104, 105 may be taken for credit. [FL] May not be offered in 2005-2006.

A Rus 201Intermediate Russian I (5)
Review of basic grammar; major grammatical issues not covered in elementary Russian; reading, translation, composition conversation. Five classes, one laboratory or drill each week. Also offered in the University in High School Program. Prerequisite(s): A Rus 102, 104, 105 or equivalent.

A Rus 202 Intermediate Russian II (5)
Continuation of A Rus 201 with increased use of Russian as language of instruction. Five classes, one laboratory or drill each week. Also offered in the University in High School Program. Prerequisite(s): A Rus 201 or equivalent.

A Rus 301 Advanced Russian I (3)
Essential fine points of morphology and syntax; reading, translation, composition. Taught predominantly in Russian. Prerequisite(s): A Rus 202 or equivalent.

A Rus 302 Advanced Russian II (3)
Continuation of A Rus 301. Taught predominantly in Russian. Prerequisite(s): A Rus 301 or equivalent.

A Rus 311 Russian Conversation (3)
Advanced conversation in idiomatic, colloquial Russian; oral reports, free discussion; systematic practical phonetics; content reflecting everyday activities and current events. Taught in Russian. Three classes two laboratories or drills each week. Repeatable for credit when content varies, with permission of the instructor. Prerequisite(s): A Rus 202 or equivalent. [OD]

A Rus 312 Russian Conversation: The Press (3)
Advanced conversation in idiomatic, colloquial Russian; oral reports, free discussion; content based on topics of current importance as reflected in the Russian language press. Taught in Russian. Three classes one laboratory or drill each week. Repeatable for credit when content varies, with permission of the instructor. [OD]

A Rus 397 Independent Study (1–6)
Directed reading and conferences on selected topics. May be repeated for credit. Prerequisite(s): junior or senior class standing, and permission of instructor and the undergraduate program director.

A Rus 401 Advanced Russian Grammar (3)
Careful review of problematic grammar topics, development of reading and analysis with particular attention to morphology and syntax, improvement of writing skills. Prerequisite(s): A Rus 302 or permission of instructor or the undergraduate program director.

A Rus 408 Translation into Russian (3)
Written translation and linear interpreting from English into Russian on a variety of subjects. Prerequisite(s): permission of instructor. May not be offered in 2005-2006.

A Rus 411 Stylistics (2)
Theoretical foundations of stylistics; basic concepts of functional styles of language; lexical, grammatical, syntactic stylistics; analysis of individual styles and their accurate rendering in translation. Quarter course. Prerequisite(s): A Rus 302 or equivalent.

A Rus 412 Advanced Russian Conversation (3)
Continuation of A Rus 311 on a more advanced level. Three hours a week. Some laboratory and drill work. Semester course. Prerequisite(s): A Rus 311 or 312 or permission of chair. May not be offered in 2005-2006.

A Rus 447 Russian Language Through Film (3)
The course uses Russian films of the late 20th century to enhance students' language skills and deepen their cultural knowledge. Work involves intensive class discussion and written assignments. Films are selected on the basis of artistic merit, language quality, and general interest. Conducted entirely in Russian. Prerequisites(s): Permission of the instructor.

Literature Courses in Russian

A Rus 421 Introduction to Literary Theory and Analysis (3)
Types of analysis; basic terms; basic theoretical approaches and their application. Detailed discussion of individual works to illustrate concepts, theories and methods. Prerequisite(s): A Rus 202. May not be offered in 2005-2006.

A Rus 422 Russian and Slavic Folklore and Mythology (3)
Introduction to popular customs and literature of Russian and Slavic peoples. Survey of main genres: fairy tale, epic narratives, songs, folk dramas, proverbs and sayings, charms and incantations. Prerequisite(s): A Rus 202. .May not be offered in 2005-2006.

A Rus 423 History of Russian Drama and Theatre (3)
Survey of the Russian theatre and theatrical literature from its origins to the present. Main emphasis on plays of the nineteenth and twentieth centuries (Fonvizin, Gogol, Pushkin, Ostrovsky, Chekhov, Mayakovsky, Gorky). Discussion of the role of the arts (music and painting) in the development of Russian theatre. Prerequisite(s): A Rus 202. May not be offered in 2005-2006.

A Rus 425 Russian Versification (2)
Basic concepts of verse analysis. Survey of verse systems in Russian poetry of the 18th-20th centuries. Quarter course. Prerequisite(s): A Rus 301 or permission of instructor. May not be offered in 2005-2006.

A Rus 426 Russian Nineteenth-Century Poetry (3)
Course will examine major representative poets representing pre-romanticism, romanticism, pre-realism, realism and aestheticism (or protosymbolism). Major poets include Krylov, Zhukovskij, Pushkin, Lermontov, Baratynskij, Tjutchev, Mekrasov and Fet. Distinguishing characteristics of literary schools will be examined against the background of Russia's cultural and political environment.

A Rus 427 Russian Twentieth-Century Poetry (3)
Course will survey major poets and schools, including Decadence, Symbolism, Acmeism, Futurism, Independent figures, Socialist Realism and subsequent trends. Poets include Sologub, Bal'mont, Brjusov, Bolk, Belyj, Gumilev, Axmatova, Cvetaeva, Majakovskij, Xlebnikov, Zabolockij, Vysockij and Brodskij. Writers and schools will be studied with major cultural and political developments of the times. *S/U* graded.

A Rus 428 Pushkin's Evgenij Onegin (2)
Reading of Pushkin's novel in verse in the Russian original as well as major secondary and critical works. Prerequisite(s): A Rus 301 or permission of instructor.

A Rus 470 Structure of a Slavic Language (3)
Study of the structure of a Slavic language other than Russian, or occasionally, a non-Indo-European language of Eastern Europe or the former USSR. May be repeated for credit in a different language: Bulgarian, Old Church Slavonic, Czech, Polish, Romanian, Serbo-Croatian, Ukrainian. May not be offered in 2005-2006.

Courses in Polish

A Pol 101 Elementary Polish (4)
Beginner's course with audio-lingual approach: fundamentals of language structure and sounds; emphasis on correct pronunciation. Four classes, two laboratories each week. Native speakers of Polish may not take this course without permission of chair. May not be offered in 2005-2006.

A Pol 102 Intermediate Polish (4)
After completion of structural study, emphasis is given to reading in conjunction with a continuation of the audio-lingual method. Four classes, two laboratories each week. Prerequisite(s): A Pol 101 or equivalent. Native speakers of Polish may not take this course without permission of chair. May not be offered in 2005-2006. [FL]

A Pol 290 Topics in Polish Studies (3)
Selected topics in Polish literature, film, theater and culture. May be repeated for credit with change of topic. Consult current schedule of classes for topic. The course is also counted for credit in the Slavic program.

Courses in Ukrainian

A Ukr 101 Elementary Ukrainian I (4)
Introduction to the fundamentals of Ukrainian grammar and basic vocabulary through extensive classroom drills, graded readings and translation. Systematic attention to essentials of pronunciation. Four classes each week. May not be offered in 2005-2006.

A Ukr 102 Elementary Ukrainian II (4)
Continuation of A Ukr 101. Four classes a week. Some laboratory work. Prerequisite(s): A Ukr 101 or permission of chair. May not be offered in 2005-2006. [FL]

DEPARTMENT OF LATIN AMERICAN, CARIBBEAN, AND U.S. LATINO STUDIES

Faculty
Distinguished Professor
Edna Acosta-Belén, Ph.D. (Collins Fellow)
(Department Chair)
Columbia University
Daniel C. Levy, Ph.D.,
University of North Carolina, Chapel Hill
Distinguished Professor
Professors
Jeanette Altarriba, Ph.D.
Vanderbilt University
Christine Bose, Ph.D. (Collins Fellow)
Johns Hopkins University
Louise Burkhart, Ph.D.
Yale University
Ray Bromley, Ph.D.
Cambridge University
Max Lifchitz, M.M.
Harvard University
Colbert I. Nepaulsingh, Ph.D.
University of Toronto
Associate Professors
José Cruz, Ph.D.
City University of New York
Blanca Ramos, Ph.D.
University at Albany
Gilbert Valverde, Ph.D.
University of Chicago
James W. Wessman, Ph.D.
University of Connecticut
Assistant Professors
Ana Margarita Cervantes-Rodriguez, Ph.D.
University of Miami
Susan Gauss, Ph.D.
SUNY-Stony Brook
Glyne Griffith, Ph.D.
University of the West Indies, Mona Campus
Fernando Leiva, Ph.D.
University of Massachusetts at Amherst
Patricia Pinho, Ph.D.
State University of Campinas, Sao Paulo, Brazil
Adjuncts and Lecturers
Teresa Carranza, Ph.D.
University at Albany
C. Aida Torres-Horwitt, Ph.D.
University at Albany
Adjuncts (estimated): 3
Teaching Assistants (estimated): 5

The Department of Latin American, Caribbean, and U.S. Latino Studies has a cross-disciplinary faculty prepared to train undergraduates for research, service, and applied careers dealing with the U.S. Latino communities and with the Caribbean and Latin American regions.

Undergraduate Academic Major Offerings

The department offers two undergraduate major options: 1) Latin American studies and 2) Puerto Rican studies.

The interdisciplinary major in Latin American studies has been designed to prepare students for professional and research careers; domestic service with federal and state governmental agencies; careers in the United States foreign service; careers with business and educational organizations, public and private foundations, and other private or public agencies engaged in developing, improving, and promoting trade and the social, political, and economic life of the peoples of Latin America; editing and journalism; and paramedical and paralegal careers.

This major requires interdisciplinary course work with Latin American content and competence in Spanish, Portuguese; or French. Opportunities for study abroad are also available through the University's Office for International Programs.

The interdisciplinary major in Puerto Rican studies has been designed to provide students with an opportunity for intensive interdisciplinary exploration of the Puerto Rican experience in the Caribbean and in the United States. In addition the program provides an integrated, broadly based knowledge of the islands of the Caribbean, the rest of Latin America, and the United States. Courses deal with aspects of the life of Puerto Ricans: cultural, social, political, and economic processes; language; literature and the arts; and education. In addition, the program provides the opportunity for comparative study of other Latino groups in the United States.

Undergraduate students in the department are also provided with opportunities for community-oriented research, community service, and study abroad. Upon completion of the program requirements, students should possess a reading knowledge of Spanish. Most students enrolled in Puerto Rican studies are also encouraged to have a second major in one of the traditional disciplines.

A minor sequence in Latin American and Caribbean studies is also currently offered by the department.

Courses focusing on Latin America are also offered in the Departments of Languages, Literatures, and Cultures, History, Geography and Regional Planning, Anthropology, Sociology, Africana Studies, Education, Economics, and Political Science.

Degree Requirements for the Major in Latin American Studies

General Program B.A.: A minimum of 36 credits, 12 of which must be at or above the 300 level, as follows:
Introduction (3 cr.): A Lcs 100 or 100Z or 145.
Latin America and the Caribbean (3 cr.): A Lcs 102 or 269 or 360 or 405.
Latin America and Puerto Rico (3 cr.): A Lcs 150 or 150Z.
Latin Americans in the United States (3 cr.): A Lcs 201 or 302.
Social Science Requirements (3 cr.): A Lcs 233 or 250 or 354/354Z or 357 or 359 or 361.
Humanities and Fine Arts Requirement (3 cr.): A Lcs 216/216Z or 230 or 268 or 312 or 315 or 316 or 317 or 318 or 319 or 326 or 327/327Z or 414.
Race, Gender and Ethnicity (3 cr.): A Lcs 240 or 282 or 451.
Interdisciplinary Research Seminar (3 cr.): A Lcs 400.
Electives with Latin American or Caribbean content as advised (12 cr.).

Reading proficiency in Spanish, Portuguese, or French
The department will administer the proficiency examinations. The intent is to test the student's ability to read and understand research material written in Spanish, Portuguese, or French. The examination will consist of questions about selected passages in the appropriate language.

Students can build proficiency through completion of the appropriate reading courses in Portuguese, Spanish, or French. Students are also encouraged to use appropriate materials and media in the Interactive Media Center in the University Library and/or the Center for Language Learning and Research (C.E.L.L.A.R.) to build their reading skills. To schedule an examination, students should contact the undergraduate program director, Department of Latin American, Caribbean, and U.S. Latino Studies, for more details.

Degree Requirements for the Major in Puerto Rican Studies

General Program B.A.: A total of 36 credits, 12 of which must be at or above the 300 level, as follows: Core Courses on Puerto Ricans (9 cr.): A Lcs 150 or 150Z, 329 and 429.

Puerto Rico and the Caribbean (9 cr.): A Lcs 102, 269 and 405.
Puerto Rico and Latin America (3 cr.): A Lcs 100/100Z or 145 or 357 or 361.
Race, Gender and Ethnicity (3 cr.): A Lcs 201 or 240 or 282 or 302 or 451.
Interdisciplinary Research Seminar (3 cr.): A Lcs 400.
Electives with Latin American or Caribbean content as advised (9 cr.)
Reading proficiency in Spanish.

The department will administer of the proficiency examinations. The intent is to test the student's ability to read and understand research material about Puerto Rico written in Spanish The examination will consist of translations of selected passages in Spanish.

Students can build proficiency through completion of the appropriate reading courses in Spanish, Portuguese, or French. Students are also encouraged to use appropriate materials and media in the Interactive Media Center in the University Library and/or the Center for Language Learning and Research (C.E.L.L.A.R.) to build their reading skills. To schedule an examination, students should contact the undergraduate program director, Department of Latin American, Caribbean, and

U.S. Latino Studies.

University at Albany

The BA/MBA Five-Year Latin American, Caribbean, and U.S. Latino Studies/Business Administration Degree Program: An Early Admission Option Leading to a Masters of Business Administration: Available for those students who matriculate as Freshmen at the University at Albany in August 1996 and thereafter.

MODULE A: DESIGNED FOR STUDENTS WITH ELEMENTARY KNOWLEDGE (EQUIVALENT TO SPN 100, SPN 101) OF SPANISH.

FRESHMAN YEAR

Fall Semester			**Spring Semester**	
Spn 103	4 crs		Spn 104	3 crs
Lcs 100	3 crs		Lcs 102	3 crs
Eco 110	3 crs		Eco 111	3 crs
Psy 101	3 crs	←Interchangeable→	Soc 115	3 crs
Gen Ed	3 crs		Writing Intensive	3 crs
Total Semester Credit	**16 crs**		**Total Semester Credit**	**15 crs**

Total Credits 31

SOPHOMORE YEAR

Fall Semester			**Spring Semester**	
Spn 206	3 crs		Spn 207	3 crs
Lcs 201-Gen Ed "HD"	3 crs		Lcs/Eco 361	3 crs
Acc 211	3 crs		Acc 222	3 crs
Itm 215	3 crs	←Interchangeable→	Mat 108	3 crs
Gen Ed	3 crs		Lcs 400	3 crs
Total Semester Credit	**15 crs**		**Total Semester Credit**	**15 crs**

Total Credits 30

At the end of the Sophomore year, the Latin American, Caribbean, and U.S. Latino Studies majors interested in this program apply through the School of Business Office of Student Services, BA 36A. Applicants must have a cumulative University at Albany GPA of at least 3.3 and a minimum grade of "B" in Eco 110 and 111 in order to waive Fin 515. If a final grade of "B" is not received in Eco 110 and 111, then the student will have to take Fin 515 in the Fall of their fourth year.

Junior Year Abroad (at he Universidad del Sagrado Corazón, Santurce, Puerto Rico or the University of Costa Rica, San José, Costa Rica)

Fall Semester		**Spring Semester**	
Lcs 150	3 crs	Lcs (Hum. & Fine Arts)	3 crs
Lcs (Race, Gender, and Ethnicity)	3 crs	Lcs 300-400 level elective	3 crs

NOTE: Students are encouraged to take at least one 300-level Spanish language or literature course in their first semester. A 3 credit course yielding Cultural and Historical Perspective credit must be completed as well as 15 other Liberal Arts and Sciences credits for a total of 30 credits. Nine of these credits must be electives with Latin American or Caribbean content as advised. Also, there must be an upper-level writing intensive course taken before graduation.

Total Credits 30

SENIOR YEAR

Fall Semester			**Spring Semester**	
Itm 512 (1st Quarter)	2 crs		Itm 521 (3rd Quarter)	2 crs
Mgt 513 (1st Quarter)	2 crs		Fin 525 (3rd Quarter)	3 crs
Mgt 513 (1st Quarter)	1 crs		Itm 520 (4th Quarter)	3 crs
Itm 511 (2nd Quarter)	2 crs		Bus 524 (4th Quarter)	1 crs
Mgt 514 (2nd Quarter)	3 crs	←Interchangeable→	Mkt 522 (3rd Quarter)	4 crs
Acc 517 (2nd Quarter)	2 crs		Mgt 523 (4th Quarter)	1 crs
Liberal Arts Elective*	3 crs		Mgt 600 (4th Quarter)	1 crs
(See note below on waivers.)		**Note:** You must apply to graduate in January and receive your degree as of May before you can enter the Fifth Year.		

FIFTH YEAR

Fall Semester		**Spring Semester**	
Field Project/Practicum	3 crs	Field Project/Practicum	3 crs
Concentration	6 crs	Concentration	6 crs
Electives	3 crs	Electives	3 crs
Strategic Management	3 crs		

Notes on waiving courses:

Must receive a final grade of at least "B" in Eco 110 and Eco 111 to waive Fin 515.

Must receive a final grade of at least "B" in Acc 211 to waive Acc 516.

Must have familiarity with microcomputer software (specifically spreadsheets) such as LOTUS 1-2-3, EXCEL, QUATRO PRO, and other windows applications to waive Itm 510 (computer skills).

Notes:

Students must have completed 120 credits by the end of the senior year (90 of which must be in Liberal Arts and Sciences courses) and receive your BA degree by August before entering the fifth year. (Business School courses listed in this program are not Liberal Arts and Sciences courses.) An upper level writing intensive courses and all general education requirements must also be completed by the end of the Senior year.

During the fall of the senior year, students in this program must take the GMAT exam and present an acceptable score (at least 500).

Your cumulative GPA at the end of your senior year must be at least 3.0 to continue in this program.

All School of Business, economics, statistics, computer science courses must be done at the University at Albany after matriculation.

Honors Program

The Honors Program in the Department of Latin American, Caribbean, and U.S. Latino Studies consists of at least 12 credits of course work designed to enhance and intensify the undergraduate experience for the honors student.

To be eligible for admission to the honors program, the student must have declared either the Latin American Studies or the Puerto Rican Studies major The student must also have completed at least 12 credits of course work within the given major. In addition, the student must have an overall GPA of at least 3.25, and 3.50 in the major, both of which must be maintained in order to graduate with honors.

To be admitted to the Honors Program, majors with the required grade point averages must complete A Lcs 400 Interdisciplinary Research Seminar (3 credits) with a grade of *A* or *A*-.

After admission to the Honors Program, the student must complete with a grade of *A* or *A*- a specifically designed three-credit junior- or senior-level independent honors project (A Lcs 497) under the direction of an Honors Committee selected by the chair of the department in consultation with a faculty director chosen by the student.

Courses

A Lcs 100 (=A His 140) Cultures of Latin America (3)
Survey of the diverse pre-Columbian and New World societies and cultures of Spanish and Portuguese America from the pre-conquest period to the present. Broadly interdisciplinary introduction to the historical development of Latin American society, culture, politics, and economics with a special emphasis on elements such as race, gender, and class. A Lcs 100Z and A His 140Z are the writing intensive versions of A Lcs 100 or A His 140. Only one of A Lcs 100, A Lcs 100Z, A His 140, and A His 140Z may be taken for credit. Prerequisite(s): Any course in Latin American Studies and/or Women's Studies and/or History. [BE]

A Lcs 100Z Cultures of Latin America (3)
A Lcs 100Z is the writing intensive version of A Lcs 100; only one may be taken for credit. [WI] [BE]

A Lcs 102 (= A His 170) Introduction to Caribbean History (3)
An introduction to the history of culture contact in the Caribbean from the pre-Columbian Arawaks and Caribs, through the infusion of European and African cultures, to the emergence of the leadership of the United States in 1898. Special emphasis on the social and economic development of the plantation system, the intercontinental trade system, slavery, and the struggle for abolition and self-determination. Only one of A Lcs 102 & A His 170 may be taken for credit. [BE]

A Lcs 103 Introduction to Afro-Brazilian Culture (3)
An introduction to the processes of formation and transformation of Afro-Brazilian Culture as a component of Brazilian national identity. Black cultural production and its connections to the black Atlantic world, and the diaspora will be emphasized.

A Lcs 115 (= A Por 115) Portuguese and Brazilian Culture and Society (3)
Survey of culture and society in the Portuguese-speaking world, including Brazil, Portugal, and Portuguese Africa. Includes the development of typical customs and institutions with special attention to folklore, music, painting, and architecture. Utilizes visual and recorded materials. Conducted in English. Only one of A Lcs 115 & A Por 115 may be taken for credit. May not be offered in 2005-2006.

A Lcs 145 (= A Ant 145 and A His 145) Continuity and Change in Latin America (3)
Introduction to the historical development of Latin America's diverse cultural heritage and to its contemporary institutions and civilization. Broadly interdisciplinary perspective reflecting diverse approaches and fields. Only one of A Lcs 145, A Ant 145, & A His 145 may be taken for credit. [BE]

A Lcs 150 (= A Ant 146) Puerto Rico: People, History and Culture (3)
Survey of Puerto Rican culture on the island from the pre-Hispanic era to the 20th century. Special emphasis on the change of sovereignty in 1898, the national question, class and culture, and migration. A Lcs 150Z & A Ant 146Z are writing intensive versions of A Lcs 150 & A Ant 146; only one of the four courses may be taken for credit.

A Lcs 150Z (= A Ant 146Z) Puerto Rico: People, History and Culture (3)
A Lcs 150Z & A Ant 146Z are writing intensive versions of A Lcs 150 & A Ant 146; only one of the four courses may be taken for credit. [WI]

A Lcs 201 Hispanic Cultures in the United States (3)
Intensive examination of Hispanic American society. Major Hispanic groups (e.g., Puerto Ricans, Mexican-Americans, Cubans) will be studied with emphasis on interaction between these groups and mainstream society, culture and value change in contact situations, and efforts to deal with prejudice and discrimination. [DP]

A Lcs 201Z Hispanic Cultures in the United States (3)
A Lcs 201Z is the writing intensive version of A Lcs 201; only one may be taken for credit. [DP WI]

A Lcs 203 Afro-Latin America (3)
The course will present a panorama of blackness in Latin America by examining aspects of its history and contemporary dynamics. Employing theories from Anthropology and Cultural Studies, the course will analyze the inclusion of peoples of African descent in national identities and discourses. We will examine both those countries, such as Brazil and Cuba, which highlight the presence of blacks in their narratives of the nation, as well as such countries as Mexico, Ecuador, and Nicaragua, which overlook the participation of Afro-descendants in the construction of their national discourses. We will analyze the "myths of foundation" of Latin American nations, such as "racial democracy" in Brazil, "transculturation" in Cuba, and the "cosmic race" in Mexico and how these myths are connected to ideas of gender, "race", "race" mixing, blackness and whiteness. We will also assess the relationship between blacks and the many other ethic groups within Latin American nations, and investigate transnational black connections on the American continent.

A Lcs 216 (= A Mus 216) Music and Society in Latin America: Past and Present (3)
This course will deal with two basic issues: the evolution of musical thought throughout Latin America from pre-Hispanic times to the present, and the relationship between musical manifestations and the prevailing social order in which those activities took place. A Lcs 216Z & A Mus 216Z are the writing intensive versions of A Lcs 216 and A Mus 216; only one of the four courses may be taken for credit. [AR; DP if taken *before* Fall 2004; HU] [BE]

A Lcs 216Z (= A Mus 216Z) Music and Society in Latin America: Past and Present (4)
A Mus 216Z and A Lcs 216Z are the writing intensive versions of A Mus 216 and A Lcs 216; only one of the four courses may be taken for credit. [AR, BE, WI]

A Lcs 225/W/Y/Z (=A Soc 225/W/Y/Z) Global Migration and Transnationalism (3)
The course is an introduction to global and regional migration patterns since the sixteenth century with a concentration on post-World War II patterns. It has three modules: (1) Introduces basic concepts and approaches related to migration studies; (2) Examines global and regional historical patterns and major forces shaping them since the sixteenth century; (3) Emphasizes strategies launched by individuals, households, and enterprises related to the process of international migration. Geographically, the course covers several areas of the world, including the Americas, Western and Eastern Europe, and South East Asia.

A Lcs 229 Special Topics in Latin American and Caribbean Studies (3)
The specific topic will be selected by the instructor and will vary from semester to semester as indicated by course subtitle. May be repeated for up to six credits under different subtitles.

A Lcs 231 Special Topics in Latino Studies (3)
The specific topic will be selected by the instructor and will vary from semester to semester as indicated by course subtitle. May be repeated for up to six credits under different subtitles.

A Lcs 233 (= A Ant 233) Aztecs, Incas and Mayas (3)
Introductory survey of the archaeology and ethnohistory of the three best-known indigenous civilizations of the New World. Each is presented in terms of prehistoric background and evolution, social organization, politics and economics, religion and art. Consideration is given to the Spanish conquest of these groups and to their modern legacies. Only one of A Lcs 233 & A Ant 233 may be taken for credit. [BE]

A Lcs 240 (= A Aas 240 & A Wss 240)/ A Lcs 240Z (= A Aas 240Z & A Wss 240Z) Classism, Racism and Sexism: Issues (3)
Analyzes the connections between and among classism, racism and sexism, their mutually reinforcing nature, and the tensions arising from their interrelations. Particular attention will be given to the ideological and personal aspects of these phenomena, as well as to their institutional guises in American society. A Lcs 240Z is the writing intensive version of A Lcs 240; only one of A Lcs/Aas/Wss 240/240Z may be taken for credit. [240 = DP][240Z = DP WI]

A Lcs 250 (= A Gog 250) Geography of Latin America (3)
An introduction to the geographical diversity of Latin America, reviewing the Continent's physical features, natural resources, societies, economies and politics, and relating them to its history and cultural traditions. Particular attention will be given to rural and urban living conditions, social and regional inequalities, population distribution, internal and international migration, and socioeconomic development issues. A Lcs 250Z & A Gog 250Z are writing intensive versions of A Lcs 250 & A Gog 250; only one of the four courses may be taken for credit. May not be offered in 2005-2006.

A Lcs 250Z (= A Gog 250Z) Geography of Latin America (3)
A Lcs 250Z & A Gog 250Z are writing intensive versions of A Lcs 250 & A Gog 250; only one of the four courses may be taken for credit. May not be offered in 2005-2006. [WI]

A Lcs 268 (= A Ant 268) Ethnology of Pre-Columbian Art (3)
Survey of pre-Hispanic Mesoamerican arts and architecture for the reconstruction of pre-Columbian culture, history, religion, symbolism, and ritual. Stresses interrelationships of New World cultures, art styles, and worldview. and on ethnological techniques for iconographic interpretations. Only one of A Lcs 268 & A Ant 268 may be taken for credit. May not be offered in 2005-2006. [AR HU]

A Lcs 269 (= A Aas 269 and Ant 269) The Caribbean: Peoples, History, and Culture (3)
Peoples, history and cultures of the 20th century Caribbean, with special emphasis on responses to colonialism and nationalism. Only one of A Lcs 269, A Aas 269, & A Ant 269 may be taken for credit. [BE]

A Lcs 282 (= A Soc 282) Race and Ethnicity (3)
Study of religion, race, and nationality conflicts in American society. Reactions of minority to majority; changing patterns of minority relationships; efforts to deal with prejudice and discrimination. Only one of A Lcs 282 & A Soc 282 may be taken for credit. Prerequisite(s): A Soc 115. [DP SS]

A Lcs 289 (= A Soc 289) Special Topics in Ethnicity (1–3)
Intensive examination of the culture and lifestyle of a single ethnic group within American society. The specific ethnic group varies from term to term and is indicated by course subtitle: e.g., Ethnicity; Italian Americans. A Lcs 289 and A Soc 289 can be repeated, but the total credits earned may not exceed 6 credits under different subtitles. Departmental permission required for more than 6 credits. Prerequisite(s): A Soc 115.

A Lcs 302 (= A Spn 322) Latinos(as) en Estados Unidos (3)
Examination of major U.S. Latino groups (Mexican-American, Cuban, Puerto Rican Dominican) with special emphasis on 20th century literary works. Students will study demographic, socio-economic, historical and cultural aspects of these groups in the context of their interaction with mainstream society. Course will be given in Spanish. Only one of A Lcs 302 or A Spn 322 may be taken for credit. Prerequisite(s): A Spn 223 or 301 or placement. [DP]

A Lcs 312 (= A Por 312) Introduction to Brazilian Literature (3)
Survey of Brazilian literature from the colonial period to the present. Selected readings, discussions, and reports on collateral study. Only one of A Lcs 312 & A Por 312 may be taken for credit. Prerequisite(s): A Por 207 or permission of instructor. May not be offered in 2005-2006.

A Lcs 314 (= A Spn 318) Topics in Hispanic Film (3)
A study of Hispanic film as a medium that offers a unique amalgam of diverse musical, pictorial, and literary art forms within a sociopolitical context. The course will focus on such specific topics as peasant movements, human rights, images of women, race, and ethnicity. Only one of A Lcs 314 and A Spn 318 may be taken for credit in any semester. Either may be repeated once for credit, with a change in topic. Consult current schedule of classes for topic. Prerequisite(s): A Spn 223 or permission of instructor. May not be offered in 2005-2006.

A Lcs 315 (formerly A Lcs 315) Film in Contemporary Latin America (3)
Study of culture and society in Latin America as revealed through film. Emphasis on the use of film, especially in the "new cinema" movements, as an instrument for social and political change. History and current trends of cinema in selected countries. Prerequisite(s): A Lcs 100 or 100Z or 145, or permission of instructor. May not be offered in 2005-2006. [AR HU]

A Lcs 316 (= A Spn 316) Representative Spanish-American Authors (3)
Survey of literary movements in Spanish America from independence to World War II. Only one of A Lcs 316 & A Spn 316 may be taken for credit. Prerequisite(s): A Spn 223.

A Lcs 317 (= A Spn 317) Latin American Civilization (3)
Study of Spanish-American cultures and institutions from the beginnings of the 20th century. Only one of A Lcs 317 & A Spn 317 may be taken for credit. Prerequisite(s): A Spn 207 or equivalent.

A Lcs 318 (= A Por 318) Introduction to Brazilian Cinema (3)
Survey of Brazilian cinema, emphasizing the social and cultural dimensions of selected major films, including some which represent the "new cinema" movement. Course includes viewings, discussions, readings and written work. Only one of A Por 318 & A Lcs 318 may be taken for credit. Prerequisite(s): junior or senior class standing, or permission of instructor. May not be offered in 2005-2006.

A Lcs 319 (= A Spn 320) Twentieth-Century Spanish American Literature (3)
A study of selected works of Spanish American literature from World War II to the present. Works studied will deal with topics of special interest such as the continuing debate with regard to civilization and barbarism, dictatorship and revolution, social justice, and the search for identity. Only one of A Lcs 319 & A Spn 320 may be taken for credit. Prerequisite(s): A Spn 223.

A Lcs 321 (= A Eas 321 and A Gog 321) Exploring the Multicultural City (3)
This course will explore the human dimensions and implications of ethnic diversity in the United States, focusing on New York City. The course utilizes a variety of methods to introduce students to the multicultural city, beginning in the classroom but ending with fieldwork in a specific New York neighborhood. A Lcs 321 is equivalent in content to A Eas 321 and A Gog 321; only one of the three courses may be taken for credit. Prerequisite(s): A Gog 102 or 102Z; or A Gog 120Z, or 125; A Gog 160 or 160Z; or A Gog 220; or A Gog 240. [OD SS]. May not be offered in 2005-2006.

A Lcs 326 (= A Spn 326) Spanish-American Poetry and Theatre (3)
Representative Spanish-American plays and selected works in Spanish-American poetry, with emphasis on specific characteristics of the genres. Only one of A Lcs 326 & A Spn 326 may be taken for credit. Prerequisite(s): A Spn 223.

A Lcs 327 (formerly A Lcs 275) Four Caribbean Writers (3–4)
An introduction to the literature of the Caribbean and to the methods of literary analysis. Writers will be grouped around an essential, universal theme: for example, Claude McKay, Vidia Naipaul, Derek Walcott and Jamaica Kincaid around the theme of homelessness.

A Lcs 327Z Four Caribbean Writers (4)
A Lcs 327Z is the writing intensive version of A Lcs 327. Only one may be taken for credit. [WI]

A Lcs 329 Special Topics in Puerto Rican Studies (3)
Intensive interdisciplinary examination of a specific aspect on contemporary Puerto Rican Studies. The topic varies from term to term and is indicated every term by the subtitle: e.g. Nineteenth century Agrarian Society or the Political Status Debate or the Migrant Experience. May be repeated for up to 6 credits under different subtitles. Departmental permission required for more than 6 credits. Prerequisite(s): A Lcs 150. 150Z or permission of instructor.

A Lcs 330 Special Topics in Latin American and the Caribbean (3)
The specific topic will be selected by the instructor and will vary from semester to semester as indicated by course subtitle. May be repeated for up to six

credits under different subtitles.

A Lcs 331 Special Topics in Latino Studies (3)
The specific topic will be selected by the instructor and will vary from semester to semester as indicated by course subtitle. May be repeated for up to six credits under different subtitles.

A Lcs 341 (= A Ant 341) Ethnology of Mesoamerica (3)
Survey of the cultures and history of the native peoples of Mexico and Central America. Beginning with the documents created by and about the native peoples around the time of the Spanish invasion, the course follows the experiences of these societies through the colonial period and up to the present. A Ant 341Z & A Lcs 341Z are the writing intensive versions of A Ant 341 & A Lcs 341; only one of the four courses may be taken for credit. Prerequisite(s): A Ant 100 or 200 or 200ZG. Offered spring semester. [BE]

A Lcs 341Z (= A Ant 341Z) Ethnology of Mesoamerica (3)
A Ant 341Z & A Lcs 341Z are the writing intensive versions of A Ant 341 & A Lcs 341; only one of the four courses may be taken for credit. Prerequisite(s): A Ant 100 or 200 or 200Z. Offered spring semester. [BE WI]

A Lcs 348 Social Change in Latin America (3)
Changing class structure, ethnic composition and culture of contemporary Latin American nations. Only one of A Lcs 348 & A Soc 348 may be taken for credit.

A Lcs 349 (= A Pos 349) Urban Politics in Latin America (3)
This course examines from a theoretical and historical perspective the context and character of politics and political participation in major Latin American urban cities.

A Lcs 354 (= A Gog 354) Environment & Development (3)
A survey of international development issues, focusing on the impact of economic growth, population growth, and increased consumption of natural resources on global and local environments. This course focuses primarily on the poorer countries of the world, and particularly on tropical environments. It discusses issues of deforestation, desertification, and increased vulnerability to man-made and natural hazards. Prerequisite(s): A Gog 101 or 102 or 102Z, or permission of instructor. May not be offered in 2005-2006.

A Lcs 354Z (= A Gog 354Z) Caribbean Environment & Development (3)
Survey and analysis of problems of development and the environment in the Caribbean. Topics covered include the relationship of the region's colonial legacy to present-day underdeveloped and ecological degradation; environmental consequences of various strategies of development; prospects for alternatives such as sustainable development and regional integration. A Lcs 354Z and A Gog 354Z are the writing intensive versions of A Lcs 354 and A Gog 354; only one of the four courses may be taken for credit. Prerequisite(s): A Gog 101, or A Gog 102 or 102Z, or A Gog 250 or A Lcs 250, or A Lcs 102, or A Lcs 269, or permission of instructor. May not be offered in 2005-2006. [WI]

A Lcs 357 Latin American & Caribbean Politics (3)
The course will examine the current process and societies in the hemisphere. Emphasis will be on Latin America and the Caribbean with implications of globalization for all workers and societies of the Americas. Prerequisite(s): A Lcs 100 or permission of instructor.

A Lcs 358 Globalization and Culture in the Americas (3)
This course examines the trajectories of the processes of globalization since the European colonial expansion in the Americas to the present. An emphasis is placed on the concepts of culture and identity, relations of power and domination in a postcolonial world, racism, international migration, and transnational social movements. Prerequisite(s): A Lcs 100 or permission of the instructor.

A Lcs 359 Workers & Globalization in the Americas (3)
This course explores the following questions: How is "globalization" changing the lives of male and female workers in Latin America and the Caribbean? What links the expansion of global markets and global production networks, to the restructuring of workplaces, households and communities throughout Latin American and the Caribbean? What types of strategies are Latin American workers using to defend living standards and assert their rights in the emerging context of globalization? [GC]

A Lcs 360 Political Economy of the Caribbean (3)
An intensive evaluation of political and economic forces as they have shaped the Caribbean region during the 20th century. particularly the period since World War II. Special attention given to social conflicts and political movements, population growth and migration, urbanization, problems of industry and agriculture, economic planning, education, and superpower confrontations. Prerequisite(s): A Lcs 269. May not be offered in 2005-2006.

A Lcs 361 (= A Eco 361) Development of the Latin American Economy (3)
Economic change in Latin American societies. Comparative study of the growth of various Latin American countries emphasizing the variables associated with development: population, technology, capital formation, output, resources, and income distribution. Only one of A Lcs 361 & A Eco 361 may be taken for credit. Prerequisite(s): A Eco 110 and 111.

A Lcs 369 (= A His 369) Mexico, Central America, and the West Indies since 1810 (3)
The circum-Caribbean lands and islands in the 19th and 20th centuries; independence; independent nations and colonies; foreign intrusions and interventions; social and economic change; revolutions; comparative Caribbean studies. A His 369Z is the writing intensive version of A His 369 & A Lcs 369; only one of the three courses may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history. [BE]

A Lcs 371 (= A His 371) South America Since 1810 (3)
The political, economic, social. and cultural evolution of the South American nations from the winning of independence to the present. with emphasis on Argentina. Brazil, and Chile. Among topics studied will be dictatorship, democratic government, economic change, modern revolution, and social trends. Only one of A Lcs 371 & A His 371 may be taken for credit. Prerequisite(s): junior or senior class standing. or 3 credits in history. [BE]

A Lcs 371Z (= A His 371Z) South America since 1810 (3)
A His 371Z is the writing intensive version of A His 371 and A Lcs 371; only one of the three courses may be taken for credit. Prerequisite(s): junior or senior class standing or three credits in history. [BE]

A Lcs 374 International Migration and Transnationalism (3)
This course discusses basic concepts and theories related to the study of migration and transnationalism. It discusses, among others issues, the following: Why do people move internationally following certain patterns? Why and how do they develop transnational relations? How do migration and transnationalism relate to economic, cultural, political and social processes, and social agency? How do they relate to some gender, class, and ethnic factors? What are some of the global, regional, national, and individual implications of migration and transnationalism? What are the implications for households and enterprises?

A Lcs 375 (= R Pos 324) Latino Politics in the United States (3)
This course reviews Mexican, Puerto Rican, and Cuban participation, perspectives and issues on American politics. Each Latino sub-group will be analyzed and comparisons will be made between Latino sub-groups and between Latinos and other groups. The following questions will be examined: What is the context of Latino politics? What characterizes Latino political behavior? What is the place of Latinos in the U.S. political system? What are the political perspectives and values? What issues form the basis of their political mobilization and incorporation? What are their political prospects? We will be concerned with relevant historical, interpretive, and theoretical issues raised by the Latino political experience, with an emphasis on electoral representation, issues of gender, race and ethnicity, education, affirmative action, and radical politics. Only one of A Lcs 375 and R Pos 324 may be taken for credit. [DP]

A Lcs 400 Interdisciplinary Research Seminar in Latin American and Caribbean Studies (3)
An interdisciplinary approach to research in area studies on Latin America and the Caribbean. Special emphasis will be placed on research methods in the Social Sciences and the Humanities and how these methods have been applied by leading Latin American Scholars. Central themes will be selected and the approaches and conclusions of different disciplines will be compared and contrasted. A Lcs 400 is a requirement for all LACS upper division majors.

A Lcs 402 Latinos and Health Issues (3)
This course provides an overview of a broad range of issues related to the health status of Latinos in the United States such as the influence of culture, class, and gender on health care, access to health services, patterns of chronic disease, mental health concerns, family and child health. Prerequisite(s): A Lcs 201. May not be offered in 2005-2006.

A Lcs 403 Special Topics in Latin American Studies (2–3)
The specific topic will be selected by the instructor and will vary from semester to semester as indicated by course subtitle. May be repeated for up to 6 credits under different subtitles. Prerequisite(s): A Lcs 400 or permission of instructor.

A Lcs 405 Special Topics in Caribbean Studies (3)
An intensive examination of social, economic, political, and cultural issues which affect contemporary Caribbean life and society. Prerequisite(s): A Lcs 400 or permission of instructor.

A Lcs 406 Leaders and Societies of the English-Speaking Islands (3)
An examination of the emergence from an island society of leaders capable of confronting the British legacy of post-colonial island nations. Designed to sharpen research and writing skills. Prerequisite(s): A Lcs 100, 102 or permission of instructor.

A Lcs 407 Three Island Revolutions (3)
An in-depth analysis of the revolutions of Haiti (1791), Cuba (1959), and Grenada (1979). Designed to sharpen research and writing skills. Prerequisite(s): A Lcs 100, 102 or permission of instructor.

A Lcs 410 Tourism, Culture, and Identities (3)
An in-depth interdisciplinary examination of tourism in relation to culture and its impact on the identities of both hosts and guests. Some of the questions to be explored include the role of tourism in the formation of regional, national, and transnational identities, how tourism reflects global inequities, and the impact it has on local Latin American communities.

A Lcs 414 (= A Spn 414) Literature of the Hispanic Caribbean (3)
Study of selected major writers of Cuba, the Dominican Republic, and Puerto Rico of the 19th and 20th centuries. Special consideration of literature as a reflection of situations and problems peculiar to the Hispanic Caribbean. Conducted in Spanish. Only one of A Lcs 414 & A Spn 414 may be taken for credit. Prerequisite(s): A Spn 223

A Lcs 415 Los Latinos en EE.UU.: Historia, Cultura, y Literatura (3)

A study of the historical, cultural, and socioeconomic development of U.S. Latino groups. Emphasis on the experiences of Puerto Ricans, Cubans, Dominicans, and Mexicans. Particular attention will be given to how gender, race ethnicity, and class shape the U.S. Latino experience. Prerequisite(s): Knowledge of Spanish at the 300 level or above is required.

A Lcs 450 Legislative Internship (3-6)

Internships involving off-campus participation in the NYS Legislature, with collateral academic study. Contingent on the approval of a faculty member of the Department of Latin American and Caribbean Studies willing to supervise the study and evaluate on-site reports of the student's progress. Students must apply two weeks prior to the start of the academic term, and are subject to an interview and selection process. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. Prerequisite(s): open to students of any major. Bilingual and multicultural skills will prove particularly useful since students will be working with legislative members of the NYS Assembly Puerto Rican/Hispanic Task Force. S/U graded.

A Lcs 451 (= A His 451 & A Wss 451) Gender & Class in Latin American Development (3)

The study of the historical interplay of cultural, ideological, and structural factors affecting women's lives during the course of Latin America's experience with modernization and industrialization during the nineteenth and twentieth centuries. Topics covered may include: household work, paid work, migration, growth of female- headed households, women's political participation, and women's participation in social movements. Only one of A Lcs 451 and A Wss 451 and A 451 may be taken for credit. Prerequisite(s): any course in Latin American Studies and/or Women's Studies and/or History.

A Lcs 475 Caribbean Migration (3)

The focus of the course is post-World War II migration between the Caribbean and the United States—in particular migration from Cuba, the West Indies, the Dominican Republic, and Puerto Rico. The material is interdisciplinary in nature, though highlighting approaches from the fields of economics, sociology, political science, and history. The major topics include (1) Migration theory; (2) U.S. migration policy—its impact on receiving and sending populations; (3) a socio-historical background to post-war Caribbean Migration; and (4) specific migrations from Cuba, the West Indies, the Dominican Republic, and Puerto Rico. Shared resources with A Lcs 575. Prerequisite(s): junior or senior class standing; or permission of instructor.

A Lcs 491 (= A Ant 481) Research Projects (3–6)

Introduction to basic research skills required to answer questions on human behavior, with special emphasis on cross-cultural interaction. Specific research projects provide students with the basic research methods, including data collection, processing, and analysis. Only one of A Lcs 491 & A Ant 481 may be taken for credit. Prerequisite(s): junior or senior class standing or permission of instructor.

A Lcs 497 Independent Study (3–6)

Independent study in an area of special interest to the student under the supervision of the sponsoring faculty member. May be repeated for up to 6 credits. Prerequisite(s): permission of instructor and department chair.

LINGUISTICS AND COGNITIVE SCIENCE

Faculty

Distinguished Service Professor

Ernest A. Scatton, Ph.D.
Harvard University

Professors Emeritae

Francine W. Frank, Ph.D. (Collins Fellow)
University of Illinois

Millicent Lenz, Ph.D.
Northern Illinois University

Professors

James Collins, Ph.D. (Department Chair)
University of California, Berkeley

Laurie Feldman, Ph.D.
University of Connecticut

John Justeson, Ph.D.
Stanford University

Istvan Kecskes, Ph.D.
Kossuth University, Hungary

Rose-Marie Weber, Ph.D.
Cornell University

Robert Meyers, Ph.D.
State University of New York at Buffalo

James Neely, Ph.D.
Yale University

W. Trammell Neill, Ph.D.
University of Oregon

Robert Sanders, Ph.D.
University of Iowa

Frank Vellutino, Ph.D.
Catholic University of America

Associate Professors

Jeanette Altarriba, Ph.D.
Vanderbilt University

George Berg, Ph.D.
Northwestern University

Lee Bickmore, Ph.D.
University of California, Los Angeles

George Broadwell, Ph.D.
University of California, Los Angeles

Cynthia Fox, Ph.D.
Indiana University

Andrew Haas, Ph.D.
University of Rochester

Ronald A. McClamrock, Ph.D.
Massachusetts Institute of Technology

Carla Meskill, Ph.D.
Boston University

Silke Van Ness, Ph.D.
University at Albany

Maurice Westmoreland, Ph.D.
University of Illinois

Assistant Professor Emeritus

George Hastings, Ph.D.
University of Pennsylvania

Assistant Professors

Brad Armour-Garb, Ph.D.
CUNY

Andrew Byon, Ph.D.
University of Hawaii

Luis Paris-Molina, Ph.D.
SUNY, Buffalo

Lotfi Sayahi, Ph.D.
Universidad Complutense Madrid

The linguistics major is designed to provide students with a basic understanding of the nature of human language and the principles and methods of contemporary linguistic theories. The major offers a liberal education that combines the approaches of the humanities, the social sciences and the sciences. It also provides appropriate preparation for those interested in pursuing graduate work in linguistics or related disciplines. The Program in Linguistics and Cognitive Science and the Department of Educational Theory and Practice offer a combined B.A./M.S. program leading to a bachelor's degree in linguistics and a master's in teaching English to speakers of other languages.

Careers

Linguistics majors compete favorably with those from other humanities and social science disciplines for entry-level positions in public relations, commerce, publishing and other fields requiring analytical, communication and research skills. Career opportunities for graduates also include computer programming, computer software development, editing, technical writing and dictionary-making.

Students planning to undertake professional study in such fields as law, public administration, public policy, speech pathology and education will find that course work in linguistics provides valuable preparation in analytical skills as well as an understanding of the social implications of language and attitudes toward language. For suggested sequences of courses appropriate to specific areas of advanced study or careers, consult the undergraduate adviser.

Special Programs or Opportunities

The possibility of studying a foreign language not regularly taught at the University is provided by A Lin 289, Directed Study in Foreign Languages. This course is open to any undergraduate student in the University. For current offerings, consult the undergraduate adviser.

The program also sponsors minors in Linguistics and Cognitive Science (See Approved Minors section of this bulletin for details).

Degree Requirements for the Major in Linguistics

General Program B.A.: 36 credits in the major field of study, including: A Lin 220, 321, 322, 421 or 422, 429; one year of a foreign language (or A Lin 423, Linguistic Structures)*, as advised; additional credits, as advised, including a minimum of 3 credits at the 300 level or above; these are to be chosen from courses offered by the Program in Linguistics and Cognitive Science and from approved courses in other departments.

*This language should be of radically different structure from the foreign language chosen for the language proficiency requirement (See below.) Non-Indo-European languages are usually advised. Credits earned in A Lin 289 may be counted toward the 36-credit requirement only if used to fulfill this one-year language requirement.

Other Degree Requirements

Language Requirement: Majors are required to demonstrate competence in a foreign language equivalent to two years of study of skill courses in a foreign language at the college level. This requirement may be satisfied by course work or the passing of the appropriate examination. Credits earned for the proficiency requirement are additional to the 36-credit requirement described above.

Courses in other departments approved for the linguistics major. (Some of these courses may have prerequisites within the departments offering them.) Consult the undergraduate adviser of the Linguistics and Cognitive Science Program for modifications in this list.

A Ant 424; A Clc 125; A Com 373, 465; I Csi 101, 201, 310; A Eng 311; A Fre 306, 406, 450; A Heb 203; A Phi 210, 301*, 332, 415, 432; A Por 402; A Psy 301*, A Psy 365, 381; A Spn 401, 402, 405; one of the following: A Mat 108, A Psy 210, or A Soc 221.

*Only one of A Lin 301, A Phi 301, and A Psy 301 can be taken for credit.

Honors Program

Declared majors in linguistics who have completed 12 or more credits of A Lin courses may apply to the program by letter to the director of the Program in Linguistics and Cognitive Science. The requirements are as follows:

1. The major GPA must be at least 3.5, and the overall GPA must be at least 3.25.
2. Students are required to take 39 credit hours. In addition to satisfying all the linguistics major requirements, the 39 hours must include 12 credits of 400 level A Lin courses. Of these 12 credits, seven must come from A Lin 429 Field Methods in Anthropological Linguistics (4 credits) and A Lin 423 Language Structures (3 credits), which constitute a seven-credit sequence involving original research projects. Three credits must come from A Lin 495 Honors Thesis (described below). The remaining credits can come from any 400-level Lin course.
3. Students must take A Lin 495 Honors Thesis in which they write a major research paper. The paper can be based on new research or can be a major revision of a paper written for a previous A Lin class or independent study. This course should be taken during the final semester of the student's senior year, under the supervision of an appropriate member of the LINCS faculty. All students in Lin 495

will make an oral presentation of their research before submitting the final written version.

Combined B.A./M.S. Program

The combined B.A./M.S. program in linguistics and teaching English to speakers of other languages 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. A carefully designed program can permit a student to earn the B.A. and M.S. degrees within nine semesters.

The combined program requires a minimum of 143 credits, of which at least 35 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, general education requirements and residency requirements. In qualifying for the M.S., students must meet all University and college requirements as outlined in the Graduate Bulletin including completion of a minimum of 35 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.S. programs.

Students may apply for admission 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. Students will be admitted to the combined program upon the recommendation of faculties of the Program in Linguistics and Cognitive Science and the Department of Educational Theory and Practice set up to administer the combined degree program.

Courses

A Lin 100 Understanding Language (3)
General introduction to all aspects of the nature and use of language. Language acquisition, language loss, language change, language in society. Films and television documentaries augmented by readings and written exercises. .May not be offered in 2005-2006. [IL]

A Lin 216 (= A Eng 216) Traditional Grammar and Usage (3)
Thorough coverage of traditional grammar and usage with an introduction to the principles of structural and transformational grammar. Brief exploration into recent advances in linguistic thought. Practice in stylistic analysis using such grammatical elements as syntax, voice, subordination and sentence structure.

A Lin 220 (= A Ant 220 & Eng 217) Introduction to Linguistics (3)
Introduction to the study of language, including examination of the characteristics and structural principles of natural language. After exploring the basic characteristics of sound, word formation and sentence structure, these principles are applied to such topics as: language variation, language change, psycholinguistics, pragmatics, and animal communication. Only one of A Lin 220, A Ant 220, & A Eng 217 may be taken for credit.

A Lin 289 Directed Study in Foreign Language (4)
Study of a foreign language not regularly taught at the University; independent work with the guidance of a faculty member using recordings and other material; meetings with native speakers when possible. A limited number of languages may be offered in any one year. May be repeated for a different language or for more advanced study in the same language. Prerequisite(s): permission of undergraduate adviser.

A Lin 301 (= A Phi 301 & A Psy 301) Introduction to Cognitive Science (3)
Cognitive science investigates the nature of the human mind and cuts across several disciplines (e.g., psychology, computer science, philosophy, linguistics). This course examines the approaches these disciplines use to promote our understanding of various mental phenomena (e.g., perceiving, reasoning, production and comprehension of language, memory.) Only one of A Lin 301, A Phi 301 & A Psy 301 may be taken for credit. .May not be offered in 2005-2006.

A Lin 321 (= A Ant 321) Introduction to Syntax (3)
The human ability to produce and understand an infinite number of different sentences is one of the most remarkable capabilities we have. The study of the structure of sentences is called *syntax*, and this course is an introduction to syntactic theory. The particular approach we will be pursuing is called *generative grammar*, the approach to syntax pioneered by linguists such as Noam Chomsky. Chomsky argues that all humans are born with an unconscious knowledge of Universal Grammar, the basis on which the grammars of all languages are built. Through a detailed examination of English sentence structure, we will investigate the connections between English syntax and Universal Grammar. Only one of A Lin 321 & A Ant 321 may be taken for credit. Prerequisite(s): A Lin 220 or permission of instructor.

A Lin 322 (= A Ant 322) Introduction to Phonology (3)
Introduction to the description and analysis of human speech sounds and their organization. Introduction to articulatory phonetics and the International Phonetic Alphabet followed by examination and generative phonological analysis of data from English and a wide range of other languages. Only one of A Lin 322 & A Ant 322 may be taken for credit. Prerequisite(s): A Lin 220 or permission of instructor.

A Lin 325 (= A Ant 325) Sociolinguistics (3)
Introduction to the study of language as a social phenomenon. Includes basic sociolinguistic concepts, interactional sociolinguistics, social dialects, black English, diglossia, bilingualism and bilingual education. Only one of A Lin 325 & A Ant 325 may be taken for credit. Prerequisite(s): A Lin 220 or permission of instructor.

A Lin 421Z (= A Ant 421Z) Advanced Syntax (3)
This course continues the investigation of the relationship between the grammars of particular languages and Universal Grammar. We will examine the syntax of several languages from around the world asking ourselves the following questions: a.) How do the principles that organize the grammars of other languages around the world compare to English? b.) What grammatical properties are true for all languages? We will discuss the answers to these questions in the light of generative grammar. Only one of A Lin 421Z & A Ant 421Z may be taken for credit. The former A Lin 421 & A Ant 421 do not yield writing intensive credit. Prerequisite(s): A Lin 321 with grade of *C* or higher. [WI]

A Lin 422 (= A Ant 422) Advanced Phonology (3)
Advanced studies in generative phonological theory, with a focus on the analysis of prosodic phenomena such as stress, tone, and accent. Discussion of recent theoretical trends in phonology. Only one of A Lin 422 & A Ant 422 may be taken for credit. Prerequisite(s): A Lin 322 with grade of *C* or higher. May not be offered in 2005-2006.

A Lin 423 (= A Ant 423) Linguistic Structures (3)
Investigation of the structure of a selected language, language family, or language area; may be repeated for credit when topic differs. Prerequisite(s): A Lin 321 or 322 or consent of instructor. [OD]

A Lin 425 (= A Ant 425) Comparative and Historical Linguistics (3)
Language development and change. Language classification, linguistic reconstruction. Prerequisite(s): A Ant 220 or A Lin 220 or consent of instructor. May not be offered in 2005-2006.

A Lin 429 Field Methods in Anthropological Linguistics (4)
An introduction to the techniques of collecting and analyzing primary linguistic data from native speakers, taught through intensive examination of a selected language; may be repeated for credit with change in language. Prerequisite(s): A Lin 321 or 322 or permission of instructor.

A Lin 495 Honors Thesis (3)
Students in the honors program should enroll in A Lin 495 during one semester of their senior year. Students will write a major paper under the supervision of a faculty member in the Program in Linguistics and Cognitive Science, and deliver an oral presentation of their research. Prerequisite(s): Admission to the honors program in Linguistics.

A Lin 497 Independent Study in Linguistics (1–6)
Independent reading or research on a selected topic in linguistics, under the direction of a faculty member. Normally taken for 3 credits, but if the nature of the project warrants it, as many as 6 credits may be earned in one term; may be taken a second time, with approval, for a maximum total of 12 credits. Prerequisite(s): a 300-level course from the list of courses approved for the linguistics major; permission of instructor and director of linguistics program.

A Lin 499 Seminar on Topics in Linguistics (3)
Seminar on selected topics in linguistic theory and methodology, chosen on the basis of current interest; may be repeated for credit with change of topic. Prerequisite(s): varies with topic, usually a 300-level linguistics course: permission of instructor.

DEPARTMENT OF MATHEMATICS & STATISTICS

Faculty
Distinguished Teaching Professor
Edward S. Thomas Jr., Ph.D.
University of California, Riverside
Distinguished Service Professor
Timothy L. Lance, Ph.D. (Department Chair)
Princeton University
Distinguished Research Professor
Charles A. Micchelli, Ph.D.
Stanford University
Professors Emeritae/i
Louis Brickman, Ph.D.
University of Pennsylvania
Vincent Cowling, Ph.D.
Rice University
Edward D. Davis, Ph.D.
University of Chicago
Nathaniel A. Friedman, Ph.D.
Brown University
Benton N. Jamison, Ph.D.
University of California, Berkeley
Joe W. Jenkins, Ph.D.
University of Illinois
Melvin L. Katz, Ph.D.
University of California, Berkeley
Violet H. Larney, Ph.D.
University of Wisconsin
Thomas H. MacGregor, Ph.D.
University of Pennsylvania
George E. Martin, Ph.D.
University of Michigan
Hajimu Ogawa, Ph.D.
University of California, Berkeley
Professors
Lindsay N. Childs, Ph.D.
Cornell University
Richard Z. Goldstein, Ph.D.
University of Pennsylvania
Boris Korenblum, Sc.D.
Moscow State University
Timothy L. Lance, Ph.D.
Princeton University
Charles Micchelli, Ph.D.
Stanford University
Richard C. O'Neil, Ph.D.
University of Chicago
R. Michael Range, Ph.D.
University of California, Los Angeles

Michael I. Stessin, Ph.D.
Moscow State University
Howard H. Stratton, Ph.D.
University of California, Riverside
Edward C. Turner, Ph.D.
University of California, Los Angeles
Donald R. Wilken, Ph.D.
Tulane University
Kehe Zhu, Ph.D.
State University of New York at Buffalo
Associate Professors Emeritae/i
Guy D. Allaud, Ph.D.
University of Wisconsin
Herbert I. Brown, Ph.D.
Rutgers University
Lloyd L. Lininger, Ph.D.
University of Iowa
Robert Luippold, M.A.
University of Buffalo
Ricardo Nirenberg, Ph.D.
New York University
John T. Therrien, M.A.
University at Albany
Associate Professors
Hara Charalambous, Ph.D.
University of Illinois, Urbana-Champaign
Boris Goldfarb, Ph.D.
Cornell University
William F. Hammond, Ph.D.
Johns Hopkins University
Martin Victor Hildebrand, Ph.D.
Harvard University
Cristian Lenart, Ph.D.
University of Cambridge
Steven Plotnick, Ph.D.
University of Michigan
Karin B. Reinhold-Larsson, Ph.D.
Ohio State University
Carlos C. Rodriguez, Ph.D.
Columbia University
Malcolm J. Sherman, Ph.D.
University of California, Berkeley
Anupam Srivastav, Ph.D.
University of Illinois, Urbana-Champaign
Mark Steinberger, Ph.D.
University of Chicago
Assistant Professors
Antun Milas, Ph.D.
Rutgers University
Alexandre Tchernev, Ph.D.
Purdue University
Rongwei Yang, Ph.D.
SUNY Stony Brook
Adjuncts (estimated): 0
Teaching Assistants (estimated): 30

The department provides a broad offering of courses from which each student can make a selection designed to satisfy any of a large variety of objectives. In addition to including the standard courses in pure and applied mathematics, our course offerings are unusually strong in statistics and actuarial mathematics. The department offers two majors: the major in mathematics and the major in actuarial and mathematical sciences. A third major, the major in computer science and applied mathematics, is offered jointly with the computer science department.

Careers

The objective of the department is to serve the needs of students aspiring to careers that require mathematical background: physical, biological, social, and management sciences; statistics, actuarial work, computer science, applied mathematics; secondary school teaching; graduate work; college and university teaching; and research in mathematics. In most cases, training beyond the bachelor's degree is desirable and can often be obtained after the graduate has secured employment. The department also welcomes students who wish to study mathematics as part of a traditional liberal arts education.

Placement and Proficiency Credit

The University awards up to 8 credits and advanced placement in its sequences of calculus courses based on performance on the advanced placement calculus examinations administered by the College Board. Details concerning the decisions on credit and placement are available from the Admissions Office.

Admission

Students may not declare a major in either mathematics or actuarial and mathematical science until they have completed at least one of A Mat 113, 119, or 214 with a grade of *A*, *B*, *C*, or *S*. Transfer credits and grades may be used to satisfy the requirement.

The Mathematics Major

Students majoring in mathematics may choose to complete the requirements for either the B.A. or B.S. degree. Under any of the four program-degree combinations, a student may apply for admission to the honors program.

Students considering a major in mathematics or actuarial minor are encouraged to visit the department office (ES-110) for advice. Information is also available at the web site http://math.albany.edu.

Degree Requirements for the Major in Mathematics

General Program B.A.: A minimum of 36 credits from the Department of Mathematics and Statistics in courses numbered above 110, including A Mat 214, 220, and a 3-credit course numbered above 300 in each of these four areas: algebra, analysis, geometry/topology, and probability/statistics.

General Program B.S.: A minimum of 36 credits from the Department of Mathematics and Statistics in courses numbered above 110, including A Mat 214, 220, and two of the following four options: (1) A Mat 326 and 327, (2) either (a) both A Mat 314 and 315 or (b) any two of 312, 412, 413, or 414, (3) any two of A Mat 342, 441, or 442, (4) any two of A Mat 367, 368, 369, 464, 465, 467, 468. With departmental approval, other 400-level or 500-level courses may be substituted for the courses listed above. In addition, each student must complete: 6 credits in computer science from I Csi 101, 201, 203, 204, 205, 310; and a minor in atmospheric science, biology, business, chemistry, computer science, economics, electronics, geology, or physics.

NOTE: The Statistics minor is *not* open to students with a major in mathematics.

General Program
Students, with suitable advisement, can design programs that will best meet their particular interests and career goals. Note, however, that those who plan to do graduate work in any mathematical field—pure or applied—should obtain as strong an undergraduate background as possible in the basic areas of mathematics: algebra, analysis, and geometry/topology. In particular, they should make every effort to include A Mat 413 and 414 (Advanced Calculus) in their programs.

To guide students in their planning, a number of options, some of a general nature and others to meet specific career objectives, are presented here.

1. Liberal Arts (B.A.)
Some professional careers and many jobs require a mathematical background characterized more by breadth than by concentration in any particular area of the mathematical sciences. The purpose of the B.A. program is to assure that the student acquires a broad view of mathematics and statistics. Each B.A. major is required to complete a 3-credit course numbered above 300 in each of these areas: algebra, analysis, geometry/topology, and probability/statistics. The following lists those courses that can be taken to fulfill that requirement:

Algebra: A Mat 326, 326Z, 327, 327Z, 424

Analysis: A Mat 311, 312, 312Z, 314, 409, 412, 412Z, 413, 413Z, 414

Geometry/Topology: A Mat 331, 331Z, 342, 342Z, 432, 432Z, 441, 442

Probability/Statistics: A Mat 367, 367Z, 368, 369, 464, 465, 465Z, 467, 468

Students are urged to explore in greater depth, preferably at the 400 level. Since students will have different goals, it is impossible to provide useful sample programs. Students are encouraged to devise their own plans in consultation with their advisers. However, if a student is to graduate on time, the calculus sequence and linear algebra should be completed during the freshmen and sophomore years.

2. Secondary School Teaching:

Students planning to become mathematics teachers at the secondary level and would like to pursue the Teacher Certification Program after graduation need to fulfill the following requirements:

36 credits in mathematics as follows: A Mat 112, 113, 214, 220, 311 or 312, 326, 327, 331, 342, 367, 368.
6 credits in one science,
one year of a language.
use of graphing Calculator.
GPA 3.0 or higher overall and in mathematics

A suggested schedule of courses in mathematics is:

Year	Fall	Spring
Fresh.	112 or 118	113 or 119
Soph.	214	220 & 367(Z)
Junior	326 & 368	327
Senior	311 or 312 & 342	331

Students are also encouraged to take Etap 201 in their Junior year. Seniors should contact advisors in the Academy for Initial Teacher Preparation of the Department of Educational Theory and Practice.

3. Graduate School Preparation
The department offers excellent opportunities for students who plan to go on to graduate work in mathematics and statistics as well as other areas such as computer science, the natural sciences, and the social and behavioral sciences.

Students whose goal is to obtain a graduate degree in mathematics should include in their programs as many of the following core courses as possible in each of the designated areas:

Algebra: A Mat 326, 327, 424

Analysis: A Mat 413, 414

Geometry/Topology: A Mat 342

Probability/Statistics: A Mat 467, 468

Those hoping to do graduate work should also consider entering the honors program.

4. Applied Mathematics
Although it is common to classify mathematics as either "pure" or "applied," the division is often arbitrary. Some extremely abstract mathematics in recent years has turned out to be useful in areas outside mathematics. Students preparing for a career in applied mathematics would be well advised to acquire as strong a background as possible in the pure mathematical areas of analysis, algebra, and geometry/topology. On the other hand, students concentrating in pure mathematics should have some understanding of how to apply mathematical methods to other disciplines.

Listed here are the mathematical subjects that are more commonly applied to problems in other fields along with the corresponding courses in which methodology or applications are treated.

Applied algebra: A Mat 326, 372

Applied analysis: A Mat 311, 314, 315, 409, 412, 416

Numerical Methods: A Mat 313, 401

Probability/Statistics: A Mat 367, 368, 369, 464, 465

5. Statistics
Statistics is a widely applied branch of mathematics and the demand for statisticians is high. Preparation for a career or for advanced study in statistics should include one of the following two combinations of courses: (1) probability (A Mat 367 or 367Z, 464) and statistics (A Mat 368 or 368Z, 369 or 369Z, 465 or 465Z), or (2) probability (A Mat 367 or 367Z, 464) and statistics (A Mat 467, 468). Sequence (2) is recommended as the more advanced and thorough treatment. A Mat 424 (advanced linear algebra) is highly recommended. Also useful are A Mat 401, 409, 413 or 413Z, and 414. Because computing is a close adjunct to statistics, students are strongly advised to include I Csi 201, 205, and 310 as a minimal introduction.

Honors Program

The honors program is designed for the talented and committed student of mathematics. Successful completion of the program is excellent preparation for graduate work in mathematics.

Students entering the University with strong mathematical backgrounds should consider taking Honors Calculus, A Mat 118 and 119, in place of the standard Calculus, A Mat 112 and 113.

A student may be admitted formally to the honors program at any time after the sophomore year, and then will be formally advised by the Director of the Honors Program. However, any student who is interested in the program should see the Director of the Honors Program as early as possible for informal advisement.

To be admitted, the applicant must have an academic average in all University courses of at least 3.30, and an academic average in all mathematics courses of at least 3.40. Specific course requirements are: A Mat 413 or 413Z, 414, 424, and 9 additional credits from among A Mat 327 or 327Z, 416, 420, 425, 432 or 432Z, 441, 442, 464, 467, 468, 510A, 513A, 520A, 520B, 540A, 557A, 557B, and independent study (maximum of 3 credits).

To be recommended for graduation with honors, the candidate must write an acceptable honors thesis and also maintain an academic average of at least 3.30 in all University courses and at least 3.40 in all mathematics courses numbered 400 or above.

The Actuarial Major

The actuarial major is designed to prepare students for employment in the actuarial field and as preparation for the preliminary actuarial examinations. Past experience suggests that students who pass even one actuarial exam while in college are likely to secure employment in the field, and some students have secured actuarial employment before taking or passing any exams. The B.S. program in actuarial science exposes students to virtually all the material on the Course 1, 2, 3 exams and to most of the content of the Course 4 exam.

The B.S. in actuarial science was revised in 2002 to reflect recent revisions (jointly made by the Society of Actuaries and by the Casualty Actuarial Society) of the actuarial examinations. The new actuarial major reflects the new examinations' greater emphasis on applied probability, stochastic modeling, economics, and finance.

Actuarial majors whose first enrollment at the University at Albany was prior to September 2002 are responsible for fulfilling the requirements of the catalogue in effect when they first enrolled. Such students are encouraged to make approved course substitutions so that the courses they take are relevant to current actuarial exams.

The actuarial exams are interdisciplinary, testing material from several courses. Some of the courses listed below as preparation for an exam are relevant to only a few questions on that exam. Students may reasonably decide to take an exam before taking all the courses listed as relevant.

Actuarial majors are encouraged (but not required) to take A Mat 118 and 119, the honors versions of A Mat 112, 113. Students who do not take A Mat 118 and 119 are encouraged to take A Mat 312 during their junior year.

Course 1 Exam: Mathematical Foundations of Actuarial Science.

Students need A Mat 112, 113, 214, 367, and 368 (continuous probability) before attempting this exam. A Mat 467 and A Eco 110 will also be useful, but only for a few questions.

Course 2 Exam: Interest Theory, Economics, and Finance.

Topics: Interest Theory (A Mat 301/A Eco 351); Microeconomics (A Eco 110); Macroeconomics (A Eco 111); Finance (A Eco 466); Interest Theory/Finance (A Mat 301, A Eco 466); Finance/Economics (A Mat 301, A Eco 466).

B Fin 300 may also be useful for the last two topics.

Course 3 Exam: Actuarial models.

Requires A Mat 301, 403, 464, and 465 (which in turn requires 368).

Course 4 Exam: Actuarial Modeling.

Requires A Mat 464, 465, plus some self-study on topics not normally covered in these course.

Students are encouraged to adhere to the following schedule for required mathematics course.

Year	Fall	Spring
Fresh.	A 112 or 118	113 or 119
Soph.	214	220 & 367(Z)
Junior	301 & 368(Z)	464
Senior	465 & 467	403 and 469 (optional)

Notes: (1) A 469 is an optional one-credit course that drills students on problems from the Course 1 actuarial exam. (2) Actuarial students are encouraged (but not required) to take the honors versions, A Mat 118 and 119 of A Mat 112 and 113.

Students are advised to take A Eco 110 and 111 as freshmen, and in any event, no later than their sophomore year. By doing so, students will not need to take more than one upper division economics course during any single semester.

Most actuarial students will take A Mat 367Z or 368Z (instead of A Mat 367 or 368) in order to meet the University's upper division writing requirement.

Degree Requirements for the Major in Actuarial and Mathematical Sciences

General Program B.S. A combined major and minor sequence consisting of 63 credits as follows:

36 credits in mathematics: A Mat 112 (or 118), 113 (or 119), 214, 220, 301 (or A Eco 351), 367 (or 367Z), 368 (or 368Z), 403, 464, 465, and 467.

6 credits: chosen from I Csi 201, 203, 204, 205, and 310.

6 credits: B Acc 211, B Fin 300.

15 credits in economics: A Eco 110, 111, 300, 301, and 466. Note: Actuarial majors automatically fulfill the requirement for a minor in economics (since A Mat 301 is equivalent to A Eco 351).

The requirements for graduation with honors for actuarial majors are included under the heading Honors Program.

Combined B.A./M.A. and B.S./M.A. Programs

The combined B.A./M.A. and B.S./M.A. programs in mathematics provide 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. A carefully designed program can permit a student to earn the B.A or B.S. and the M.A. degrees within nine semesters.

The combined programs require a minimum of 138 credits, of which at least 30 must be graduate credits. In qualifying for the B.A. or B.S., students must meet all University and college requirements, including the requirements of the undergraduate major described previously, the minimum 90- or 60-credit liberal arts and sciences requirement, general education requirements, and residence 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 residence requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.A. programs or to both the B.S. and M.A. programs.

Students may apply to the graduate committee of the department for admission to either combined program in mathematics 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 3.2 or higher and three supportive letters of recommendation from faculty are required for consideration.

Combined Mathematics and Master of Business Administration Program:

In this program a student is able to obtain a B.S. degree in mathematics and a M.B.A. degree in a total of five years by taking a coordinated program in mathematics and business administration during the senior year. Application should be made during the second semester of the junior year to the director of the M.B.A. program, School of Business.

Related Program: Interdisciplinary Major in Computer Science and Applied Mathematics:

This major prepares a student to handle mathematically oriented computer applications in engineering and business. Details of the program are listed under Computer Science.

Courses

A Mat 100 Precalculus Mathematics (3)

This course provides a background in those topics that are needed for success in calculus. Topics include graphing techniques, systems of equations, functions, logarithms, and trigonometry. May not be taken for credit by students with credit in any calculus course. Student with credit for the former A Mat 103 (College Algebra) may not take A Mat 100 for credit. Prerequisite(s): three years of high school mathematics or permission of department. May not be offered in 2005-2006.

A Mat 101 Algebra and Calculus I (3)

An integrated approach to precalculus and calculus. Elements of algebra and analytic geometry necessary to study calculus of one variable. Functions, limits, continuity, differentiation of algebraic functions, applications of differentiation. May not be taken for credit by students with credit for A Mat 100, 106, 112 or 118. Prerequisite(s): three years of high school mathematics or permission of the department. [MS]

A Mat 105 Finite Mathematics (3)

An introduction to topics of interest to students of the social sciences; sets and logic, partitions and counting, probability, vectors and matrices, theory of games. Prerequisite(s): three years of high school mathematics. [MS]

A Mat 106 Survey of Calculus (3)

An intuitive approach to differentiation and integration of algebraic and transcendental functions, intended only for students who plan to take no more calculus. Does not yield credit toward the major or minor in mathematics. May not be taken for credit by students with credit for A Mat 111, 112 or 118. Prerequisite(s): A Mat 100 or satisfactory performance on the mathematics placement exam. [MS]

A Mat 108 Elementary Statistics (3)
Frequency distributions, measures of central tendency and dispersion, probability and sampling, estimation, testing of hypotheses, linear regression and correlation. Prerequisite(s): three years of high school mathematics. Only one of A Mat 108 and B Itm 220 may be taken for credit. [MS]

A Mat 109 Applied Matrix Algebra (3)
Matrix algebra as applied to solving systems of linear equations. Markov chains, linear programming. Emphasizes calculations and applications rather than theory. Prerequisite(s): three years of high school mathematics. [MS]

A Mat 110 Introduction to Maple (2)
A hands-on introduction to the computer algebra system Maple. Basic commands are introduced by way of examples from the areas of algebra, calculus, number theory, graphics, business mathematics, and numerical analysis. Intended for transfer students having no background in Maple. Does not yield credit toward a major in mathematics. Prerequisite(s): A Mat 101 or a semester of calculus.

A Mat 111 Algebra and Calculus II (4)
The second semester of an integrated approach to precalculus and calculus; serves as a prerequisite to A Mat 113. Applications of differentiation, the definite integral, antiderivatives, logarithms, trigonometry, exponential functions. Only one of A Mat 111, 112 & 118 may be taken for credit. Prerequisite(s): A Mat 101. [MS]

A Mat 112 Calculus I (4)
Calculus of one variable. Limits, continuity, differentiation of algebraic functions, applications of differentiation, antiderivatives, the definite integral, transcendental functions. Prerequisite(s): A Mat 100 or satisfactory performance on the mathematics placement exam. [MS]

A Mat 113 Calculus II (4)
Techniques of integration, applications of the definite integral, conics, polar coordinates, improper integrals, infinite series. Prerequisite(s): A Mat 111 or 112.

A Mat 118 Honors Calculus I (4)
Honors version of first semester calculus. Same topics as A Mat 112, but topics are covered in greater depth. This course is for students with more than average ability and more than average interest in mathematics. Presidential Scholars with a strong interest in mathematics or the physical sciences should consider taking A Mat 118 instead of A Mat 112. A Mat 118 substitutes for A Mat 112 toward the prerequisite in any course. Only one of A Mat 112 & 118 may be taken for credit. Prerequisite(s): three years of secondary school mathematics and permission of the instructor. Offered fall semester only. [MS]

A Mat 119 Honors Calculus II (4)
Honors version of second semester calculus. Same topics as A Mat 113, but topics are covered in greater depth. This course is for students with more than average ability and more than average interest in mathematics. Presidential Scholars with a strong interest in mathematics or the physical sciences should consider taking A Mat 119 instead of A Mat 113. A Mat 119 substitutes for A Mat 113 toward the prerequisite in any course. Only one of A Mat 113 & 119 may be taken for credit. Prerequisite(s): A Mat 118, a grade of *A* in A Mat 112, or permission of the instructor. Offered spring semester only.

A Mat 180 Calculus Seminar (1)
Topics in mathematics that involve calculus and either elaborate concepts from calculus or apply calculus to problems in other areas or disciplines. The seminar is intended for freshmen who have just completed one semester of calculus and wish to enrich their understanding of calculus. Prerequisite(s): one semester of calculus and permission of instructor.

A Mat 214 Calculus of Several Variables (4)
Curves and vectors in the plane, geometry of three-dimensional space, vector functions in three-space, partial derivatives, multiple integrals, line and surface integrals. Prerequisite(s): A Mat 113 or 119.

A Mat 220 Linear Algebra (3)
Linear equations, matrices, determinants, finite dimensional vector spaces, linear transformations Euclidean spaces. Prerequisite(s): A Mat 113 or 119.

A Mat 221 (= I Csi 221) Introduction to Discrete Mathematics (3)
Topics chosen from sets, relations, induction, binomial theorem, permutations and combinations, counting, and related topics in discrete mathematics. Only one of A Mat 221 & I Csi 221 may be taken for credit. Prerequisite(s) or corequisite(s): A Mat 113 or 119.

A Mat 301 (= A Eco 351) Theory of Interest (3)
The basic measures of interest, annuities, sinking funds, amortization schedules, bonds, and installment loans. Recommended as partial preparation for Actuarial Society's Course 2 and Course 3 exams.

A Mat 308 Topics in Statistical Inference (3)
Various statistical techniques such as chi-square tests, multiple regression and correlation; nonparametric statistics, and the analysis of variance as applied to physical, biological, and social sciences. Prerequisite(s): A Mat 108. Offered spring semester only.

A Mat 311 Ordinary Differential Equations (3)
Linear differential equations, systems of differential equations, series solutions, boundary value problems, existence theorems, applications to the sciences. Prerequisite(s): A Mat 214.

A Mat 312 Basic Analysis (3)
Theoretical aspects of calculus including construction of the real numbers, differentiation and integration of functions in one variable, continuity, convergence, sequences and series of functions. A Mat 312Z is the writing intensive version of A Mat 312; only one may be taken for credit. Prerequisite(s): A Mat 214.

A Mat 312Z Basic Analysis (3)
A Mat 312Z is the writing intensive version of A Mat 312; only one may be taken for credit. Prerequisite(s): A Mat 214. [WI]

A Mat 313 Introduction to Numerical Methods (3)
Introduction to the theory and techniques in the numerical solution of mathematical problems. Topics include solutions of linear and nonlinear equations, interpolation, numerical integration, and numerical solution of differential equations. Only one of A Mat 313 or A Mat 401 may be taken for credit. Prerequisite(s): A Mat 220.

A Mat 314 Analysis for Applications I (3)
Introduction to topics in mathematical analysis which traditionally have been applied to the physical sciences, including vector analysis, Fourier series, ordinary differential equations, and the calculus of variations. Prerequisite(s): A Mat 214 and 220. Offered fall semester only.

A Mat 315 Analysis for Applications II (3)
Continuation of A Mat 314. Series solutions of differential equations, partial differential equations, complex variables, and integral transforms. Prerequisite(s): A Mat 314. Offered spring semester only.

A Mat 326 Classical Algebra (3)
Elementary number theory. Elementary theory of equations over rational, real, and complex fields. A Mat 326Z is the writing intensive version of A Mat 326; only one may be taken for credit. Prerequisite(s): A Mat 113 or 119.

A Mat 326Z Classical Algebra (3)
A Mat 326Z is the writing intensive version of A Mat 326; only one may be taken for credit. Prerequisite(s): A Mat 113 or 119. [WI]

A Mat 327 Elementary Abstract Algebra (3)
Basic concepts of groups, rings, integral domains, fields. A Mat 327Z is the writing intensive version of A Mat 327; only one may be taken for credit. Prerequisite(s): A Mat 220, and either 326 or 326Z.

A Mat 327Z Elementary Abstract Algebra (3)
A Mat 327Z is the writing intensive version of A Mat 327; only one may be taken for credit. Prerequisite(s): A Mat 220, and either 326 or 326Z. [WI]

A Mat 331 Transformation Geometry (3)
Classical theorems of Menelaus, Ceva, Desargues, and Pappus. Isometries, similarities, and affine transformations for Euclidean geometry. A Mat 331Z is the writing intensive version of A Mat 331; only one may be taken for credit. Prerequisite(s): A Mat 220. Offered spring semester only.

A Mat 331Z Transformation Geometry (3)
A Mat 331Z is the writing intensive version of A Mat 331; only one may be taken for credit. Prerequisite(s): A Mat 220. Usually offered spring semester. [WI]

A Mat 342 Elementary Topology (3)
Networks, map coloring problems, surfaces, topological equivalence, the Euler number, the polygonal Jordan curve theorem, homotopy, the index of a transformation, and the Brouwer Fixed Point Theorem. A Mat 342Z is the writing intensive version of A Mat 342; only one may be taken for credit. Prerequisite(s): A Mat 214 and 220. Offered fall semester only.

A Mat 342Z Elementary Topology (3)
A Mat 342Z is the writing intensive version of A Mat 342; only one may be taken for credit. Prerequisite(s): A Mat 214 and 220. Usually offered fall semester. [WI]

A Mat 367 Discrete Probability (3)
Introduction to combinatorial methods and discrete probability models. Binomial, Poisson, hypergeometric, negative binomial distributions. Selected classical problems; e.g., gamblers' ruin. Expected value and variance. Conditional probability. Weak law of large numbers and the central limit theorem. Optional topics; joint probability mass functions, correlations, Markov chains. Mat 367Z is the writing intensive version of Mat 367; only one may be taken for credit. Prerequisite(s): A Mat 113 or 119 plus 6 credits at the 200 level or above in either mathematics or computer science.

A Mat 367Z Discrete Probability (3)
Writing intensive version of A Mat 367; only one of the two courses may be taken for credit. Prerequisite(s): A Mat 113 or 119 plus 6 credits at the 200 level or above in either mathematics or computer science. Prerequisite(s): A Mat 113 or 119 plus 6 credits at the 200 level or above in either mathematics or computer science. [WI]

A Mat 368 Statistics and Continuous Probability (3)
Continuous random variables, including the normal, exponential, t, and chi-square. Maximum likelihood and unbiased estimators. Confidence intervals and hypothesis tests, mainly for normal means and variances, based on one and two samples. F distribution. Behrens-Fisher problem. May not be taken for credit by students with credit for Mat 362 or Mat 362Z. Mat 368Z is the writing intensive version of Mat 368; only one of Mat 368 and Mat 368Z may be taken for credit. Prerequisite(s): A Mat 214 or A Mat 367 or A Mat 367Z.

A Mat 368Z Statistics and Continuous Probability (3)
Writing intensive version of A Mat 368; only one may be taken for credit. Mat 368Z may not be taken for credit by students with credit for Mat 362 or Mat 362Z. Prerequisite(s): A Mat 214 or A Mat 367 or A Mat 367Z. [WI]

A Mat 369 Statistics and Data Analysis (3)
Continuation of Mat 368. Chi-squared tests for goodness-of-fit and for independence. Introduction to regression (cf. A Mat 465). Analysis of variance. Distribution free methods. Robustness, transformations of data. Students will use a statistical computer package (usually Minitab), no prior knowledge of which is assumed. The course will normally be taught in a computer classroom. Normally offered spring semester only. Prerequisite(s): A Mat 368 or A Mat 368Z and A Mat 214.

A Mat 372 Linear Programming and Game Theory (3)
Operation and theory of the simplex algorithm for solving linear programming problems, duality theory, and matrix games. A Mat 372Z is the writing intensive version of A Mat 372; only one may be taken for credit. Prerequisite(s): A Mat 109 or 220. Usually offered in the summer .

A Mat 372Z Linear Programming and Game Theory (3)
A Mat 372Z is the writing intensive version of A Mat 372; only one may be taken for credit. Prerequisite(s): A Mat 109 or 220. . [WI]

A Mat 374 Operations Research (3)
Operations research techniques and applications, linear programming, queuing theory, including birth and death processes, decision theory, network analysis, simulation. Prerequisite(s): A Mat 367 or 367Z or permission of instructor. Offered spring semester only.

A Mat 401 Numerical Analysis (3)
Error analysis, numerical solution of nonlinear equations, interpolation and polynomial approximation, numerical differentiation and integration, direct methods for solving linear systems. Not more than one of A Mat 313 or A Mat 401 may be taken for credit. Prerequisite(s): A Mat 220. Offered fall semester only.

A Mat 403 Life Contingencies I (3)
Treatment of the contingencies of a single life including: mortality functions, life annuities, life insurance functions, annual premiums, net level premium reserves, the expense factor, and more complex benefits. Recommended as partial preparation for Course 3 actuarial exam. Prerequisite(s): A Mat 301, 367.

A Mat 404 Life Contingencies II (3)
Expansion of Mat 403 with emphasis on two or more lives in combination and on multiple causes of decrement. Topics include population theory, multi-life statuses, multi-life functions, reversionary annuities, multiple-decrement functions, primary and secondary decrements, and applications of multiple-decrement functions. Recommended as partial preparation for Course 3 actuarial exam. Prerequisite(s): A Mat 403.

A Mat 409 Vector Analysis (3)
Classical vector analysis presented heuristically and in physical terms. Topics include the integral theorems of Gauss, Green, and Stokes. Prerequisite(s): A Mat 214. Offered spring semester only.

A Mat 412 Complex Variables for Applications (3)
The elementary functions, differentiation, conformal transformations, power series, integral theorems, Taylor's theorems, Taylor's and Laurent's expansions, applications of residues. A Mat 412Z is the writing intensive version of A Mat 412; only one may be taken for credit. Prerequisite(s): A Mat 214. Offered fall semester only.

A Mat 412Z Complex Variables for Applications (3)
A Mat 412Z is the writing intensive version of A Mat 412; only one may be taken for credit. Prerequisite(s): A Mat 214. Usually offered fall semester. [WI]

A Mat 413/413Z and 414 Advanced Calculus (3, 3)
A rigorous presentation of the traditional topics in the calculus of several variables and their applications. Topics include the implicit function theorem, Taylor's theorem, Lagrange multipliers, Stieltjes integral, Stokes' theorem, infinite series, Fourier series, special functions, Laplace transforms. A Mat 413Z is the writing intensive version of A Mat 413, only one may be taken for credit. Prerequisite(s): A Mat 312 or 312Z; A Mat 413 or 413Z is a prerequisite for 414. [WI]

A Mat 416 Partial Differential Equations (3)
The partial differential equations of classical mathematical physics. Separation of variables, eigenvalue problems, Fourier series and other orthogonal expansions. First order equations, Green's functions, Sturm-Liouville theory, and other topics as time permits. Prerequisite(s): a course in Ordinary Differential Equations. Offered fall semester only.

A Mat 420 Abstract Algebra (3)
Topics in group theory, especially finite group theory, algebraic field extensions, and Galois theory. Prerequisite(s): A Mat 327 or 327Z.

A Mat 424 Advanced Linear Algebra (3)
Duality, quadratic forms, inner product spaces, and similarity theory of linear transformations. Prerequisite(s): A Mat 220. Offered fall semester only.

A Mat 425 Number Theory (3)
Divisibility, congruencies, quadratic reciprocity, Diophantine equations, sums of squares, cubes, continued fractions, algebraic integers. Prerequisite(s): A Mat 326 or 326Z. Offered spring semester only.

A Mat 432 Foundations of Geometry (3)
Axiomatic development of absolute geometry, theory of parallels, introduction to non-Euclidean geometry, isometries of the Bolyai-Lobachevsky plane. A Mat 432Z is the writing intensive version of A Mat 432; only one may be taken for credit. Prerequisite(s): A Mat 220. Offered fall semester only.

A Mat 432Z Foundations of Geometry (3)
A Mat 432Z is the writing intensive version of A Mat 432; only one may be taken for credit. Prerequisite(s): A Mat 220. Normally only the writing intensive version of this course is offered. [WI]

A Mat 441 Introduction to Differential Geometry (3)
Differential geometry of curves and surfaces in Euclidean space, frames, isometries, geodesics, curvature, and the Gauss-Bonnet theorem. Prerequisite(s): A Mat 214 and 220. Offered fall semester only.

A Mat 442 Introduction to Algebraic Topology (3)
Two-dimensional manifolds, the fundamental group and Van Kampen's theorem, covering spaces, graphs, and applications to group theory. Prerequisite(s): A Mat 214 and 220.

A Mat 452 History of Mathematics (3)
History of the development of mathematics, emphasizing the contributions of outstanding persons and civilizations. A Mat 452Z is the writing intensive version of A Mat 452; only one may be taken for credit. Prerequisite(s): A Mat 214, 326 or 326Z, and either 331 or 331Z or 432 or 432Z. Normally only the writing intensive version of this course is offered.

A Mat 452Z History of Mathematics (3)
A Mat 452Z is the writing intensive version of A Mat 452; only one may be taken for credit. Prerequisite(s): A Mat 214, 326 or 326Z, and either 331 or 331Z or 432 or 432Z. Offered fall semester only. [WI]

A Mat 464 Applied Stochastic Processes (3)
An overview of various stochastic processes found in practice with particular emphasis on Markov chains. Introduction to queuing theory. Particular attention given to estimation. Examples of applications. Recommended as partial preparation for Course 3 actuarial exam. Prerequisite(s): A Mat 367 or 367Z or 467. Offered spring semester only.

A Mat 465 Applied Statistics (3)
A second or third course in statistics. Central theme is forecasting; i.e., simple and multiple regression and time series. Recommended as partial preparation for Course 3 and Course 4 actuarial exams. Offered in fall semester only.

A Mat 465Z Applied Statistics (3)
Writing intensive version of A Mat 465; only one of the two courses may be taken for credit. Prerequisite(s): A Mat 220 and either A Mat 368 or A Mat 468. [WI]

A Mat 467 Continuous Probability and Mathematical Statistics (3)
One and two dimensional calculus applied to probability. Continuous random variables in one and two dimensions, including the normal, bivariate normal, exponential, gamma (including chi-square) and beta. Density functions of transformations of random variables. Moment generating functions, weak law of large numbers, central limit theorems, convergence of random variables. Maximum likelihood and unbiased estimators. Confidence intervals, mainly for normal means and variances. Recommended as partial preparation for Course 1 actuarial exam. Prerequisite(s): A Mat 367 or Mat 367Z, Mat 214 and Mat 220. Offered fall semester only.

A Mat 468 Mathematical Statistics (3)
Neyman-Pearson theory (hypothesis testing), type I and II errors, power functions, generalized likelihood ratio tests. Two-sample confidence intervals and hypothesis tests. Sampling distributions, including the t, chi-square and F, all rigorously defined. Sufficient statistics, Fisher information, minimum variance estimators. Introduction to regression. Prerequisite: A Mat 467. Offered spring semester only.

A Mat 469 Actuarial Probability and Statistics (1)
Drill in problem solving for Course 1 exam of The Society of Actuaries. Prerequisite(s): A Mat 467. Offered spring semester only. *S/U Graded.*

A Mat 481 Senior Seminar I (3)
Study of topics in mathematics, chosen at the discretion of the instructor. Prerequisite(s): permission of instructor.

A Mat 482 Senior Seminar II (3)
Study of topics in mathematics, chosen at the discretion of the instructor. Prerequisite(s): permission of instructor. [OD, WI]

A Mat 497 Independent Study in Mathematics (1–3)
Individual, independent study of selected topics not covered in a regularly scheduled course. Open only to majors in mathematics. May be repeated for credit. Prerequisite(s): junior or senior class standing, and permission of instructor with whom student wishes to study.

A Mat 499Z Undergraduate Thesis (3)
Individual, independent study leading to an undergraduate thesis under the direction of faculty chosen by the student. The thesis may be used to fulfill the thesis requirement in the honors program with the approval of the department. Prerequisite(s): permission of instructor. [WI]

MEDIEVAL AND RENAISSANCE STUDIES PROGRAM

Director
Rachel Dressler, Ph.D.
Department of Art

The purpose of the Medieval and Renaissance Studies program is to give students a broad, multidisciplinary training in the history and culture of Europe from late antiquity to the early modern period. Both as a major and a minor, the program offers a wide range of courses and a guide for anyone with a special interest in the Middle Ages and the Renaissance. It is especially recommended as a second major for anyone considering going on to graduate study in some aspect of medieval and Renaissance studies.

Degree Requirements for the Faculty-Initiated Interdisciplinary Major with a Concentration in Medieval and Renaissance Studies

General Program B.A.: A minimum of 36 credits: 9 credits of the core history courses, 6 credits in literature and philosophy, 6 credits in art and music, and 15 elective credits chosen from courses approved for the program. If a student applies the credits from one or more of the approved courses of the program to the requirements of a minor (e.g., the 6 credits in literature,) he/she is absolved from fulfilling that particular requirement in the program and may substitute an equal number of credits from any of the elective courses to reach the required minimum of 36 credits.

Majors are encouraged to have an elementary reading ability in Latin. In addition, it is strongly recommended that majors acquire at least an elementary reading ability in one modern Western language other than English.

Courses that conform to the intent and content of the program but are not listed below may be counted towards fulfilling the requirements upon approval of the program director.

History Core Courses

A His 338 (or 338Z) The Italian Renaissance 1300–1530
A His 339 (or 339Z) Renaissance and Reformation in 16th-Century Europe
A His 346 The History of England I
A His 346Z The History of England I
A His 391 Topics in European History (when appropriate)

History Elective Courses

A His 235 or 235Z Early and Medieval Christianity
A Jst 343 or 343Z Issues in Medieval Jewish History
A Spn 313 Medieval Spain: Christians, Arabs, Jews

Literature and Philosophy Courses

A Eng 291 The English Literary Tradition I
A Eng 341 Chaucer
A Eng 344 Early Works of Shakespeare
A Eng 345 Later Works of Shakespeare
A Eng 348 Milton
A Eng 362 (=A Wss 362) Critical Approaches to Gender and Sexuality in Literature (when appropriate)
A Eng 368 (=A Wss 368), Women Writers (when appropriate)
A Eng 421 Literature of the Middle Ages
A Eng 422 Literature of the Earlier – Renaissance
A Eng 423 Literature of the Later Renaissance
A Eng 425 Literature of the Restoration and the 18th Century Enlightenment
A Ita 421 Dante
A Ita 441 The Italian Renaissance
A Jst 430 Maimonides and Spinoza
A Phi 311 History of Medieval Philosophy
A Phi 312 Seventeenth- and Eighteenth-Century Philosophy
A Spn 311 Hispanic Literature through the Golden Age
A Spn 482 Cervantes

Art and Music Courses

A Arh 230 The Art of Medieval Knighthood
A Arh 303 Christian, Jewish, and Muslim Art in the Late Roman and Early Medieval World
A Arh 331 Monarchs, Monks, and Medieval Art: Europe 500-1100 C.E.
Early Medieval & Romanesque Art
A Arh 332 Gothic Art
A Arh 341 Renaissance Art of the 15th Century
A Arh 342 & 342Z Renaissance Art of the 16th Century
A Mus 230 Music History I
A Mus 287 University Chamber Singers (when appropriate)

DEPARTMENT OF MUSIC

Faculty
Professor Emeritus
Joel A. Chadabe, M.M.
Yale University
James R. Morris, D.M.A.
University of Southern California
Professor
David M. Janower, D.M.
Indiana University
Max Lifchitz, M.M.
Harvard University
Associate Professor Emeritus
Irvin E. Gilman, M.M.
Manhattan School of Music
Associate Professors
R. Findlay Cockrell, M.S. (Collins Fellow)
Juilliard School of Music
K. Drew Hartzell, Jr., Ph.D.
University of Rochester
Reed J. Hoyt, Ph.D.
University of Pennsylvania
Albin J. Zak III, Ph.D. (Department Chair)
City University of New York
Assistant Professors
Robert J. Gluck, M.F.A.
Rensselaer Polytechnic Institute
Adjuncts (estimated): 12

The major undergraduate programs offered by the Music Department provide students with the fundamental knowledge and technical capabilities necessary for the pursuit of graduate studies or professional activities. These programs, as well as the minor and the many possibilities for a double major, are also components of a liberal arts education and in that context provide preparation for a variety of careers.

Course offerings include a variety of introductory and advanced lectures and lab courses in composition, history and literature, theory, and performance. Seminars, independent study, and internships are also available for majors. Students intending to pursue graduate study in musicology or theory are urged to enroll in foreign language study.

Opportunities for participation in various performance ensembles are provided for majors and nonmajors. The department sponsors concerts by its ensembles, faculty, students, and guest artists each semester.

The facilities include housing for musical instruments, practice rooms, a department library and listening room, an electronic music studio and three concert halls.

Degree Requirements for the Major in Music

All majors must: 1) be able to read music and 2) satisfactorily pass a departmental aptitude examination which will be administered during the first scheduled class in the fall semester. A Mus 110 may serve as preparation for the major. In addition a noncredit competency exam in piano is given at that time. Those deficient in this area will be required to enroll in an appropriate level of A Mus 165/A Mus 166 (Functional Piano). A grade of *C*- or higher in A Mus 166 will be needed to satisfy this requirement. Credit for A Mus 165 and/or A Mus 166 will not apply toward major or minor requirements.

General Program
B.A.: 36 credits:

1. Core: 27 credits to include: A Mus 100, 245, 247, 345, 347; 6 credits in music history (A Mus 230 & 231) and 2 credits (2 semesters) in ensemble (A Mus 185, 186, 187, 287, or 289 [as appropriate]).

2. Electives: 9 credits at the 300-level or above in courses intended for music majors and minors (except A Mus 378, 478, and 479) to include at least 3 credits from a 300- or 400-level writing-intensive musicology course; and at least 3 credits from a 300- or 400-level composition, electronic music and media, or theory course (except A Mus 345 and 347). .

Departmental Programs in Composition, Electronic Music and Media, Musicology, Theory, Conducting, Performance

Admission to these programs requires permission of the appropriate departmental committee.

Departmental Program,
B.A.: 54 credits minimum:

1. Core: Same as General Program.

2. Concentration:

Composition, Musicology or Theory: 12 credits in the concentration from 300- and 400-level courses intended for music majors and minors as advised and approved by the department chair. (Students with concentrations in composition are required to take A Mus 320 or A Mus 321 and A Mus 325 as part of their concentration.)

Conducting: 15 credits in one of the following specializations:
Choral Conducting: 6 credits of A Mus 270; A Mus 360, 361, and 461.
Instrumental Conducting: 6 credits of A Mus 270 (as appropriate); A Mus 360, 362, and 462.

Electronic Music and Media: 12 credits to include A Mus 293, 295, 325, and 327.

Performance: 12-18 credits (4-6 semesters) A Mus 178 (or proficiency), 278 (or proficiency), 378, 379, 478, 479.

3. Electives: Same as General Program, except elected courses may not duplicate those required for the concentration.

4. Ensemble/Performance:

Composition, Electronic Music and Media, Musicology or Theory: 6 credits (6 semesters) in ensemble (A Mus 185, 186, 187, or 287) or performance (except A Mus 165 and 166) in addition to the core requirements. Those in the Electronic Music Program may substitute 2 credits (2 semesters) of A Mus 289 for 2 credits (2 semesters) or A Mus 185, 186, 187, or 287.

Conducting: 3 credits (3 semesters) in ensemble appropriate to the concentration or A Mus 170 or 270 as advised.

Performance: 6 credits (6 semesters) for instrumentalists and vocalists from A Mus 180, 182, 184, 185, 186, 187, or 287 (as appropriate to their specialization); 2 credits (2 semesters) for pianists/guitarists from A Mus 180, 182, 184, 185, 186, 187, or 287; and 4 credits as advised.

5. Additional Requirements:

Composition,: Compositions performed in an approved graduation recital or the equivalent.
Performance: Admission to the program by audition. Performance examinations held at the end of each semester but the first, or unless the student is presenting a graduation recital that semester. Participation in an approved graduation recital.
Electronic Music and Media, Musicology, Theory, Conducting: An approved senior research project.

Courses for Nonmajors

A Mus 100 Introduction to Music (3)
Understanding the art of music through directed listening emphasizing the many uses of musical material. Uses numerous illustrations accenting the criteria that determine quality. [AR]

A Mus 102 The Golden Age of Piano Music (3)
An introduction to the art of music through the study of piano compositions from the Romantic Era. Emphasis will be placed on directed listening to live and recorded performances of major works by Chopin, Liszt, Schubert, Fanny and Felix Mendelssohn, Clara and Robert Schumann, Gottschalk, Coleridge-Taylor and many others. [AR]

A Mus 110 Basic Music Theory (3)
Consideration of the rhythmic, melodic and harmonic elements of music through writing, dictation and analysis of rhythm, modes, intervals, keys, scales, triads in progression and form. Analysis of a variety of musical styles. Previous musical experience helpful but not necessary. Students with credit for A Mus 140 will not, subsequently, receive additional credit for A Mus 110. A Mus 110 and A Mus 140 may not be taken concurrently. Limited to nonmajors. [AR]

A Mus 115 Jazz: America's Music (3)
An overview of the history of Jazz, its origins and evolution. Emphasis will be placed on the music of well-known Jazz performers and composers. Numerous illustration, listening examples and other appropriate materials will be included as part of the course material. The student will enhance his or her understanding of the truly American art form. [AR]

A Mus 208 Introduction to Opera (3)
Defining the medium, its premises and problems, its gradual formation through history, and its function as a dramatic art form. Only one of A Mus 208 and 338 may be taken for credit. [AR]

A Mus 209 (= A Aas 209) Black American Music (3)
An introduction to Black American Music. Study will include music from West Africa as well as musical/social influences throughout American History. Musical styles will include spirituals, gospel, blues, jazz and classical.

A Mus 211 The Concerto (3)
Study of the concerto grosso and solo concerto from the 17th century onward, and the resulting classical forms and variations. Prerequisite(s): one 100- or 200-level music lecture course or equivalent experience. [AR]

A Mus 212 Chamber Music (3)
History of the musical literature for small instrumental ensembles; the trio sonata, the divertimento, the string quartet and other forms of chamber music. Prerequisite(s): one 100- or 200-level music lecture course or equivalent experience.

A Mus 213 Survey of Symphonic Music (3)
Study of symphonic literature. The growth of the orchestra, symphonic forms and major symphonies. Prerequisite(s): one 100- or 200-level music lecture course or equivalent experience. Only one of A Mus 213 and 313 may be taken for credit. [AR]

A Mus 214 American Music (3)
American music from 1620 to the present. Prerequisite(s): one 100- or 200-level music lecture course or equivalent experience. Only one of A Mus 214 and 334 may be taken for credit. [AR]

A Mus 216 (= A Lcs 216) Music and Society in Latin America: Past and Present (3)
This course will deal with two basic issues: the evolution of musical thought throughout Latin America from pre-Hispanic times to the present, and the relationship between musical manifestations and the prevailing social order in which those activities took place. A Mus 216Z & A Lcs 216Z are the writing intensive versions of A Mus 216 & A Lcs 216; only one of the four courses may be taken for credit. [AR; DP if taken *before* Fall 2004; HU]

A Mus 216Z (= A Lcs 216Z) Music and Society in Latin America: Past and Present (4)
A Mus 216Z & A Lcs 216Z are the writing intensive versions of A Mus 216 & A Lcs 216; only one of the four courses may be taken for credit. [WI]

A Mus 217 (= A Wss 217) Women and Music (3)
An examination of the contributions of women in music through a historical survey of Western art music and a brief survey of popular and non-Western musics. Works by women composers as well as other phases of women's activities as musicians will be studied. Live performances and interviews will be arranged when possible.

A Mus 218 Special Topics in Music (1–4)
Subject matter varies. Consult fall and spring schedule of classes for specific topics. May be repeated for credit when topic differs. Prerequisite changes with topic and is announced.

A Mus 219 Rock Music in Historical Perspective (3)
This course surveys rock styles from the 1950s through the early 1990s focusing on records and their historical context. The material covers a broad range of artists and topics representing rock's stylistic diversity and cultural significance. In addition to historical analysis, emphasis will be placed on active listening with an ear for elements of record production as well as musical style. Only one of A Mus 219 and 319 may be taken for credit.

A Mus 225 (= A Jst 215) Music of the Jewish People (3)
A survey of significant features and trends emerging from the evolving history, musical literature, and aesthetics of Jewish musical expression. The musical implications of the multi-national, multi-ethnic nature of Jewish people hood, the complex interplay between Jewish identity and musical expression; and the dynamic interaction between Jewish communities and surrounding host cultures. Prerequisite(s): One 100-level Music course or any one of A Jst 150, 155, or 254, or permission of instructor.

Courses for Majors and Minors

Composition & Electronic Music and Media

A Mus 227 Computer Applications in Music I (3)
The course will provide students with practical experience employing computers in basic musical applications such as notation, sound design and audio editing. Students will be expected to become familiar with the MIDI studio and with four software packages: Finale, Nightingale, Overture, Digital Performer and Sound Tools. Enrollment will be limited to twelve students per term in order to give students ample opportunity to work in the music technology lab. Only one of A Mus 227, A Mus 327 and the former A Mus 254 may be taken for credit. Prerequisite(s): Permission of Instructor.

A Mus 320 Introduction to Composition (3)
Techniques of musical composition, notational problems, and examination of students' creative work. Only one of A Mus 320 or 321 may be taken for credit. Prerequisite(s): A Mus 142. [AR OD]

A Mus 321 Composition I (3)
Individual instruction in the fundamentals of music composition. Limited to departmental majors in composition. Only one of A Mus 320 or 321 may be taken for credit. Prerequisite(s): A Mus 142 and permission of instructor.

A Mus 322 Advanced Composition (3)
A continuation of studies initiated in A Mus 320 or 321. Credit does not apply toward departmental programs in composition or music technology. May be repeated for a total of 12 credits. Only one of A Mus 322 or 420 may be taken for credit. Prerequisite(s): A Mus 320 or 321 and permission of instructor.

A Mus 325 Introduction to Electronic Music and Media (3)
An integrated approach to the history, theories, and aesthetics of electronic music, sound, and radiophonic art and multi-media, including basic acoustics, compositional techniques, and sensitive listening skills. This course is a prerequisite for A Mus 426. Prerequisite(s): One 100- or 200-level music course or permission of instructor. [AR]

A Mus 327 Computer Applications in Music I (3)
The course will provide students with practical experience employing computers in basic musical applications such as notation, sound design and audio editing. Students will be expected to become familiar with the MIDI studio and with four software packages: Finale, Nightingale, Overture, Digital Performer and Sound Tools. Enrollment will be limited to twelve students per term in order to give students ample opportunity to work in the music technology lab. Only one of A Mus 227, A Mus 327 and the former A Mus 254 may be taken for credit. Prerequisite(s):A Mus 140 and corerequisites 141 and 165, if necessary.

A Mus 420 Composition II (3)
Individualized instruction in musical composition to develop technical skills in creative expression. Limited to department majors in composition. May be repeated for a total of 12 credits; only one of A Mus 322 or 420 may be taken for credit. Prerequisite(s): A Mus 320 or 321.

A Mus 426 (=A Art 426 and A Thr 426) Studio Work in Electronic Music and Media (3)
This course will provide students with basic studio techniques for field recording, digital audio editing, signal processing, and composition. Projects will reflect a variety of aesthetic approaches and disciplines from the experimental tradition in Electronic Music to sound art, multimedia applications, and related fields. Prerequisite(s): A Mus 325 or equivalent and/or permission of instructor.

A Mus 427 Seminar in Electronic Music and Media (3)
This course offers a focus on creative musical composition in electronic music and related fields, with emphasis on evaluation and discussion of creative work produced by students in the electronic music studios. A continuation of studies initiated in A Mus 426, with focus on advanced techniques and aesthetics. May be repeated for a total of 12 credits. Prerequisite(s): A Mus 325, 426, and permission of instructor.

A Mus 428 (=A Art 428 and A Thr 428) Sound Design and Multimedia (3)
Theory and techniques of how sound and music are composed for use in multi-media fields, including Theatre, the World-Wide Web, installation art, CD-ROM, and video. Students will work on original projects in their respective disciplines. The focus of this course will vary. Prerequisite(s): A Mus 325 and A Mus 426 or A Thr 426 and/or permission of instructor.

A Mus 429 (=A Art 429 and A Thr 429) Live Electronic Performance (3)
A survey of the history, techniques, and aesthetics of live electronic music and sound installation art, beginning in the 1960s. The course will include instruction in interactive and other forms of performance practice, as well as techniques for live sound production. Students will perform and tech original works and re-creations of historical works. May be repeated for a total of 12 credits. Prerequisite(s): A Mus 325, 426 and/or permission of instructor.

A Mus 430 Electronic Music Studio Assistantship (2-4)
Faculty directed student supervision in the Electronic Music Studios. Course meets one hour each week in a seminar setting to discuss issues in electronic music computing, applications, and techniques. Students devote two hours for each credit hour (minus one hour for the weekly seminar session) to student supervision. May be repeated for a total of six credits. Prerequisite: Permission of instructor.

Musicology

A Mus 230 Music History I (3)
Intensive study of the music of Western civilization from antiquity to the mid-18th century. Prerequisite(s): A Mus 143. Offered fall semester only. [AR EU]

A Mus 231 Music History II (3)
Intensive study of the music of Western civilization from the mid-18th century to the present. Prerequisite(s): A Mus 230. Offered spring semester only. [AR EU]

A Mus 313Z Survey of Symphonic Music (3)
Covers the same material as A Mus 213, but on a more advanced level. In addition to all other course work, students do music analysis, readings in musicology, and a research paper in consultation with the instructor. Reserved for music majors. Only one of A Mus 213 and 313 may be taken for credit. Prerequisite(s): A Mus 230 and 231.

A Mus 319Z Rock Music in Historical Perspective (3)
Covers the same material as A Mus 219, but on a more advanced level. In addition to all other course work, students do music analysis, readings in musicology, and a research paper in consultation with the instructor. Prerequisite(s): A Mus 230 and 231. Only one of A Mus 219 and 319 may be taken for credit.

A Mus 334 Survey of American Music (3)
A historical survey of American music, from its roots in the early 17th century to contemporary times. Only one of A Mus 214 and 334 may be taken for credit. Prerequisite(s): A Mus 142. [AR]

A Mus 338 Survey of Opera (3)
An introduction to the forms and conventions of musical dramas. Selected works from its Florentine beginning through the 20th century. Video presentations and live performances will be arranged when possible. Only one of A Mus 208 and 338 may be taken for credit. Prerequisite(s): A Mus 142 and music major. [AR]

A Mus 432Z Music of the Baroque Period (3)
Study of the music of the period, approximately 1600–1750, from the invention of opera through the works of J. S. Bach and Handel. Prerequisite(s): A Mus 230. [WI]

A Mus 433Z Music of the Classical and Romantic Periods (3)
Intensive study of the music and the composers of these periods, emphasizing the various forms of genres. The music from J. S. Bach's sons and Gluck to the symphonic works of Brahms, Mahler, and Richard Strauss. May not be taken for credit by students with credit for A Mus 434Z. Prerequisite(s): A Mus 230 and 231. [WI]

A Mus 435Z Music of the 20th Century (3)
Identifying and examining the major musical genres of the century, the literature of the principal media and the masterworks, as well as the influence of electronic instruments and sound, and non-Western music. Prerequisite(s): A Mus 230 and 231. [WI]

A Mus 436 Music Since 1950 (3)
The literature, aesthetics and techniques of contemporary music for instruments, voices and electronic media. Prerequisite(s): A Mus 230 and 231.

Music Theory

A Mus 240 Theory III (4)
Basic Chromatic Harmony: secondary chords, modulation and basic form from the harmonic standpoint, mode mixture chords, and an introduction to fugal analysis. Ear-training and sight-singing work coordinated with written and analytical work.

A Mus 242 Theory IV (4)
Advanced Chromatic Harmony and Twentieth-Century Techniques: Augmented Sixth Chords, Enharmonic Modulation, And Other Chromatic Chords. Study of Sonata Form from a harmonic standpoint. Ear-training and sight-singing work coordinated with written and analytical work.

A Mus 245 Theory I (4)
An examination of fundamental materials basic to tonal music including chord structures harmonic function, and simple part writing with root position diatonic chords. Introduction to musical notation software. Ear-training and sight-singing work coordinated with written and analytical work.

A Mus 247 Theory II (4)
Inverted triads, nonharmonic tones, part-writing with seventh chords. Ear-training and sight-singing work coordinated with written and analytical work.

A Mus 350 Orchestration I (3)
Basic instrumental techniques, principles of orchestration and scoring for various instrumental ensembles. Prerequisite(s): A Mus 142.

A Mus 352 Tonal Counterpoint (3)
The art of combining musical lines in a tonal idiom. Analysis of models from the literature of the 18th and 19th centuries. Prerequisite(s): A Mus 142.

A Mus 455 Form and Analysis of Tonal Music (3)
Analysis of selected works of instrumental and vocal literature and their compositional techniques, with emphasis on the important formal types. Prerequisite(s): A Mus 240. [OD]

Performance Classes

A Mus 360 Conducting I (3)
Introduction to the elements of conducting, including score-reading, baton technique and aural perception. Emphasizes choral and orchestral literature of the 18th and 19th centuries. Concurrent participation in a university ensemble is required. Prerequisite(s): A Mus 142 or permission of instructor.

A Mus 361 Conducting II (Choral) (3)
Individual instruction in conducting. Further study of baton technique, rehearsal techniques, ensemble vocal techniques, and score study, covering literature of a broad spectrum but emphasizing the literature performed by department ensembles. Concurrent enrollment in an appropriate ensemble is required. Conducting and/or assisting with an ensemble may be part of a student's work. Prerequisite(s): A Mus 360; A Mus 242 or concurrent enrollment therein; A Mus 270 or concurrent enrollment therein; and permission of instructor.

A Mus 362 Conducting II (Instrumental) (3)
Individual instruction in conducting. Further study of baton techniques, rehearsal techniques, ensemble instrumental techniques, and score study, covering literature of a broad spectrum but emphasizing the literature performed by departmental ensembles. Concurrent enrollment in an appropriate ensemble is required. Conducting and/or assisting with an ensemble may be part of the student's work. Prerequisite(s): A Mus 360; A Mus 242 or concurrent enrollment therein; A Mus 270 or concurrent enrollment therein; and permission of instructor.

A Mus 373 String Instruments I (3)
Performance on the string instruments. Course includes the basic techniques and the fundamental problems involved in playing and teaching the violin, viola, cello and contrabass. Open to all students who can read music. Prerequisite(s): permission of instructor.

A Mus 461 Conducting III (Choral) (3)
Advanced individual instruction in choral conducting. Further study of the areas defined in A Mus 361. Concurrent enrollment in an appropriate ensemble is required. Students at this level will be expected to function as assistant conductors of an ensemble. Normally, students will give a conducting recital at the end of their senior year, or participate as conductor in recitals several times over the year. Prerequisite(s): A Mus 361 at B- or better; concurrent enrollment in an appropriate ensemble; and permission of instructor.

A Mus 462 Conducting III (Instrumental) (3)
Advanced individual instruction in instrumental conducting. Further study of the areas defined in A Mus 362. Concurrent enrollment in an appropriate ensemble is required. Students at this level will be expected to function as assistant conductors of an ensemble. Normally, students will give a conducting recital at the end of their senior year, or participate as conductor in recitals several times over the year. Prerequisite(s): A Mus 362 at B- or better; concurrent enrollment in an appropriate ensemble; and permission of instructor.

Performance Study

The study of keyboard, voice or orchestral instruments. Functional Piano is limited to students enrolled in the music theory core courses (majors or minors) who have not satisfied the piano competency requirement. Secondary Performance Study is available for majors or minors and students in performing ensembles when funding or scheduling permits. Major Performance Study is limited to music majors accepted into the Departmental Program in Performance. Both Major and Secondary Performance Study require concurrent enrollment in an appropriate performing ensemble (keyboard & guitarists excepted) and permission of the instructor and the department chair.

A Mus 165 Functional Piano I (1)
Corequisite: A Mus 140.

A Mus 166 Functional Piano II (1)
Prerequisite(s): A Mus 165 or permission of instructor.

A Mus 170 Secondary Performance (1)
May be repeated for credit. [AR]

A Mus 270 Secondary Performance (3)
May be repeated for credit. [AR]

A Mus 178 Major Performance Study I (3)
[AR]

A Mus 278 Major Performance Study II (3)
Prerequisite(s): A Mus 178. [AR]

A Mus 378 Major Performance Study III (3)
Prerequisite(s): A Mus 278.

A Mus 379 Major Performance Study IV (3)
Prerequisite(s): A Mus 378.

A Mus 478 Major Performance Study V (3)
Prerequisite(s): A Mus 379.

A Mus 479 Major Performance Study VI (3)
Prerequisite(s): A Mus 478. May be repeated for credit.

Performance study is available in the following subject areas: piano, harpsichord, guitar, organ, voice, flute, oboe, clarinet, bassoon, French horn, trumpet, trombone, tuba, percussion, harp, viola, violin, violoncello and string bass.

Performing Ensembles

Open to all students by audition except where noted otherwise. May be repeated for credit.

A Mus 180 Chamber Ensembles (1) [AR]

A Mus 182 University Percussion Ensemble (1) [AR]

A Mus 183 Pep Band (1)
S/U graded.

A Mus 184 University Jazz Ensemble (1) [AR]

A Mus 185 University-Community Symphony Orchestra (1) [AR]

A Mus 186 University-Community Symphonic Band (1) [AR]

A Mus 187 University-Community Chorale (1) [AR]
No audition required.

A Mus 287 University Chamber Singers (2) [AR]

A Mus 289 Electric Music Ensemble (1)
A performance ensemble consisting of an eclectic mix of acoustic and electronic instruments. Repertoire will span a wide spectrum of musical forms, form art music and live electronic performance, to experimental popular music. Participants will be encouraged to direct their own works. There will be a special focus on realizations of important historical works. Prerequisite(s): A Mus 325, 326 and/or permission of instructor. *S/U* graded. [AR]

Additional Course Areas

A Mus 293 The Music Industry (3)
An introduction to the music industry in America including its impact on society and its creative, legal, and business components.

A Mus 295 Audio Recording Fundamentals (3)
An examination of the basic equipment used for audio recording and the technical application of this equipment. Recording projects will provide "hands on" experience. Limited class size. Prerequisite(s): A Mus 140 and 141, 193, and/or permission of the instructor.

A Mus 298 Piano Technology (3)
The evolution, design, and servicing of upright and grand pianos. Prerequisite(3): A Mus 110 or 140 and 141, or permission of instructor.

A Mus 315 (= A Thr 315) Arts Management (3)
An overview of the conceptual and practical management structures and systems in professional, not-for-profit arts and cultural organizations. The course focuses on areas of prime importance to the arts manager: organizational structure, planning, board/staff leadership, programming and budgeting. Term project required. Only one of A Mus 315 and A Thr 315 may be taken for credit. Prerequisite(s): permission of instructor.

A Mus 372 (= A Art 372 & A Thr 372) Sound Design and Multimedia (1)
Theory and techniques of how sound and music are composed for use in multi-media fields, including Theatre, the World-Wide Web, installation art, CD-ROM, and video. Students will work on original projects in their respective disciplines. The focus of this course will vary. Prerequisite(s): A Mus 325 and A Mus 426 or A Thr 426 and/or permission of instructor.

A Mus 393 The Music Industry (3)
Covers the same material as A Mus 293, but on a more advanced level. In addition to all other course work, students participate in a recording project and document the experience in a paper of approximately 2500 words. Prerequisite(s): A Mus 230 and 231.

A Mus 398 Special Topics in Music (1–4)

Subject matter varies. Consult fall and spring schedule of classes for specific topics. May be repeated for credit when topic differs. Prerequisite: Permission of instructor.

A Mus 490 Internship in Music (1-4)

Opportunities for qualified individual students for training in an internship capacity with respected professional organizations. Students write an internship report under the direction of a faculty member. May be repeated for credit to a maximum of 12 credits provided the internship offers different learning and training. Prerequisite(s): music major and permission of department chair. *S/U* graded.

A Mus 497 Independent Study (1–4)

Intensive study in areas of specific interest to the music major. This restricted offering represents a culmination of concentration in one of the designated programs and serves as a basis for further study at the graduate level. The project report is completed under the direction of a staff member. May be repeated for credit. Prerequisite(s): music major and permission of department chair.

DEPARTMENT OF PHILOSOPHY

Faculty
Distinguished Teaching Professor Emeritus
Josiah B. Gould Jr., Ph.D.
Johns Hopkins University
Professor Emeritae/i
John Kekes, Ph.D.
Australian National University
Professors
Robert C. Howell, Ph.D.
University of Michigan
Robert G. Meyers, Ph.D.
State University of New York at Buffalo
Bonnie Steinbock, Ph.D.
University of California, Berkeley
Professor Emeritae/i
Berel Lang, Ph.D.
Columbia University
Thomas R. Martland, Ph.D.
Columbia University
William L. Reese, Ph.D.
University of Chicago
Kenneth Stern, Ph.D.
Yale University
Naomi Zack, Ph.D.
Columbia University
Associate Professors
Rachel Cohon, Ph.D.
University of California, Los Angeles
Jonathan Mandle, Ph.D. (Department Chair)
University of Pittsburgh
Ronald A. McClamrock, Ph.D.
Massachusetts Institute of Technology
Associate Professors Emeritae/i
Robert M. Garvin, Ph.D.
Columbia University
William V. Grimes, Ph.D.
University of North Carolina
Harold Morick, Ph.D.
Columbia University
Anthony M. Ungar, Ph.D.
Stanford University
Assistant Professors
Bradley Armour-Garb, Ph.D.
CUNY
Lee A. Franklin, Ph.D.
Ohio State University
P. D. Magnus, Ph.D.
University of California, San Diego
Teaching Assistants (estimated): 10

The department offers diversified and flexible programs leading to the B.A. and M.A. degrees. A combined B.A./M.A. program is available to qualified students. Through lectures, seminars, tutorials, guided research, undergraduate and graduate colloquia, a student philosophy club, interdisciplinary and special studies programs, and visiting philosophers, a challenging and balanced context for philosophical development is provided for major and nonmajor alike.

Careers

In pursuing philosophy, students develop their ability to solve problems, communicate effectively and organize ideas. Philosophy majors are successfully employed in many different areas of the private sector and government service—as managers, administrators, journalists, etc.—wherever a liberal education combining analytical skills with breadth of perspective is valued. Holders of the bachelor's degree in philosophy obtain jobs held by liberal arts graduates in newspapers, government, management, law, and computer-connected businesses.

Degree Requirements for the Major in Philosophy

Students are required to complete a minimum of 36 credits in philosophy, no more than 6 of which may be at the 100 level. These required credits must include: A Phi 110 or 111, 210, 212, 310, 312; an additional upper division historical course from among A Phi 311, 314, 315, 321, 329, 342, 344, 346, 442, 523, 524, 544, 546, 550, 552, 554, 556; a course numbered A Phi 400 or above. (A student may substitute A Phi 412 or A Phi 416 for A Phi 110.)

Students are strongly urged to plan their individual programs of study in consultation with their advisers and in the light of their interests and career goals.

Honors Program

The purpose of the honors program is to provide well-qualified students with close contact with faculty and fuller training in philosophical research and writing than are normally possible.

Students may be admitted in the second semester of their sophomore year or during their junior year. To be admitted, students must have completed 12 credits of course work from the Department of Philosophy. In addition, students must have a cumulative grade point average of 3.25 overall and 3.50 in philosophy. Students must submit evidence of their written work, preferably a paper written for a philosophy course. A departmental honors committee administers the program, admitting students and evaluating their work.

Students are required to complete a minimum of 42 credits. They must fulfill all regular requirements for the major, and in addition, take at least two 500-level courses in philosophy (8 credits), and A Phi 498, Honors Thesis (4 credits). The honors thesis is a 20–30 page essay, written in the senior year, under the supervision of a faculty member in the department, and acceptable to the departmental honors committee.

Students are graduated "with honors in philosophy" upon satisfactory completion of the curricular requirements with a grade point average of 3.50 in philosophy and a minimum 3.25 overall.

Combined B.A./M.A. Program

The combined B.A./M.A. program in philosophy 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 nine semesters.

The combined program requires a minimum of 138 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, 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, or other professional experience and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.A. programs.

Students may apply for admission to the combined degree program in philosophy 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.

The department offers diversified and flexible programs leading to the B.A. and M.A. degrees. A combined B.A./M.A. program is available to qualified students. Through lectures, seminars, tutorials, guided research, undergraduate and graduate colloquia, a student philosophy club, interdisciplinary and special studies programs, and visiting philosophers, a challenging and balanced context for philosophical development is provided for major and nonmajor alike.

Courses

A Phi 110 Introduction to Philosophical Problems (3)
Survey of representative problems in some of the major areas of philosophy; topics such as free will, morality, justice and social order, knowledge and truth, God and religion, art, and beauty. [HU]

A Phi 111 The Mind and the World (3)
A critical examination of contemporary topics concerning the relation between the human mind and natural world. The topics vary with semesters, but typically include the state of knowledge about the mind and its relationship to the brain, the possibility of a science of the mind, skepticism about knowledge, free will and determinism, and the limits of scientific knowledge. [HU]

A Phi 112 Critical Thinking (3)
This is a course in informal logic. It centers on the meaning of claims, and whether a claim, should be accepted or rejected, or whether suspension of judgment is appropriate. This course is intended to help students think clearly and effectively. [HU]

A Phi 114 Morals and Society (3)
Philosophical study of the conflict between personal values and the needs of society. Topics include personal and social values, the nature of moral reasoning, and ways to resolve conflicts between values. Readings from philosophers such as Plato, Aristotle, Locke and Mill. [HU]

A Phi 115 Moral Choices (3)
Critical examination of contemporary moral problems in the light of the most influential moral theories. The problems discussed vary with semesters, but they typically include such topics as abortion, affirmative action, animals and the environment, capital punishment, euthanasia, free speech and censorship, liberty and paternalism, sex and love, terrorism, and world hunger. [HU]

A Phi 116 (= A Rel 116) World Views (3)
Examination of some of the major systems of assumptions and values humans have used in attempting to understand reality, the meaning of life, and their dealings with others. World views studied may vary from semester to semester. Examples are Greek, Judeo-Christian, Marxist and libertarian. Only one of A Phi 116 & A Rel 116 may be taken for credit. [HU]

A Phi 140 (formerly A Phi-240) Introductory Topics in Philosophy (1–4)
Introduction to philosophy through the study of a selected topic. May be repealed with different topics. Consult class schedule for specific topic. May not be offered in 2005-2006.

A Phi 199Z Writing in Philosophy (1)
A student enrolled in a 100- or 200-level philosophy course may, with the consent of the instructor of that course, fulfill a writing intensive version of it by registering concurrently for A Phi 199Z. The instructor will assign the student written work in addition to that required for the companion course and will meet with him or her over the course of the semester to discuss this work. (A student who subsequently withdraws from the companion course will also be dropped from A Phi 199Z.) Corequisite(s): concurrent registration in a 100- or 200-level philosophy course. *S/U* graded. [WI]

A Phi 210 Introduction to Logic (3)
Introduction to classical and modern logic with an emphasis on the theory and application of truth functions. Introduction to quantification; discussion of the structure and properties of formal systems of logic. Students should be prepared to do daily homework assignments. [HU MS]

A Phi 212 Introduction to Ethical Theory (3)
Introduction to the dimensions of ethical experience, the factors in value judgments, and alternative theories and methods of reasoning about such notions as right and wrong, obligations, moral codes, moral conflicts and responsibility. [HU]

A Phi 214 (= A Rel 214) World Religions (3)
Survey of the major religions of the world, concentrating on those practices and beliefs that contribute to their value systems. Religions include Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism and Taoism. Only one of A Phi 214 & A Rel 214 may be taken for credit. May not be offered in 2005-2006. [DP if taken *before* Fall 2004; GC]

A Phi 216 Existentialist Values (3)
Philosophical study of existentialism as a cultural movement of protest, criticism and vision, concentrating on its interpretation of the ethical good. Readings such as Pascal, Kierkegaard, Nietzsche, Dostoevsky, Unamuno, Kafka, de Beauvoir and Tillich. May not be offered in 2005-2006.

A Phi 218 Understanding Science (3)
Introduction to problems of scientific reasoning such as: the nature of scientific method, hypothetical-deductive testing of hypotheses, fallacies of testing, and the relevance of science to society and religion. Examples drawn from the physical and social sciences. A Phi 112 or 210 recommended. May not be offered in 2005-2006. [HU]

A Phi 301 (= A Lin 301 & A Psy 301) Introduction to Cognitive Science (3)
Cognitive science investigates the nature of the human mind and cuts across several disciplines (e.g., psychology, computer science, philosophy, linguistics). This course examines the approaches these disciplines use to promote our understanding of various mental phenomena (e.g., perceiving, reasoning, production and comprehension of language, memory.) Only one of A Lin 301, A Phi 301 & A Psy 301 may be taken for credit. May not be offered in 2005-2006.

A Phi 310 Ancient Philosophy (3)
The philosophies of representative thinkers of the West from the pre-Socratics to Plotinus. Prerequisite(s): a 100- or 200-level course in philosophy.

A Phi 311 History of Medieval Philosophy (3)
The philosophies of representative thinkers of the West from Plotinus to Descartes. Prerequisite(s): a 100- or 200-level course in philosophy. May not be offered in 2005-2006.

A Phi 312 Seventeenth- and Eighteenth-Century Philosophy (3)
The development of modern thought from its medieval and Renaissance background, concentrating on some of the principal European philosophies from Descartes through Kant. Prerequisite(s): a 100- or 200-level course in philosophy.

A Phi 314 History of Nineteenth-Century Philosophy (3)
The philosophies of some representative continental, British, and American thinkers from the Kantian period to the end of the century. Prerequisite(s): a 100- or 200-level course in philosophy. May not be offered in 2005-2006.

A Phi 315 Twentieth-Century Philosophy (3)
Contrasting philosophical movements in the 20th century, emphasizing divergent tendencies in the United States, Britain and on the European continent. Prerequisite(s): a 100- or 200-level course in philosophy. May not be offered in 2005-2006.

A Phi 320 Political and Social Philosophy (3)
The philosophical bases for social and political institutions and practices. Such issues as the following: the nature of the state, justice and law, rights and natural rights, equality, social utility and public interest. Prerequisite(s): a 100- or 200-level course in philosophy. May not be offered in 2005-2006.

A Phi 321 Seventeenth–Nineteenth-Century Ethical Theory (3)
Historical and critical study of some ethical theories selected from the period beginning with Hobbes and ending with Kant. Prerequisite(s): a 100 or 200-level course in philosophy.

A Phi 322 (= A Rel 322) Philosophy of Religion (3)
Philosophical analysis of selected religious concepts and programs, based upon the writings of representative philosophers and theologians. Focuses on Judeo-Christian tradition. Only one of A Phi 322 & A Rel 322 may be taken for credit. Prerequisite(s): a 100- or 200-level course in philosophy.

A Phi 324 Philosophy of Art (3)
Philosophical analysis of concepts and sentiments pertaining to creation, appreciation and criticism of the arts in the generic sense of the semester. Prerequisite(s): a 100- or 200-level course in philosophy. May not be offered in 2005-2006.

A Phi 325 Philosophy of Law (3)
The nature and function of law, the relation of law to morality, standards of judicial reasoning and the limits of law. Prerequisite(s): junior or senior class standing and one course in philosophy.

A Phi 326 Moral Philosophy (3)
Critical examination of the nature, justification, and different approaches to moral evaluation. The topics to be covered may include right actions, good lives, responsibility, moral obligation, virtues, happiness, and justice. Prerequisite(s): a 100 or 200-level course in philosophy. May not be offered in 2005-2006.

A Phi 328 Philosophy and Race (3)
A philosophical analysis of fundamental concepts of race and ethnicity in the social sciences, physical sciences, public policy, and ordinary life. Questions will include: What is a race? What is racism? What is a racial identity? Does everyone need a racial identity? Prerequisite(s): a 100- or 200-level course in philosophy.

A Phi 329 American Philosophy Since 1860 (3)
Survey of the main figures in American philosophy, concentrating on Peirce, James, Royce, Dewey and Santayana. Topics include pragmatism and evolution, idealism and naturalism, and theories about the nature of religion. Prerequisite(s): a 100- or 200-level course in Philosophy. May not be offered in 2005-2006.

A Phi 332 Intermediate Logic (3)
An introduction to predicate logic, emphasizing formal properties of logic systems rather than their application to the analysis of everyday reasoning. Topics may include the syntax and semantics of first-order languages, theories of identity and description, alternative formalizations of logic, and some elementary meta-theory. Prerequisite(s): Phi 210 or permission of instructor. May not be offered in 2005-2006.

A Phi 336 Existentialist Philosophies (3)
Existentialist thinking approached through the writings of representative authors such as Heidegger, Sartre, Jaspers and Merleau-Ponty. A Phi 336Z is the writing-intensive version of Prerequisite(s): a 100- or 200-level course in philosophy. May not be offered in 2005-2006.

A Phi 338 Moral Problems in Medicine (3)
An investigation of moral problems in medicine, such as the health professional–patient relationship, medical paternalism, informed consent, social justice and health policy, the treatment of severely defective newborns, and the withholding of life-prolonging treatment. Prerequisite(s): junior or senior class standing. May not be offered in 2005-2006.

A Phi 340 Topics in Philosophy (1–4)
Problems selected on the basis of faculty and student interest. May be taken more than once with different content. Consult fall and spring schedules for specific topics. Prerequisite(s): a 100- or 200-level course in philosophy.

A Phi 342 (= A Rel 342) Indian Philosophies (3)
Introduction to Indian philosophies from pre-Vedic India to contemporary thought. Only one of A Phi 342 & A Rel 342 may be taken for credit. Prerequisite(s): A Phi 214 or A His 176 or A His 177 (or 177Z), or junior or senior class standing. May not be offered in 2005-2006.

A Phi 344 (= A Eac 344 & A Rel 344) Chinese Philosophies (3)
Introduction to Chinese philosophies from the Chou period to contemporary thought. Only one of A Phi 344, A Eac 344 & A Rel 344 may be taken for credit. Prerequisite(s): A Phi 214 or A Eac 170 or A His 176 or A His 177 (or 177Z); or junior or senior class standing. May not be offered in 2005-2006.

A Phi 346 (= A Rel 346) Japanese Religions and Philosophies (3)
Introduction to Japanese philosophies and religions from the pre-Buddhist period to contemporary Japan. Only one of A Phi 346 and A Rel 346 may be taken for credit. Prerequisite(s): A Phi 214 or A His 176 or A His 177(or 177Z), or junior or senior class standing. May not be offered in 2005-2006.

A Phi 350 (= A Wss 350) Philosophy and Feminism (3)
Examination of the theories of the oppression of women and proposals for solutions. Particular attention will be paid to existentialism, biological determinism, Marxism and feminist psychology and epistemology. Only one of A Phi 350 and A Wss 350 may be taken for credit. Prerequisite(s): one course in philosophy or women's studies. May not be offered in 2005-2006.

A Phi 360 Philosophy and Literature (3)
The study, through philosophical and literary texts, of the relation between philosophy and literature: philosophy in literature, philosophy as literature, and the philosophy of literature. Prerequisite(s): a 100- or 200-level course in philosophy. May not be offered in 2005-2006.

A Phi 399Z Writing in Philosophy (1)
A student enrolled in a 300- or 400-level philosophy course may, with the consent of the instructor of that course, fulfill a writing intensive version of it by registering concurrently for A Phi 399Z. The instructor will assign the student written work in addition to that required for the companion course and will meet with him or her over the course of the semester to discuss this work. (A student who subsequently withdraws from the companion course will also be dropped from A Phi 399Z.) Corequisite(s): concurrent registration in a 300- or 400-level philosophy course. *S/U* graded. May be repeated for credit. [WI]

A Phi 410 Perspectives on Reasoning (3)
The major philosophical questions that arise in connection with reasoning in general. Are there distinctively different kinds of reasoning in different subject matters? Is reasoning relative or absolute? Prerequisite(s): A Phi 112, 210, 218; or permission of instructor. May not be offered in 2005-2006.

A Phi 412 Metaphysics (3)
A systematic examination of such philosophical concepts as existence, essence, causality, purpose, value, mind, freedom and unity. Prerequisite(s): A Phi 210 and a 300-level course in philosophy.

A Phi 415 Philosophy of Language (3)
The structure and properties of language with regard to philosophical issues. Examines such issues as meaning, reference, analyticity, truth and psychoanalytic dream interpretation in the context of the contemporary theories of meaning and linguistic structure. Prerequisite(s): A Phi 210 and a 300-level course in philosophy; or permission of instructor. May not be offered in 2005-2006.

A Phi 416 Philosophy of Mind (3)
A systematic discussion of various contemporary and historically important issues concerning mind: classical theories of mind and body, including dualisms, materialism, double-aspect theories and functionalism; cognitive science and theoretical linguistics; artificial intelligence; and the nature of belief, desire, intention and other psychological notions. Prerequisite(s): A Phi 210 and a 300-level course in philosophy, or permission of instructor. May not be offered in 2005-2006.

A Phi 417 Bioethics (3)
Critical study of one or more topics in bioethics. Possible topics include advance directives; assisted reproductive technologies; death; genetic engineering; screening, and testing; health care reform; informed consent; maternal-fetal conflicts; medical experimentation; medical futility; organ transplantation; physician-assisted suicide; proxy consent; and the right to refuse treatment. Prerequisite(s): A Phi 338 or permission of instructor

A Phi 418 Philosophy of Science (3)
Basic issues in philosophy of science, such as the nature of laws and theories, verifiability and confirmation, explanation and prediction, statistics and probability. Prerequisite(s): A Phi 210 and a 300-level course in philosophy; or permission of instructor. May not be offered in 2005-2006.

A Phi 422 Theory of Knowledge (3)
Systematic study of theories of knowledge, including such topics as theories of perception, the character and value of logical systems, theories of the nature of truth and of the nature of proof Prerequisite(s): A Phi 210 and a 300-level course in philosophy; or permission of instructor. May not be offered in 2005-2006.

A Phi 423 The Skeptical Tradition (3)
Examination of the skeptical tradition from the ancient Greeks to the present. The focus will be on the arguments for thinking knowledge is impossible. Topics include skepticism as a way of life, Hume's skepticism, religious skepticism, common-sense philosophy, and the relation between knowledge and certainty. Prerequisite(s): A Phi 210 and a 300-level course in philosophy. May not be offered in 2005-2006.

A Phi 425 Contemporary Ethical Theory (3)
Selected normative and meta-ethical theories, with emphasis on issues of interest in contemporary discussions of values and the nature of valuation. Prerequisite(s): A Phi 212 and a 300-level course in philosophy. [OD]

A Phi 432 Completeness and Decidability (3)
An introduction to the meta-theory of first-order logic. Topics will include the completeness theorem and its corollaries, as well as a discussion of questions concerning the undecidability of validity. Prerequisite(s): A Phi 332 or permission of instructor. May not be offered in 2005-2006.

A Phi 442 Phenomenology (3)
Examination of historical and conceptual development of phenomenology in the 20th century, starting with Husserl's "presuppositionless and purely descriptive science of the structures of consciousness", including works by Sartre, Heidegger, and Merleau-Ponty. Emphasis on (a) the idea of a presuppositionless account of consciousness; (b) the motivations for and nature of the "existential turn"; and (c) connections between phenomenology and both analytic philosophy and scientific psychology. Prerequisite(s): junior or senior class standing or permission of instructor. May not be offered in 2005-2006.

A Phi 474 Society and Values (3)
Critical study of ethical and/or political concepts, such as freedom, equality, happiness, duty, rights, virtue, or theories, such as liberalism, pluralism, consequentialism, deontology, and virtue theory through the examination of historical and contemporary works. Prerequisite(s): A Phi 212 and a 300-level course in Philosophy, or permission of instructor.

A Phi 497 Independent Study and Research (1–4)
Guided research and writing on a selected problem in philosophy on a tutorial basis. May be repeated more than once with different content. Prerequisite(s): a 300-level course in philosophy and the approval of the individual faculty member acting as project supervisor and of the departmental Undergraduate Studies Committee.

A Phi 498 Honors Thesis in Philosophy (4)
Independent honors thesis written under the direction of an appropriate faculty member, and received and evaluated by the Honors Committee. Prerequisite(s): Admission to the Honors Program in Philosophy.

DEPARTMENT OF PHYSICS

Faculty
James W. Corbett Distinguished Service Professor
Walter M. Gibson, Ph.D. (Emeritae)
University of California, Berkeley
Distinguished Teaching Professor Emeritae/i
Bruce B. Marsh, Ph.D.
University of Rochester
Professors Emeritae/i
Raymond E. Benenson, Ph.D.
University of Wisconsin
Keith F. Ratcliff, Ph.D.
University of Pittsburgh
Wilfried W. Scholz, Ph.D.
University of Freiburg (Germany)
Alfred D. Levitas, Ph.D.
Syracuse University
Laura M. Roth, Ph.D.
Radcliffe College
Chih-ree Sun, Ph.D.
University of California, Los Angeles
Professors
Mohammad Sajjad Alam, Ph.D. (Department Chair)
Indiana University
Hassaram Bakhru, Ph.D.
Calcutta University
Ariel Caticha, Ph.D.
California Institute of Technology
Tara P. Das, Ph.D.
University of Calcutta
Jagadish B. Garg, Ph.D.
University of Paris
Akira Inomata, Ph.D.
Rensselaer Polytechnic Institute
Alain E. Kaloyeros, Ph.D.
University of Illinois at Urbana-Champaign
John C. Kimball, Ph.D.
University of Chicago
Tung-Sheng Kuan, Ph.D.
Cornell University
William A. Lanford, Ph.D.
University of Rochester
Carolyn MacDonald, Ph.D.
Harvard University
Keith F. Ratcliff. Ph.D.
University of Pittsburgh
Associate Professor Emeritae/i
Robert P. Lanni, M.A.
University at Albany
Associate Professors
Robert E. Geer, Ph.D.
University of Minnesota
Mengbing Huang
University of Western Ontario, Canada
Assistant Professors
Jesse A. Ernst, Ph.D.
University of Rochester
Susanne M. Lee, Ph.D.
Harvard University
University Adjuncts (estimated): 12
Teaching Assistants (estimated): 25

The objective of the department is to provide students a solid foundation in both classical and modern physics. Students are prepared either to undertake graduate study in physics, to apply physics principles and techniques successfully for advanced work in other disciplines, to enter industry usefully, or to teach in the secondary schools. Along with courses in classical mechanics, electromagnetic theory, atomic and nuclear physics, and thermal physics, students learn modern experimental techniques, principles of quantum mechanics, and applications. Elective courses in other sciences and independent study and research with faculty members in the active research fields of the department are encouraged as part of the practical emphasis. Courses in environmental problems, astronomy and space physics, applications of nuclear physics, physics in the arts, and physical science for humanists bring physics concepts to the nonmajor.

Careers

Graduates holding the bachelor's degree in physics find employment as laboratory or theoretical research assistants in physics or engineering, high-level medical technicians, science writers and editors, computer programmers, and secondary school teachers. A bachelor's degree in physics can be an ideal background for advanced study in other sciences, engineering, and the business and medical professions. A graduate degree in physics opens a broad spectrum of opportunities in pure and applied research in academia and industry.

Special Programs or Opportunities

One-to-one student-faculty interaction is possible and is encouraged by the department. Computer use at all levels of instruction is afforded by means of terminals in the Joseph Henry Physics Building. Very modern equipment is available in all laboratories. Opportunities for valuable experience, training, and financial support exist in the form of undergraduate assistantships in the research and teaching laboratories. The Society of Physics Students sponsors popular talks, tours to nearby laboratories, and social events. The society offers tutorial services, computer clinics, and has its own library. It conducts tours of our facilities for students and the general public. It also supplies information on opportunities after the B.S. degree. The department has a chapter of Sigma Pi Sigma, the national physics honor society.

For students interested in engineering, there are available 3–2 programs with Rensselaer Polytechnic Institute, Clarkson University, SUNY at New Paltz, and SUNY at Binghamton. Students in these programs spend their first three years at this campus and the last two at the other. The tuition is at the University at Albany rate for the first three years only. Upon successful completion of the programs, students are awarded a B.S. in Physics from the University at Albany and a B.S. in Engineering from the other institution.

Degree Requirements for the Major in Physics

The B.S. program requires the following 66 credits: (1) The introductory physics sequence of A Phy 140 , 150, and 240 (or the honors sequence 141, 151, and 241). (2) The lab sequence which accompanies these courses is A Phy 145, 155, and 245. (3) Higher level physics courses, A Phy 230, 250, 320, 335Z, 340, 350, 440, 450, and 460. (4) Chemistry courses, A Chm 120 and 121 (or the more advanced 130 and 131). (5) Mathematics calculus courses, A Mat 112 and 113 (or the honors courses 118 and 119; or A Mat 101 and 111 and 113) and A Mat 214. (6) A mathematics elective. This is an additional math course chosen from A Mat 220, 314, 367, or 412. (7) An additional Physics course numbered 300 or higher. (8) An additional science elective. This is a course in Atmospheric Science, Biology, Chemistry, Computer Science, or Geology, which is required of a major in these disciplines.

Honors Program

The honors program in physics is designed for outstanding students enrolled in the general program.

Students may apply for admission to the honors program by submitting a letter of request to the department chair no later than April 15 of the sophomore year (for admission in the fall) or November 15 of the junior year (for admission in the spring). Junior transfers may apply at the time of their admission to the University. Primary emphasis will be placed on indications of academic ability and maturity sufficient for applicants to pursue with distinction a program involving independent research.

The minimum requirements for admission follow:

1. Completion of A Phy 140 or 141, 150 or 151, 240 or 241, 250 or their equivalents;

2. An overall grade point average of 3.30;

3. A grade point average of 3.60 in physics courses required for the major;

4. Written recommendations from at least three faculty members, one of whom, preferably, should be from outside the Department of Physics.

Students in the program must maintain both a minimum grade point average of 3.30 overall and of 3.60 in physics courses taken to satisfy major requirements during the junior and senior years. The progress of participants in the honors program will be reviewed at the end of the junior year by the Departmental Honors Committee. Students not meeting the standards above at that time may be precluded from continuing in the program during their senior year.

Students in the honors program are required to complete a minimum of 72 credits as follows: the 66 credits specified for the general program in physics; 3 credits of Honors

Seminar in Physics (A Phy 498); and 3 credits of Research and/or Independent Study in Physics (A Phy 497). The independent study must include an honors research project culminating in a written report by the end of the student's last semester.

After completion of the requirements above, the records of candidates will be reviewed by the Departmental Honors Committee. After consideration of overall academic record, performance and accomplishments in the independent study project(s), the quality of the Honors Seminar, and the evaluations of departmental faculty members who have supervised these activities, a recommendation for or against a degree with honors will be made by the committee to the departmental faculty. The final recommendation will be made by the departmental faculty and transmitted by the chair.

Combined B.S./M.S. Program

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

The combined program requires a minimum of 138 credits, of which at least 30 must be graduate credits. In qualifying for the B.S., students must meet all University and college requirements including the requirements of the undergraduate major described previously, the minimum 60-credit liberal arts and sciences requirement, general education requirements, and residency requirements. In qualifying for the M.S., 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 12 graduate credits may be applied simultaneously to both the B.S. and M.S. programs.

A Phy 519 may be substituted for A Phy 335 or 335Z in meeting the B.S. requirements, enabling Phy 519 to be one of the graduate courses applied simultaneously to the undergraduate and graduate programs.

Students may apply to the Graduate Committee for admission to the combined degree program in physics 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.

Courses

A Phy 100 Contemporary Astronomy—The Cosmic Connection (3)
Modern developments in astronomy, the birth and death of stars, solar and planetary science, neutron stars and black holes, galactic structure, cosmology, theories of the origin and future of the universe. [NS]

A Phy 102 Applications of Modern Physics in Art History and Archaeology (3)
Twentieth century physics has greatly increased our knowledge of the structure of matter and the natural laws that lead to that structure. This course discusses our modern understanding of the structure of matter at an introductory level and then illustrates how this knowledge can be applied to the study of objects of interest in art history or archaeology. The goals of such studies include learning about the age of an object, the technology used to fabricate the object, and how an object should be stored in order to preserve it for future generations.[NS]

A Phy 103 Exploration of Space (3)
The solar system, modern developments in planetary and space science; human exploration of space; space travel and future colonization.. [NS]

A Phy 104 Physical Science for Humanists (3)
How the universe works. A historical approach to the development of the laws of physics from the classical physics of Newton to the present. Emphasizes the people and events of the revolution in physics in the 20th century. Unraveling of the structure and properties of the nuclear atom or from raisin pudding to quarks. Intended for nonmajors. [NS]

A Phy 105 General Physics I (3)
Vectors, kinematics, dynamics, vibrations and waves, sound, fluids, and thermodynamics. Three class periods each week. May not be taken for credit by students with credit for A Phy 140 or 141. Prerequisite(s): three years of high school mathematics. [NS]

A Phy 106 General Physics Lab (1)
Laboratory experiments to complement the topics being studied in A Phy 105. One laboratory each week. Corequisite(s): A Phy 105.

A Phy 108 General Physics II (3)
Electrostatics, circuit electricity, magnetism, geometrical and physical optics, atomic and nuclear phenomena. Three class periods each week. May not be taken for credit by students with credit for A Phy 150 or 151. Prerequisite(s): A Phy 105. [NS]

A Phy 109 General Physics Lab (1)
Laboratory experiments to complement the topics in A Phy 108. One laboratory period each week. Corequisite(s): A Phy 108.

A Phy 140 Physics I: Mechanics (3)
An introduction to the fundamentals of physics: Classical Mechanics. Topics include the concepts of force, energy and work applied to the kinematics and dynamics of particles and rigid bodies and an introduction to special relativity. Pre/corequisite: A Mat 111 or 112 or 118. [NS]

A Phy 141 Honors Physics I: Mechanics (3)
Course content will follow A Phy 140. However, topics will be covered in more depth and at a somewhat more advanced level. Students with a strong interest in physical sciences should consider taking A Phy 141 instead of A Phy 140. Only one of A Phy 140 or 141 may be taken for credit. Offered in fall semester only. Prerequisite(s): A Mat 111 or 112 or 118. [NS]

A Phy 145 Physics Lab I (1)
Experiments in mechanics, electricity, and optics. One laboratory period each week. Offered fall semester. Pre/corequisite: A Phy 140 or 141.

A Phy 150 Physics II: Electromagnetism (3)
An introduction to the fundamentals of physics: Electrostatics and magnetism, including the concepts of the electric and magnetic fields, electric potential and basic circuits. The laws of Gauss, Ampere, and Faraday: Maxwell's equations. Geometrical optics. Pre/corequisite: A Mat 113 or 119; prerequisite: A Phy 140 or 141. [NS]

A Phy 151 Honors Physics II: Electromagnetism (3)
Course content will follow A Phy 150. However, topics will be covered in more depth and at a somewhat more advanced level. Students with a strong interest in physical sciences should consider taking A Phy 151 instead of A Phy 150. Only one of A Phy 150 or 151 may be taken for credit. Offered in spring semester only. Pre/corequisite(s): A Mat 113 or 119; prerequisite(s): A Phy 140 or 141 and permission of instructor. [NS]

A Phy 155 Physics Lab II (1)
Experiments in electricity and magnetism, circuits, and optics. One laboratory period each week. Offered spring semester. Pre/corequisite: A Phy 150 or 151.

A Phy 202 Environmental Physics (3)
Study of the collection, evaluation, and interpretation of data and the modeling and analysis of urban and environmental problems. Topics include population, pollution, mass transportation systems, comparison of various energy sources such as solar, nuclear, and fossil fuel, and effective utilization of natural resources. Three class periods each week. Prerequisite(s): algebra. [NS]

A Phy 235 Mathematics in Physics (3)
An enhancement of mathematics skills developed in the first year math and physics courses. Emphasis is on applications of calculus, complex variables, linear algebra, power series, and differential equations to problems in physics. Offered fall semester. Prerequisite(s): A Phy 150 or 151. Co-requisite: A Mat 214.

A Phy 240 Physics III: Structure of Matter (3)
An introduction to the fundamentals of physics: Thermodynamics and kinetic gas theory. Quantum theory of photons, atoms, nuclei and solids. Pre/corequisite: A Mat 214; prerequisite: A Phy 150 or 151.

A Phy 241 Honors Physics III: Structure of Matter (3)
Course content will follow A Phy 240. However, topics will be covered in more depth and at a somewhat more advanced level. Students with a strong interest in physical sciences should consider taking A Phy 241 instead of A Phy 240. Only one of A Phy 240 or 241 may be taken for credit. Offered in fall semester only. Pre/corequisite(s): A Mat 214; prerequisite(s): A Phy 150 or A Phy 151 and permission of instructor.

A Phy 245 Physics Lab III (1)
Experiments in modern physics. One laboratory period each week. Offered fall semester. Pre/corequisite: A Phy 240 or 241.

A Phy 250 Physics IV: Waves (3)
Waves and oscillations in optics, in classical and in quantum mechanics. An introduction to physical concepts (wave packets, normal modes, interference and diffraction) and mathematical techniques (Fourier series, transforms, complex numbers, eigenvectors). Pre/corequisite: A Mat 220; prerequisite: A Phy 240 or 241. May not be offered in 2005-2006.

A Phy 320 Classical Mechanics (3)
Fundamentals of Newtonian mechanics: conservation theorems, central forces, motion in non-inertial frames, rigid-body motion. Lagrange's and Hamilton's equations. Offered fall semester. Prerequisite: A Phy 250, or permission of the instructor.

A Phy 335Z Advanced Physics Lab (3)
Introduction to the techniques of experimental research in the areas of electronics, electromagnetism and modern physics. Measurement technique and error analysis are emphasized. Two three-hour lab periods each week. Prerequisite: A Phy 250 or permission of instructor. [WI]

A Phy 340 Electromagnetism I (3)
Electrostatics and magnetostatics in vacuum and in materials. Maxwell's equations. Energy and momentum in the electromagnetic field. Introduction to electromagnetic waves. Offered fall semester. Prerequisite(s): A Phy 235 and A Phy 250.

A Phy 350 Electromagnetism II: Optics (3)
A further development of the theory of electromagnetic waves and their interactions with matter. Applications include both geometric and physics optics. The role of special relativity in electromagnetic theory is discussed. Prerequisite(s): A Phy 340.

A Phy 353 Microprocessor Applications (3)
Applications of microprocessors to data collection and process control; the capabilities of typical microprocessors and the techniques used to interface them to external devices; input/output programming, use of the data and address busses; interrupt handling, direct memory access, and data communications; characteristics of peripheral devices such as keyboards, printers, A/D and D/A converters, sensors, and actuators. Three class periods each week. Prerequisite(s): I Csi 201 or 204 or equivalent. An elementary knowledge of electricity is helpful.

A Phy 360 Modern Optics (3)
Matrix methods of geometrical optics, diffraction theory, optical Fourier transforms, lasers, holography, Brillouin scattering, and an introduction to nonlinear optics. The course includes frequent demonstrations. Prerequisite(s): A Phy 250.

A Phy 415 Electronics (3)
Transistors and their characteristics; electronic circuits, field effect transistors and applications, amplifiers, low and high frequency response; operational amplifiers; consideration of control-circuit design; fast-switching and counting devices; integrated circuits and their designs. Two class periods and one three-hour laboratory each week. Offered fall semester only. Prerequisite: A Phy 150 or 151.

A Phy 416 Electronics: Projects (3)
Independent projects involving laboratory work in the study of electronic circuits using linear and/or digital devices. (Each student is expected to undertake a project that requires originality and broadens knowledge of the area.) Special attention is paid to counters, registers, encoders, decoders, and digital applications. Offered spring semester only.

A Phy 440 Quantum Physics I (3)
Introduction to non-relativistic quantum mechanics; wave functions, amplitudes and probabilities; the superposition of quantum states, the Heisenberg uncertainty principle. Time evolution: the Schroedinger equation, stationary states, two-state systems. Motion in one-dimensional potentials: tunneling, particle in a box, harmonic oscillator. Offered fall semester. Prerequisite: A Phy 250.

A Phy 450 Quantum Physics II (3)
Quantum motion in central potentials; angular momentum and spin; the hydrogen atom. Identical Particles. The structure of atoms and molecules, the periodic table. Stationary-state and time-dependent perturbation theory. Scattering theory. Offered spring semester. Prerequisite: A Phy 440.

A Phy 454 Microprocessor Applications Laboratory (3)
Complements the theoretical development presented in A Phy 353. Centers around practical laboratory applications in both hardware and software of a particular microprocessor. Students prototype a minimum system and expanded system. Applications include keyboard, printer, display, A/D, D/A, and control functions. A knowledge of a microprocessor and digital logic functions is desirable. Prerequisite(s): A Phy 315 or permission of instructor or A Phy 353.

A Phy 460 Thermodynamics and Statistical Physics (3)
Thermodynamic systems and variables; the laws of thermodynamics. Thermodynamic potentials and applications, ideal and real gas relations; changes of phase, introduction to probability theory; elementary kinetic theory of gases; micro and macro-states of simple quantum-mechanical systems; Fermi-Dirac, Bose-Einstein, and Maxwell-Boltzmann statistics. Three class periods each week. Pre/co-requisite: A Phy 440. Prerequisite(s): A Mat 214 and A Phy 250.

A Phy 462 (formerly A Phy 362) Physics of Materials (3)
The physics of real materials: the structure of crystalline and amorphous solids; x-ray diffraction and electron microscopy; the thermodynamics and kinetics of phase transformations; crystallographic defects and their relation to mechanical properties. Prerequisite(s): A Phy 250.

May not be offered in 2005-2006.May not be offered in 2005-2006.A Phy 466 X-ray Optics, Analysis and Imaging (3)
A broad survey of x-ray optics and their uses. Introduction to the theory of x-ray interaction with matter, including refraction, diffraction, total reflection, image formation, fluorescence, absorption spectroscopy, and the effects of Compton scattering, photo-electric absorption, and surface roughness. Applications include x-ray astronomy, microscopy, lithography, materials analysis and medical imaging. Prerequisite: A Phy 330.

A Phy 467 Physics of Semiconductor Devices (3)
A survey of state-of-the art semiconductor device manufacture and usage in the electronics industry. Topics covered include basic semiconductor physics (band structure, electron transport, phonon, optical, thermal, and high magnetic field properties) and the operating principles and current manufacturing techniques of various devices (p-n junctions, transistors, CCD's, photonic devices, and superlattices). Prerequisite(s): A Phy 330 and A Phy 460; corequisite: A Phy 450.

A Phy 468 Introduction to Particle Physics (3)
Particle interactions and symmetries. Introduction to classification and the quark model. Calculation of elementary processes using Feynman diagrams. Prerequisite(s): Corequisite of A Phy 440 or equivalent or permission of instructor.

A Phy 469 Physics of Nuclei (3)
This course will deal with basic properties of nuclei such as size, shape, and nuclear force. Nuclear structure based upon shell and collective models, nuclear reactions induced by nucleons including nuclear fission, nuclear fusion, and nuclear energy. Prerequisite(s): A Phy 330 or permission of instructor.

A Phy 497 Research and/or Independent Study (1-3)
Research and/or independent study under the direct supervision of a faculty member with whom the student has made an arrangement. Ambitious students are encouraged to engage in an activity that broadens their experience considerably beyond that of conventional course work. A written report is submitted on the work of each semester. May be repeated for credit. *S/U* graded.

A Phy 498 Honors Seminar in Physics (3)
A seminar specifically designed for students admitted to the department's honors program. Topics are determined by the Departmental Honors Committee. Prerequisite(s): admission to honors program.

DEPARTMENT OF PSYCHOLOGY

Faculty

Distinguished Professors Emeritae/i
- Edward B. Blanchard, Ph.D.
  Stanford University

Distinguished Teaching Professor
- Robert A. Rosellini, Ph.D.
  DePaul University

Professors Emeritae/i
- Donn E. Byrne, Ph.D.
  Stanford University
- Morris E. Eson, Ph.D.
  University of Chicago
- Richard C. Teevan, Ph.D.
  University of Michigan

Professors
- Jeanette Altarriba, Ph.D.
  Vanderbilt University
- Bruce C. Dudek, Ph.D.
  State University of New York at Binghamton
- Laurie B. Feldman, Ph.D.
  University of Connecticut
- Gordon G. Gallup Jr., Ph.D.
  Washington State University
- Allen C. Israel, Ph.D.
  State University of New York
  at Stony Brook
- Robert J. McCaffrey, Ph.D.
  University of Georgia
- James H. Neely, Ph.D.
  Yale University
- Bruce B. Svare, Ph.D.
  Rutgers University
- W. Trammell Neill, III, Ph.D.
  University of Oregon
- Frank Vellutino, Ph.D.
  Catholic University of America
- Edelgard Wulfert, Ph.D. (Collins Fellow)
  (Department Chair)
  University of North Carolina, Greensboro

Associate Professors Emeritae/i
- Shirley C. Brown , Ph.D. (Collins Fellow)
  Wayne University
- H. Jean Wilkinson, Ph.D.
  University of Pittsburgh

Associate Professors
- Drew Anderson, Ph.D.
  Louisiana State University
- Sharon Danoff-Burg, Ph.D.
  University of Kansas
- John P. Forsyth, Ph.D.
  West Virginia University
- Cheryl A. Frye, Ph.D.
  Tufts University
- Leslie Fay Halpern, Ph.D.
  Vanderbilt University
- Monica L. Rodriguez, Ph.D.
  State University of New York at Stony Brook
- Glenn Sanders, Ph.D.
  University of Iowa
- Marcia E. Sutherland, Ph.D.
  Howard University
- Christine K. Wagner, Ph.D.
  Michigan State University
- Caroline K. Waterman, Ph.D.
  State University of New York at Buffalo
- Kevin J. Williams, Ph.D.
  University of South Carolina

Assistant Professors
- Mark Muraven, Ph.D.
  Case Western Reserve University
- Hazel Prelow, Ph.D.
  University of North Texas
- Sylvia G. Roch
  Texas A&M University
- Linda Shanock, Ph.D.
  University of Delaware

Visiting Assistant Professor
- Kristin Christodulu, Ph.D.
  University at Albany, SUNY
- Adjuncts: 17

Teaching Assistants: 45

The objective of the department is to provide undergraduate students with a broad, general background in scientific psychology. The program is designed to prepare students for graduate study in psychology as well as a diversity of other fields requiring knowledge of psychological principles. The department expects its students to become well-versed in the theories, research, and applications of the discipline.

The department offers a full program leading to the B.A.; a graduate program leading to the Ph.D. with several major areas of concentration and a clinical training program; and in cooperation with the Department of Educational Psychology and Statistics in the School of Education, the Certificate of Advanced Study and Psy.D. in school psychology.

Careers

With the B.A. degree, professional entry-level positions are possible in public and private human services systems (health, education, social welfare, parole, probation, gerontology, youth, substance abuse); also, personnel administration, and general administrative work. Entry-level jobs could involve delivery of service, research and/or program planning and development. Less traditional occupations include medicine, dentistry, law, optometry, urban planning, genetic counseling, and human factors research.

Special Programs or Opportunities

The department offers opportunities for independent study and research beginning in the sophomore year. Students involved in research activities have supervised access to the department's animal behavior laboratory, human research laboratories, and off-campus professional agencies.

Admission

Declaration of the major in psychology must be made by application to the department. Information on procedures for application is available from the Department Advisement Center (SS 370). Application may be made during any semester at any time prior to final exam week, or prior to August during summer sessions, but must be made before the student has earned 60 credits at the University at Albany.

The criteria outlined below will apply to all course work completed prior to and including the semester during which application is made. The department will notify students of action on the application before the subsequent semester. A Psy 101, 210, and 211 may not be taken elsewhere after matriculation at Albany.

I. Criteria for Students Admitted as Freshmen to Albany as of Fall 1991 and thereafter:

1. The student must have completed at least 24 hours of college credit (sophomore status).

2. The student's cumulative grade point average for all course work at the University at Albany must be 2.00 or higher at the time of evaluation of the application.

3. The student must have a grade point average of 2.50 or higher for all course work completed in the University at Albany Psychology Department at the time of evaluation of the application.

4. The courses A Psy 101 or 102, A Psy 210 and A Psy 211 must have been completed with a minimum grade of *C-* in each. Students may be conditionally admitted to the major after completion of the requirements for A Psy 101 and A Psy 210. A Psy 211 must be completed in the next semester following conditional acceptance to be admitted to the major.

II. Criteria for Transfer Students Admitted to Albany as of Fall 1992 and thereafter:
For purposes of declaration of the major, the department recognizes three categories of transfer students. The criteria for admission to the major are different for these three categories. Transfer students may not apply transfer credit for A Psy 101, A Psy 210 and A Psy 211 with grades of *D* toward the major.

1. Transfer students who enter the University with less than 42 transfer credits or without credit for A Psy 101 must fulfill the criteria specified in section I. above.

2. Transfer students who enter the University with 42 or more transfer credits, have transfer credit for A Psy 101 and 210 with a grade of *C-* or higher in each, and have a 2.5 average for all psychology courses will be conditionally admitted to psychology as a major and receive advisement in the psychology department. Such students must complete A Psy 211 in their first semester here with a grade of *C-* or higher or their admission to the major will be withdrawn.

3. Transfer students who enter the University with 42 or more transfer credits, have transfer credit for A Psy 101, A Psy 210 and A Psy 211 with a grade of *C-* or higher in each, and have a 2.50 average in all psychology courses taken may immediately declare psychology as a major.

Appeals

Students who do not meet the above criteria may retake courses in the A Psy 101, A Psy 210 and A Psy 211 sequence in order to achieve the minimum grade of *C-*. The criterion of a 2.50 average in psychology courses at the time of application to the major will be affected by duplicated enrollment in the following way: if courses are retaken, calculation of the average in psychology will use both grades.

Students who are denied admission to the major may appeal the decision by petitioning the department chair. Such appeals will be evaluated at the beginning of each semester, prior to the final date for adding courses. The decision on the appeal will be made by the department chair and the

director of the advisement center.

Degree Requirements for the Major in Psychology

General Program B.A.: A minimum of 36 credits in psychology: including A Psy 101 or 102, A Psy 210, and A Psy 211; 15 credits in psychology from the following list: A Psy 203, 214, 270, 314, 327, 338, 380, 381, 382, 384, 385, 387; 12 credits of electives with an A Psy prefix. Courses not taken from the previous list may be used as electives. NOTE: within the 36 credits required for the major a student must complete at least 12 credits in courses numbered 300 or above.

For psychology majors who satisfy the major requirements as outlined in this bulletin, A Psy 210 and 211 are restricted to A–E grading after matriculation at Albany.

A maximum of 3 credits in independent study courses (A Psy 297, 297Z, 397, 397Z and 497Z) may be applied to major credit but may not be used to satisfy the 300-or-above requirement. No more than 6 additional credits in these independent study courses may be used for graduation credit.

Honors Program

A psychology major, or double major with psychology listed first, may file an application for admission with the Honors Committee as early as the second semester of the sophomore year or as soon as the minimum requirements for admission to the program have been satisfied. The duration of the program is three semesters and commences only in the fall semester.

The minimum requirements for admission include completion of A Psy 101 or 102, 210 and 211. If the student has not been able to complete A Psy 211 by the first semester of the junior year, it is possible to obtain permission to take A Psy 211 concurrently with the Honors Seminar. A grade point average of 3.30 or higher overall for all course work taken for graduation credit at the University is required, as is a 3.50 grade point average or higher for psychology courses applicable toward the major.

Honors students must complete 48 hours in psychology including A Psy 101 or 102, 210, 211, 310, 399, and 499 (6 credits). In addition, students must submit a senior honors thesis acceptable to the research sponsor and the Honors Committee.

The program commences with the Honors Seminar (A Psy 399) in the fall semester of the junior year. A Psy 211 must be taken at this time if it has not already been completed.

The seminar introduces that student to (advanced) issues of scientific method and experimental design. As soon as the student has a general idea for the research project, he or she is encouraged to discuss the project with a potential research sponsor, especially as regards feasibility. By the end of the seminar course, the student should be conversant with a problem area, have arranged a research sponsor and be ready to submit a research proposal. The Honors student will conduct the research in two project courses (A Psy 499) during the second semester of the junior and the first semester of the senior year.

The Honors Thesis written by the end of the second project course will consist of a review of the literature, the hypothesis to be tested, an experimental design (from the research proposal), data collected, any statistical analysis, and a discussion.

Students in the honors program are required to maintain an overall grade point average of 3.30 or higher during the junior and senior years and an overall grade point average of 3.50 or higher for all psychology courses applicable toward the major. The work of each candidate in the honors program will be reviewed at the completion of the junior year by the Departmental Honors Committee.

Students not meeting the above-stated standards at that time may be precluded from continuing in the program for the senior year. Students who remain below the stated standards throughout their senior year will not be eligible for a degree with Honors.

After completion of the above requirements, the records of the candidate will be reviewed by the Departmental Honors Committee who shall recommend, to the department, candidates for the degree with honors in psychology.

Combined B.A./M.S. Programs

The combined B.A./M.S. programs in psychology/counseling, psychology/ rehabilitation counseling, and health policy/psychology provide 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. Carefully designed programs can permit students to earn the B.A. and M.S. degrees within nine semesters and a summer session.

Counseling Psychology

The combined programs require a minimum of 162 credits, of which at least 54 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 University minor requirement, the minimum 90-credit liberal arts and sciences requirement, the general education requirements, and residency requirements. In qualifying for the M.S., students must meet all University and college requirements as outlined in the Graduate Bulletin, including completion of a minimum of 54 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.S. programs.

Students may be admitted to the combined degree programs 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.

Health Policy

The combined bachelor's/master's degree program in Psychology/Health Policy, Management and Behavior requires a minimum of 156 credits, with at least 48 of which must be graduate credits.

Total minimum credits required for the combined undergraduate major and graduate program is 36 credits in the undergraduate psychology major and 48 credits in the Health Policy, Management & Behavior major, all of which must be graduate credits.

In qualifying for the undergraduate bachelor's degree (regardless of discipline), students must meet all university requirements for their major, the minimum 90 liberal arts and sciences requirements, and residency requirements.

In qualifying for the M.S. on Health Policy, Management & Behavior, students must meet all university and college requirements as outlined in the Graduate Bulletin, including the GRE Exam and completion of a minimum of 48 graduate credits.

Requirements for the M.S. in Health Policy, Management & Behavior include: Principles and Methods of Epidemiology, Principles in Statistical Inference I and II, Health Care Organization, Delivery, and Finance, Social and Behavioral Aspects of Public Health, Computer Programming for Data Management and Analysis in Public Health, Health Policy, Analysis and Management, Master's Projects in Health Policy, Management & Behavior, Evaluation of Public Health Programs, HPMB Field Placement, plus 18 required credits in specific track: Health Policy and Management or Social Behavior and Community Health. Requirements also include a full-time internship and a Master's Workshop project.

Students may be admitted to a combined degree program at the beginning of their junior year and after successful completion of 56 credits, but no later than the accumulation of 100 credits. (Interested students should start thinking about the combined program at the end of their freshman year or at the beginning of their sophomore year.) A GPA of 3.2 or higher, three supportive letters of recommendation from faculty (at least one with whom the student took a course), and an interview with a faculty member from the Department of Health Policy, Management & Behavior.

Courses

A Psy 101 Introduction to Psychology (3)

The basic methods and points of view in the scientific study of human behavior. Topics include biological bases of behavior, personality organization, intelligence, motivation, emotions, learning, and social relations. For psychology majors completing their major requirements as outlined in this bulletin or subsequent editions, A Psy 101 is restricted to A–E grading after matriculation at Albany. [SS]

A Psy 102 Advanced Introduction to Psychology (4)

Same topics as A Psy 101, but topics are covered in greater detail. Three class periods and one

discussion-laboratory section per week. This course is intended for students who have more than average interest in psychology and who are considering becoming psychology majors. Only one of A Psy 101 or 102 may be taken for credit. [SS]

A Psy 203 Psychology of Child Development (3)
The genesis of various behavior forms; social, emotional, and intellectual development in contemporary society; the relationship between childhood experience and personality development. Prerequisite(s): A Psy 101.

A Psy 210 Statistical Methods in Psychology (3)
Methods of analyzing quantitative data in psychology and the behavioral sciences. The relation of each of the various methods to the design of experiments. For psychology majors completing their major requirements as outlined in this bulletin or subsequent editions, A Psy 210 is restricted to A–E grading after matriculation at Albany. Prerequisite(s): A Psy 101. [MS]

A Psy 211 Experimental Psychology (3)
Topics of psychological research, with emphasis on the manipulation and control of variables, reducing error variance, internal and external validity, the elimination of confounding factors, and social-psychological aspects of experiments. Discussion includes selected topics in the philosophy of science, logical inference, hypothesis testing, theory construction and ethics. For psychology majors completing their major requirements as outlined in this bulletin or subsequent editions, A Psy 211 is restricted to A–E grading after matriculation at Albany. Prerequisite(s): A Psy 101 and 210.

A Psy 214 Introduction to Biopsychology and Behavioral Neuroscience (3)
An introduction to basic nervous system function and its control of behavior. Examination of the contribution of the field of neuroscience to understanding both normal and abnormal behavior. Topics will include anatomical, neurochemical, physiological, developmental and endocrine aspects of neurobehavioral function. Prerequisite(s): A Psy 101. May not be offered in 2005-2006.

A Psy 270 Social Psychology (3)
The relation between the individual and the group, the influence of culture and of institutions on human personality, the nature and types of leadership, factors in the development of social attitudes, the psychology of mass movements and of social decisions. Prerequisite(s): A Psy 101.

A Psy 297/W/Y/Z Directed Study in Psychology (3)
Provides an opportunity for a sophomore to work on a project under the supervision of a faculty member. Open to majors and nonmajors. May be repeated for credit. A Psy 297Z is the writing intensive version of A Psy 297. A maximum of 3 credits in independent study courses (A Psy 297/297Z, 397/397Z, or 497Z) may be applied to major credit, but may not be used to satisfy the 300-or-above requirement. Applicant must present a statement which defines the research, lists resources, provides method(s) of evaluating student, and bears the approval by signature of the faculty supervisor. Prerequisite(s): A Psy 101 and permission of instructor. *S/U* graded. [OD Wulfert section only]

A Psy 301 (= A Lin 301 = A Phi 301) Introduction to Cognitive Science (3)
Cognitive science investigates the nature of the human mind and cuts across several disciplines (e.g., psychology, computer science, philosophy, linguistics). This course examines the approaches these disciplines use to promote our understanding of various mental phenomena (e.g., perceiving, reasoning, production and comprehension of language, memory). Only one of A Lin 301, A Phi 301 & A Psy 301 may be taken for credit. May not be offered in 2005-2006.

A Psy 310 History of Psychology (3)
A critical analysis of basic writings which have contributed to the historical development of psychology as a science. A Psy 310Z is the writing intensive version of 310; only one may be taken for credit. Prerequisite(s): A Psy 101.

A Psy 310Z History of Psychology (3)
A Psy 310Z is the writing intensive version of 310; only one may be taken for credit. Prerequisite(s): A Psy 101. May not be offered in 2005-2006. [WI]

A Psy 314 Advanced Biopsychology and Behavioral Neuroscience (3)
The role of physiological mechanisms in behavioral processes. Detailed examination of the involvement of biological systems in feeding and drinking, sexual behavior, sleep and arousal, learning and memory, psychopathology and psychopharmacology. Prerequisite(s): A Psy 214 or permission of instructor.

A Psy 315 Biological Bases of Behavior Laboratory (1)
Through demonstration and experimentation, students will explore topics of current research interest to the Biopsychology faculty. Manipulation of brain systems and quantification of behavioral outcomes will be emphasized. Prerequisite(s): A Psy 314 and permission of instructor. May not be offered in 2005-2006.

A Psy 327 Personality (3)
Biological and social determinants of personality and its development; methods of studying personality; the various systems of psychology and their interpretations of personality structure. Prerequisite(s): A Psy 101.

A Psy 328 Social Cognition (3)
Introduction to the cognitive processes governing how we think about and make judgments about the self, other people, and social situations, and how other people and social situations influence how we think. Reviews classic and current research on causal attribution, social schemata, person perception, and other social inference mechanisms. Prerequisite(s): A Psy 101 and 270. May not be offered in 2005-2006.

A Psy 329 Health Psychology (3)
Survey of psychological theory and research in the promotion and maintenance of health, the prevention and treatment of illness, and the improvement of health care delivery. Topics include health-enhancing and health-compromising behaviors, stress and coping, patient-provider communication, pain management, and psychosocial aspects of specific illnesses such as cancer, heart disease, and AIDS. Prerequisite(s): A Psy 101.

A Psy 333 Childhood Behavior Disorders (3)
Survey of the behavior disorders of childhood. including conduct disorders, pervasive developmental disorders, and other childhood problems that are of concern to those who work with children. Prerequisite(s): A Psy 101 and 203.

A Psy 338 Abnormal Psychology (3)
Survey of the behavior disorders, including the psychoses, psychoneuroses, mental deficiencies, and other forms of psychopathology. A Psy 338Z is the writing intensive version of A Psy 338; only one may be taken for credit. Prerequisite(s): A Psy 101, and 203 or 327

A Psy 338Z Abnormal Psychology (3)
A Psy 338Z is the writing intensive version of A Psy 338; only one may be taken for credit. Prerequisite(s): A Psy 101, and 203 or 327. [WI] . May not be offered during 2005-2006.

A Psy 339Z Psychological Disorders: Psychopathology and Psychotherapy (3)
Advanced course in psychopathology and behavior change reviewing principle psychological disorders in terms of diagnosis, assessment, and treatment with new specific therapies, both drug and psychological. This will be a writing-intensive course where students will participate in a self-change process, writing up the results. Prerequisite(s): A Psy 338 and permission of instructor. May not be offered in 2005-2006. [WI]

A Psy 340 The Psychology of Human Sexuality (3)
In-depth coverage of research and theory on: biological and social causes of sex differences in behavior, attraction and love, marriage and alternatives, sexual behavior, personality variables relating to sexual responsiveness, sexual dysfunction, sexual deviations, effects of erotica, and birth control. A Psy 340Z is the writing intensive version of A Psy 340; only one may be taken for credit. Prerequisite(s): A Psy 101.

A Psy 340Z The Psychology of Human Sexuality (3)
A Psy 340Z is the writing intensive version of Psy 340; only one may be taken for credit. Prerequisite(s): A Psy 101. [WI] May not be offered during 2005-2006.

A Psy 341 Industrial/Organizational Psychology (3)
Survey of theory, research, and applications in major topical areas of industrial/organizational psychology. Topics include work motivation, job satisfaction, performance appraisal, leadership, personnel selection, training and development, communication, psychological testing, and organization development. A Psy 341Z is the writing intensive version of A Psy 341; only one may be taken for credit. Prerequisite(s): A Psy 101; 210 or equivalent statistics course approved by the instructor, or permission of instructor.

A Psy 341Z Industrial/ Organizational Psychology (3)
A Psy 341Z is the writing intensive version of A Psy 341; only one may be taken for credit. Prerequisite(s): A Psy 101; 210 or equivalent statistics course approved by the instructor, or permission of instructor. WI] May not be offered during 2005-2006.

A Psy 365 Psychology and Language (3)
Introduction to problems of linguistic behavior; psychological aspects of phonology, syntax, and semantics; theoretical interpretations of language behavior; relationship of language to cognitive processes; study of communication. Prerequisite(s): A Psy 101 and permission of instructor. May not be offered in 2005-2006.

A Psy 368 The Self (3)
Reviews classic theories and current issues regarding the psychology of self and identity. Topics include the nature and structure of the self-concept and self-esteem, sources of self-knowledge, self-regulation, public and private motives of the self, and cognitive, motivational and emotional effects of the structure and content of the self. Prerequisite(s): A Psy 101 and 270. May not be offered in 2005-2006.

A Psy 371 (= A Wss 371) Sexual and Physical Abuse (3)
In depth coverage of abuse and neglect of children and elderly people, relationship violence in heterosexual, lesbian and gay relationships, rape and other forms of sexual coercion, sexual abuse of children, child pornography and prostitution and sexual harassment. Research and theories from diverse areas of psychology will be used. Emphasis will be on prevention. A Psy 371Z is the writing intensive version of A Psy 371; only one may be taken for credit. Prerequisite(s): A Psy 101 and A Psy 210 or an equivalent statistics course approved by instructor or permission of instructor.

A Psy 371Z (= A Wss 371Z) Sexual and Physical Abuse (3)
A Psy 371Z is the writing intensive version of A Psy 371; only one may be taken for credit. [WI]

A Psy 380 Learning (3)
Analysis of basic problems in learning. Consideration of data resulting from human and animal experimentation. A Psy 380Z is the writing intensive version of A Psy 380; only one may be taken for credit. Prerequisite(s): A Psy 210 and 211; or permission of instructor.

A Psy 380Z Learning (3)
A Psy 380Z is the writing intensive version of A Psy 380; only one may be taken for credit. Prerequisite(s): A Psy 210 and 211; or permission of instructor. [WI] May not be offered during 2005-2006.

A Psy 381 Memory and Cognition (3)
Examination of both basic and complex information processing skills of humans. Topics include sensory memory, selective attention, pattern recognition, coding processes, short-term and long-term memory performance, theories of recognition and recall, and theories of semantic memory. Prerequisite(s): A Psy 101 and 380 or 380Z.

A Psy 382 Sensation and Perception (3)
Consideration of biological and psychophysical aspects of sensory systems and the processes by which organisms process sensory information and organize their perceptual worlds. Human perception will be stressed. A Psy 382Z is the writing intensive version of A Psy 382; only one may be taken for credit. Prerequisite(s): A Psy 211 or permission of instructor.

A Psy 382Z Sensation and Perception (3)
A Psy 382Z is the writing intensive version of A Psy 382; only one may be taken for credit. Prerequisite(s): A Psy 211 or permission of instructor. [WI]. May not be offered in 2005-2006.

A Psy 384 Motivation (3)
Will explore current human motivation theories and research, focusing on the social, cognitive, and emotional processes that initiate, energize, and direct behavior. Topics will include: the structure and function of goals, examining reasons for engaging in activities and the application of theories and research findings to various life domains. Prerequisite(s): A Psy 101, 210, 211, and 270. May not be offered in 2005-2006.

A Psy 385 Evolutionary Psychology (3)
Review of the genetic, ecological, and adaptive correlates of behavior. Topics include the comparative development of higher mental processes, aggression, anti-predator behaviors, biological constraints on learning, and behavior genetics, with emphasis on animal behavior and evolution as a model for understanding human behavior. Prerequisite(s): A Psy 101.

A Psy 387 Behavior Genetics (3)
Examination of the role which heredity plays in individual differences in behavior, and the mechanisms by which these influences operate. Emphasis on the role of genetics in development of the organism and its behavior. Prerequisite(s): 9 credits in psychology including A Psy 101 and A Psy 210; or permission of instructor.

A Psy 388 Introduction to Psychopharmacology (3)
Overview of the principles of psycho-pharmacology as relevant to drug use; the biological, neurochemical and physiological mechanisms underlying the actions of drugs; psychiatric medications and their therapeutic actions and associated toxicities; and the history, consequences and complexity of drug use and abuse. Prerequisite(s): A Psy 214.

A Psy 389 Addictive and Compulsive Behaviors (3)
This course will provide an overview of alcohol, drug use, and gambling as examples of addictive behaviors. Students will learn about historical and contemporary societal attitudes toward these behaviors and come to appreciate that "addiction" is a multifaceted concept entailing psychological, biological, family, and societal variables. We will compare and contrast prominent theoretical models of the development of addictive behaviors, evaluate research-based findings on prevention and treatment, and examine controversial legal and societal issues surrounding substance abuse and compulsive gambling. Prerequisite(s): A Psy 101; A Psy 210; A Psy 211; junior or senior class standing; psychology major.

A Psy 397/W/Y/Z Directed Research in Psychology (3)
Provides the opportunity for a junior to work on a research project under the supervision of a faculty member. Open to majors and nonmajors. May be repeated for credit. A Psy 397Z is the writing intensive version of A Psy 397. A maximum of 3 credits in independent study courses (A Psy 297/297Z, 397/397Z, or 497Z) may be applied to major credit, but may not be used to satisfy the 300-or-above requirement. Each applicant must present a statement of the intended project which clearly defines the problem and/or topic, lists resources for the project, provides the basis of student evaluation, and bears the approval by signature of the faculty adviser. Prerequisite(s): A Psy 210 and 211 and permission of instructor. *S/U* graded. [OD Wulfert section only]

A Psy 399 Honors Seminar (3)
Seminar specifically designed for students admitted to the department's honors program. The course involves discussion of design problems in a particular psychological context, outlining ways in which psychological science progresses, from the generation of hypotheses to the interpretation of information gathered and design and analysis. Discussion will also follow a written evaluation, against a number of explicit desiderata, of a paper presented by a member of the group, or one from the literature, or one from a member of the faculty. Ethical issues will also be considered, specifically those that arise from performance of research using human subjects. Prerequisite(s): admission to the department's honors program.

A Psy 414 Human Neuropsychology (3)
Evaluation of the functions of the human brain. Basic brain-behavior relationships are examined from both brain-impaired populations and nonpatient groups. A Psy 414Z is the writing intensive version of A Psy 414; only one may be taken for credit. Prerequisite(s): A Psy 314 or permission of instructor. May not be offered in 2005-2006.

A Psy 414Z Human Neuropsychology (3)
A Psy 414Z is the writing intensive version of A Psy 414; only one may be taken for credit. Prerequisite(s): A Psy 314 or permission of instructor. May not be offered in 2005-2006. [WI]

A Psy 419 Autism I (3)
This course introduces students to autism spectrum disorders. Included are discussions of the biological bases for the disorders as well as philosophical and historical perspectives. Highlighted is recent research on treatment approaches, including efforts to improve communication and social skills as well as decrease problem behaviors. Prerequisite(s): A Psy 101 or its equivalent.

A Psy 420 Autism II – Introduction to Intervention (3)
This course will provide students with an in-depth knowledge of the empirically validated techniques used to treat children with autism. Highlighted will be programmatic efforts to improve the language/communication and social skills of these children. Additionally, related research on reducing problem behavior, including Functional Behavior Assessment and Positive Supports (as described in the Individuals with Disabilities Education Act) will be covered. Expanded coverage of behavior analysis, the application of these basic principles, and ethical issues related to the delivery of services will be highlighted. Prerequisite(s): Students are required to have successfully completed A Psy 319.

A Psy 421 Autism III – Practicum in Intervention (3)
This course will parallel the Introduction to Intervention course and will involve students being engaged in practicum experiences with children having autism. Students will be supervised as they work with children with this disorder and will be required to design and implement a series of plans with the students that support the Individualized Education Plan. The application of behavior analysis principles and the ethical issues involved in their delivery will be covered.

A Psy 450 Selected Topics in Psychology (3)
Selected topics from the current literature bearing on issues that define the specified fields. Specific areas to be announced at time of offering. May be repeated once for credit. A Psy 450Z is the writing intensive version of A Psy 450. Prerequisite(s): A Psy 210 and 211 and permission of instructor.

A Psy 450Z Selected Topics in Psychology (3)
May be repeated once for credit. A Psy 450Z is the writing intensive version of A Psy 450. Prerequisite(s): A Psy 210 and 211 and permission of instructor. [WI]

A Psy 497Z (formerly A Psy 497) Independent Study and Research (3–6)
Survey of the research literature and/or conduct of a research project on a selected methodological, theoretical, or applied problem. Each student must have a faculty adviser. Open to majors and nonmajors. May be repeated for credit. A maximum of 3 credits in independent study courses (A Psy 297, 397, or 497Z) may be applied to major credit, but may not be used to satisfy the 300-or-above requirement. Each applicant must present a statement of the intended project which clearly defines the problem and/or topic, lists resources for the project, provides the basis of student evaluation, and bears the approval by signature of the faculty adviser. The former A Psy 497 does not yield writing intensive credit. Prerequisite(s): A Psy 101 and 12 additional credits in psychology and permission of instructor; statement of the intended project and a study plan; A Psy 210 and 211 recommended. *S/U* graded. [WI]

A Psy 499 Honors Project in Psychology (3)
The design, conduct, analysis, interpretation, and write-up of a research project under the supervision of a faculty mentor. Open to Honors Program students only. Each applicant must present a full proposal of the intended project. May be repeated once for credit. A Psy 499Z is the writing intensive version of A Psy 499. Prerequisite(s): A Psy 399 and permission of the chair.

A Psy 499Z Honors Project in Psychology (3)
May be repeated once for credit. A Psy 499Z is the writing intensive version of A Psy 499. Prerequisite(s): A Psy 399 and permission of the chair. [WI]

RELIGIOUS STUDIES PROGRAM

Faculty

Distinguished Service Professor
Ronald A. Bosco, Ph.D. (Collins Fellow)
Department of English

Distinguished Service Professor Emeritae/i
Paul Wallace, Ph.D.
Department of Classics

Professors Emeritae/i
Charles Koban, Ph.D.
Department of English
Hans A. Pohlsander, Ph.D.
Department of Classics
William L. Reese, Ph.D.
Department of Philosophy

Professors
Charles Hartman, Ph.D.
Department of East Asian Studies
Stanley J. Isser, Ph.D.
Department of Judaic Studies
Robert G. Meyers, Ph.D.
Department of Philosophy
John Monfasani, Ph.D.
Department of History
Herman P. Salomon, D. Litt.
Department of French Studies
Mary Beth Winn, Ph.D.
Department of French Studies
Mahammad Yadegari, Ph.D.
Department of History

Associate Professors
Joel Berkowitz, Ph.D.
Department of Judaic Studies
Mark L. Blum, Ph.D.
Department of East Asian Studies
Robert M. Garvin, Ph.D.
Department of Philosophy
Daniel Grossberg, Ph.D.
Department of Judaic Studies
K. Drew Hartzell, Ph.D.
Department of Music
George A. Levesque, Ph.D.
Department of Africana Studies
Mark A. Raider, Ph.D.
Department of Judaic Studies
Roger W. Stump, Ph.D.
Department of Geography and Planning

Associate Professors
Joel Berkowitz, Ph.D.
Department of Judaic Studies

Assistant Professors
Barry Trachtenberg, Ph.D.
Department of Judaic Studies

Adjunct Faculty
Joan J. Early, Ph.D.
Department of Classics
Joel A. Linsider, Ph.D.
Department of Judaic Studies

The Religious Studies Program is an interdisciplinary program reflecting a wide variety of academic interests and disciplines. Its purpose as a program is to produce a formal structure for the study of the religions of humankind.

"Religion" is that which is to be studied; "religious studies" is the composite program and/or the official title for the formal structure produced for the study of religion. Religious belief will not be necessary in order to take courses or to participate in the program.

Religion, one of the most basic of human concerns, has occupied a leading place in the thought and activities of all peoples from the earliest civilizations (as shown by archaeology), through early literate societies, (as seen in their religious texts), to the present, where religious beliefs and their consequences continue to shape the daily news.

Degree Requirements for the Faculty-Initiated Interdisciplinary Major with a Concentration in Religious Studies

General program B.A.: Religious Studies requires a minimum of 36 credits, at least 18 of which must be on the 300 and 400 level, distributed as follows:

1. 15 credits from Breadth Courses, of which the following are required: A Rel 100, A Phi 214, A Ant 363.

Breadth Courses: A Aas 341; A Ant 175; A Cas 222; A Clc 105 (or 105Z); A Gog 102 (or 102Z), 442Z; A His 235 (or 235Z), A His 387 (or 387Z), A His 388 (or 388Z); A Jst 150, 253; A Phi 116, 311, 322, 342, 344, 346; A Rel 200, 299, 397; A Soc 352.

2. 18 credits from one of the Concentrations: Religious Creative Expressions (Art, Architecture, Music, Literature); Religion and Society; or Critical Issues of Religion.

Courses for the Concentration in Religious Creative Expressions (Art, Architecture, Music, Literature): A Ant 268; A Arh 170, 171, 331, 332, 341, 342Z, 374, 432, 442; A Cla 207, 207Z, 208, 307, 402, 460; A Clc 223; A Eng 221 (or A Jst 242, or A Rel 221), 289, 348, 421, 432; A Heb 203, 390; A Ita 421; A Jst 230, 280, 281 (or 281Z), 330, 337; A Mus 205, 432Z; A Thr 221.

Courses for the Concentration in Religion and Society: A Ant 145, 243, 341 or (341Z), 433; A Cas 160 (or 160Z); A Clc 402, 403, 407; A His 324, 338, 339, 348, 381, 383, 387, 388, 425, 463; A Jst 221, 244, 248, 251, 252, 254, 341, 342, 343 (or 343Z), 344 (or 344Z); A Spn 313.

Courses for the Concentration in Critical Issues in Religion: A Est 120; A Jst 291, 325, 335, 430; A Phy 201 or 201Z; A Pos 358, 359; or A Ssw 220.

3. Three credits from the senior seminar A Rel 499.

NOTE: Courses that conform to the intent and content of the program, but are not listed may be counted towards fulfilling the requirements upon approval of the program director. A rearrangement of courses into new concentrations may be possible upon the approval of the program director.

Students may also complete a minor in religious studies.

Courses

A Rel 100 Introduction to the Study of Religion (3)
Exploration of the religious dimension of life, with an introduction to the theory and practice of religion, including such topics as myth, ritual, belief, reason, revelation, mysticism, religious organization, etc., and their relation to other personal, social and cultural aspects of human experience, past and present. [DP if taken *before* Fall 2004; HU]

A Rel 103 (= A Clg 103) Introduction to New Testament Greek I (4)
Introduction to the fundamentals of the grammar and vocabulary of the New Testament. Readings in the gospel of John and the Book of Acts. No previous knowledge of Greek required. Only one of A Clg 103 & A Rel 103 may be taken for credit.

A Rel 104 (= A Clg 104) Introduction to New Testament Greek II (4)
Continuation of A Clg 103. Only one of A Clg 104 & A Rel 104 may be taken for credit. Prerequisite(s): A Clg 103 or permission of instructor.

A Rel 116 (= A Phi 116) World Views (3)
Examination of some of the major systems of assumptions and values humans have used in attempting to understand reality, the meaning of life, and their dealings with others. World views studied may vary from semester to semester. Examples are Greek, Judeo-Christian, Marxist and libertarian. Only one of A Phi 116 & A Rel 116 may be taken for credit. [HU]

A Rel 155 (= A Jst 155) Judaism: Traditions and Practices (3)
Examines development of normative Jewish traditions and practices from rabbinic period to present. Major focus is Jewish religious groups and observances in contemporary United States. Topics include how different Jewish groups situate themselves in American society; Jewish calendar and life-cycle observances; impact of feminism; social action agendas; role of Israel. [DP]

A Rel 175 (= A Ant 175) Anthropology and Folklore (3)
Introduction to the study of folklore as an aspect of culture, symbolically expressing people's identity, beliefs and values. The focus is on oral text traditions—myths, folktales, and legends—topics in folk custom and ritual, folk music and folk art are also included. Includes folklore from Western and non-Western cultures. Offered fall semester only. Only one of A Ant 175 & A Rel 175 may be taken for credit. [HU]

A Rel 200 Introduction to the Bible (3)
This course is intended to introduce the student to the content, background, and nature of the writings that constitute the basis of Judeo-Christian culture. Modern methods of research (textual, archaeological) will be discussed, and class sessions will often be illustrated by slides of works of art (statuary, mosaic, painting) inspired by the Biblical narrative. May not be offered in 2005-2006. [HU]

A Rel 203 (= A Heb 203) Biblical Hebrew (3)
Methods and research tools of modern Bible study. Grammar and syntax of classical Hebrew for students familiar with modern Hebrew. Only one of A Rel 203 & A Heb 203 may be taken for credit. Prerequisite(s): A Heb 102.

A Rel 214 (= A Phi 214) World Religions (3)
Survey of the major religions of the world, concentrating on those practices and beliefs that contribute to their value systems. Religions include Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism and Taoism. Only one of A Rel 214 & A Phi 214 may be taken for credit. May not be offered in 2005-2006. [DP if taken *before* Fall 2004; GC]

A Rel 221 (= A Eng 221 & A Jst 242) The Bible as Literature (3)
Literary genres of the Hebrew Bible (Old Testament) and the cultures from which they emerged. Attention to parallel developments in other literatures and to the influence of the Hebrew Bible on Western life and letters. Only one of A Eng 221, A Jst 242 & A Rel 221 may be taken for credit. [HU]

A Rel 231 (= A Jst 231) Modern Jewish Thought (3)
An examination of changes over time in Jewish thought and philosophy from the seventeenth century to the present. Focuses on key Jewish thinkers, philosophers, and theologians. One-third of the course is devoted to Jewish thought in the American context. [EU]

A Rel 252 (= A Jst 252) Jews, Hellenism, and Early Christianity (3)
History of the Jewish people from Alexander the Great to the decline of the ancient world. Topics include examination of cultural conflict in Judaea and the diaspora, confrontation with Greco-Roman Hellenism and early Christianity, sectarianism, and the beginnings of Rabbinic institutions. Only one of A Jst 252, 342, 342Z & A Rel 252 may be taken for credit. [EU]

A Rel 253 (= A His & Jst 253) Medieval Jews Among Muslims and Christians (3)
Studies Jewish history, life and culture in the contexts of the Muslim and Christian civilizations of the Middle Ages. Discusses differences among Jews, Muslims and Christians; emphasizes reactions to persecution, Jewish autonomy and social life as a minority group in a majority culture, and the development of Jewish law, literature, philosophy and mysticism. Only one of A Jst 253, 343, 343Z & A Rel 253 may be taken for credit. [EU]

A Rel 261 (= A Eas 261) Introduction to the Religions of Japan (3)
An introduction to the major religious traditions of Japan, particularly Shinto and Buddhism, this course will cover the major forms of religious expression in Japanese history from the earliest historical records to the so-called New Religions which arose in the twentieth century. Discussion will include the philosophical, artistic, social, and political dimensions of religion in Japanese society.

A Rel 265 (= A Eas 265) Introduction to Indian Buddhism (3)
An introduction to the story of Buddhism in South Asia. Focus is on the evolution of the Buddhist view of sentient life during its first 1500 years on the subcontinent as expressed primarily in doctrine, but cultural, artistic, social, and political issues will also be considered.

A Rel 266 (= A Eas 266) Buddhism in China & Japan (3)
An introduction to the heritage of Buddhism in East Asia. Focus is on the cultural interaction between Indian Buddhist notions of the human condition and the traditional religious and philosophical assumptions of China and Japan. Discussion will center on doctrine and the history of its transmission and understanding, including issues in language, artistic expression, and the establishment of the monastic community.

A Rel 270 (= A Jst 270) Jewish-Christian Relations (3)
This course compares and contrasts the belief systems and historical contacts, both positive and negative, of Jews and Christians, from the origins of Christianity to the ecumenical movement in the contemporary United States. Only one of A Jst 270 & A Rel 270 may be taken for credit. [DP]

A Rel 275 (= E Edu 275) Social Morality and Citizenship Education in a Pluralistic Society (3)
This course discusses the concepts of good and bad citizens that have given rise to disputes about citizenship and education for citizenship. It considers various historical, philosophical, and cultural perspectives on public virtues and the concept of the common good in the context of a pluralistic and democratic society. Only one of A Rel 275 & A Edu 275 may be taken for credit. [DP]

A Rel 280 (= A Jst 280) The Torah (3)
General introduction to The Five Books of Moses (in English) considered against a background of religious, social and philosophical aspects. Studies the significance of the Torah in the development of Judaic civilization. Only one of A Jst 280 & A Rel 280 may be taken for credit.

A Rel 281 (= A Jst 281) The Prophets (3)
Survey of the prophets in general (in English), emphasizing the moral and social role of the individual prophet and his impact upon Judaism and Western civilization. A Rel 281Z & A Jst 281Z are the writing intensive versions of A Jst 281 & A Rel 281; only one of the four courses may be taken for credit.

A Rel 281Z (= A Jst 281Z) The Prophets (4)
A Rel 281Z & A Jst 281Z are the writing intensive versions of A Jst 281 & A Rel 281; only one of the four courses may be taken for credit. [WI]

A Rel 282 (= A Jst 282) Late Biblical Literature (3)
Examination of books in the "Ketuvim" (Writings) section of the Hebrew Bible and some works of the Apocrypha (in English). Topics include stories (Ruth, Judith) poetry (Psalms Song of Songs) wisdom (Job, Ecclesiastes) historiography (Chronicles) and apocalyptic (Daniel, II Esdras) and how these works develop themes from earlier biblical literature. Only one of A Rel 282 & A Jst 282 may be taken for credit.

A Rel 285 (= A Jst 285) Hero and Antihero in Scripture (3)
An examination of different kinds of heroic figures in biblical literature, with questions about literary presentation, religious significance, and historicity. The course looks at ideal and roguish characteristics of heroic individuals in the biblical text and how these are treated in later exegesis and modern scholarship. A wide variety of men and women from the Hebrew Bible, the Apocrypha, and the New Testament are studied, but particular emphasis is placed on Moses, David and Jesus. [BE] [OD]

A Rel 286 (= a Jst 286) Jerusalem: the City and the Idea (3)
Now the capital of Israel, Jerusalem has been central to Jewish history and religion, as well as to Christianity and Islam. The course surveys its physical history, its image in religion, nationalism, literature, and the arts, and its various populations and their subgroups. It aims to provide a sophisticated understanding of the demographics and politics of contemporary Jerusalem. [GC]

A Rel 291 (= A His 291 and A Jst 291) Messiah and Messianism in Judaism and Christianity (3)
Origins of Jewish and Christian messianism in the Old and New Testaments and related literature. Topics include the projection of a society's ultimate values, and the tension caused by the actual attempts to realize those values; i.e., to achieve salvation through messianic movements. Only one of A His/Jst/Rel 291 may be taken for credit. [GC]

A Rel 297 (= A His 297) Religion and Society in History (3)
This course will focus on the role religion has played in societies from antiquity to the present. Our examination will include the anointed kings of ancient Israel, the idealized unity of emperor and patriarch in Byzantium, the universal claims of the Holy Roman Empire, the role of the prophet in Islam, the divinity of the Emperor in China and Japan, the conception of the monarchy in Western and Eastern Europe, the anti-religious rhetoric of European revolutions, the separation of church and state in contemporary secular societies, the current revival of fundamentalism, and the persistence of wards based on religion. Architecture, music, iconography, and rituals will be examined for the information they provide. [GC HU]

A Rel 297Z (= A His 297Z) Religion and Society in History (4)
A Rel 297Z is the writing intensive version of A Rel 297; only one may be taken for credit. [GC HU WI]

A Rel 299 Topics in Religious Studies (1–4)
Study of a selected topic in religious studies. May be taken more than once with different content. Consult fall and spring schedule of classes for specific topics.

A Rel 322 (= A Phi 322) Philosophy of Religion (3)
Philosophical analysis of selected religious concepts and programs, based upon the writings of representative philosophers and theologians. Focuses on Judeo-Christian tradition. Only one of A Rel 322 & A Phi 322 may be taken for credit. Prerequisite(s): a 100- or 200-level course in philosophy.

A Rel 325 (= A Jst 325) Rabbinic Literature (3)
A study of one or more works of rabbinic literature from among Mishnah, Talmud, Midrash, commentaries, and codes. Analytical reading of the texts in English translation and discussion of their religious, legal, historical, and literary implications. May be repeated for credit if topic differs. Prerequisite(s): A Jst 150 or A Jst 155.

A Rel 335 (= A Jst 335) The Holocaust in Christian and Jewish Theology (3)
The Christian and Jewish theological and philosophic response to the genocide committed by the Nazis. Christian theologians deal with Christianity's role in the Holocaust, and Jewish theologians examine the problem of God's justice. Examines the works of Flannery, Eckhardt, Littell, Rubenstein, Fackenheim and Berkovits. Only one of A Jst 335 & A Rel 335 may be taken for credit. Prerequisite(s): A Jst 150 or a course in philosophy.

A Rel 342 (= A Phi 342) Indian Philosophies (3)
Introduction to Indian philosophies from pre-Vedic India to contemporary thought. Only one of A Rel 342 & A Phi 342 may be taken for credit. Prerequisite(s): A Phi 214 or A His 176 or A His 177 (or 177Z), or junior or senior class standing.

A Rel 344 (= A Eac 344 & A Phi 344) Chinese Philosophies (3)
Introduction to Chinese philosophies from the Chou period to contemporary thought. Only one of A Phi 344, A Eac 344 & A Rel 344 may be taken for credit. Prerequisite(s): A Phi 214 or A Eac 170 or A His 176 or A His 177 (or 177Z); or junior or senior class standing.

A Rel 345 (= A Eas 345) Ethical Issues in East Asian Thought (3)
This is a discussion course that looks at ethical issues of contemporary significance to the cultures of Asia. Students read contemporary academic discussions of how problems such as suicide, euthanasia, abortion, sexuality, cloning, etc. have been understood historically and in terms of contemporary social morality in India, China, Tibet, and Japan.

A Rel 346 (= A Phi 346) Japanese Religions and Philosophies (3)
Introduction to Japanese philosophies and religions from the pre-Buddhist period to contemporary Japan. Only one of A Rel 346 & A Phi 346 may be taken for credit. Prerequisite(s): A Phi 214 or A His 176 or A His 177 (or 177Z), or junior or senior class standing.

A Rel 357 (= A Eas 357) Zen Buddhism (3)
An introduction to the religious, philosophical, and artistic tradition of Zen Buddhism in China, Korea, and Japan and the West. This course looks at the birth and subsequent historical evolution of the Zen or Ch'an school of Buddhism in East Asia. We will look at the intersection of :Buddhist and Chinese presumptions about spirituality that gave rise to this unusual religious form, discussing precisely what is and I not iconoclastic about its tenets. The experience of American Zen communities will also be considered.

A Rel 363 (= A Ant 363) Ethnology of Religion (3)
Examination of the form and functions of ritual systems as related to myth and world view on a cross-cultural basis. Emphasizes the religions of nonliterate and peasant peoples. Only one of A Ant 363 & A Rel 363 may be taken for credit. Prerequisite(s): A Ant 100 or 108 or 108Z, or A Phi 214. May not be offered in 2005-2006.

A Rel 387 (= A His 387) Islam in the Middle East: Religion & Culture I (3)
Social, political, economic and religious dimensions of Islam from the time of Mohammed through the 18th century with emphasis on the intellectual, cultural, and educational institutions of the Middle East. Among topics discussed will be Sunnism-Shi'ism and the schools of law, social and economic infrastructure, science and education, and reasons for the waning of the Muslim world. Prerequisite(s): Junior or Senior class standing or 3 credits of history. [BE]

A Rel 388 (= A His 388) Islam in the Middle East: Religion & Culture II (3)
Social, political, economic and religious changes in the Middle East from the 18th century to Ayatollah Khomeini. Among the topics discussed will be the impact of the West on the Middle East, the role of oil in shaping the global economy, nationalist movements, the crisis in the Persian Gulf, and the rise of Islamic Revivalism. Prerequisite(s): Junior or Senior class standing or 3 credits of History. [BE]

A Rel 390 (= A Heb 390) Readings in Biblical Literature (3)
Studies in a selected biblical book or genre emphasizing the tools and concerns of current biblical research as applied to both classical (traditional) and modern commentaries. The course may be taken more than once if different topics are examined. Prerequisite(s): second-year Hebrew competence, A Heb 203, or permission of instructor.

A Rel 391 (= A Heb 391) Wisdom Literature in the Bible (3)
A study of Proverbs and Ecclesiastes as representatives of Biblical Wisdom literature. The literary form, cultural tradition and world outlook of these wisdom books will be examined. Course is conducted in Hebrew. Only one of A Rel 391 & A Heb 391 may be taken for credit. Prerequisite(s): third-year Hebrew competence, A Heb 203, or permission of instructor.

A Rel 392 (= A Heb 392) Love Poetry in the Bible (3)
A study of the Song of Songs. The place of this erotic literature in the Hebrew Bible and the puzzling literary form of the work will be examined. Course in conducted in Hebrew. Only one of A Rel 392 & A Heb 392 may be taken for credit. Prerequisite(s): third-year Hebrew competence, A Heb 203, or permission of instructor.

A Rel 393 (= A Eas 393) Readings in Buddhist Texts (3)
This is an advanced course in the study of Buddhism that will focus on the close reading of Buddhist scriptures in English translation. Prerequisite(s): A Eas 265/A Rel 265; A Eas 266/A Rel 266, or permission of the instructor.

A Rel 394 (= E Eas 394) Readings in Japanese Religious Studies (3)
This is an advanced course in the religious traditions of Japan. We will read English translations of religious texts native to the Japanese experience of religion, specifically Buddhist, Shinto, Confucian, and Folk. Prerequisite(s): One of the following: A Eaj 261/A Rel 261; A Eas 266/A Rel 266, A Eas 190, A Eas 357 or permission of the instructor.

A Rel 397 Independent Study of Religious Studies (1–4)
Independent reading and research on selected topics under the direction of a faculty member. May be repeated for credit when topics differ. Prerequisite(s): junior or senior class standing, permission of faculty member, and approval of program director.

A Rel 402 (= A Clc 402) Greek and Roman Religion (3)
Survey of Greek and Roman religions at large followed by a detailed examination of the so-called mystery religions. Interdisciplinary in nature, it employs not only religious but also philosophical, especially ethical, literary, historical and archaeological materials. Only one of A Rel 402 & A Clc 402 may be taken for credit. Prerequisite(s): junior or senior class standing and some background in either classical or religious studies. May not be offered in 2005-2006.

A Rel 403 (= A Clc 403) Roman Civilization and Christianity (3)
Roman civilization in the late Empire; the relation between pagan and Christian culture based on a study of literary and archaeological sources. Only one of A Rel 403 & A Clc 403 may be taken for credit. Prerequisite(s): A Clc 134 or A His 235 or 235Z. May not be offered during 2005-2006

A Rel 499 Senior Seminar in Religious Studies (3)
Seminar on selected topics in religious studies. Preparation of a paper under the direction of a faculty member. Open to seniors with permission of director.

RUSSIAN AND EAST EUROPEAN STUDIES PROGRAM

Program Director
Associate Professor
Charles Rougle
Slavic and Eurasian Studies

The major in Russian and East European Studies offers interdisciplinary training, including necessary language skills, in a critically important geographic area. Three concentrations are available: (1) History, (2) Political Science, (3) Soviet and post-Soviet Russia. The major provides excellent preparation for post-graduate work in Russian and East European studies, international law, business, education, foreign affairs and public administration, as well as for professional careers in public or private organizations involved in international activities.

Requirements for the Major in Russian and East European Studies

General Program B.A.:
REES Concentration in History
35 credits as follows:

Culture: 3 credits
A Rus 161/Z or 162/Z

History: 12 credits from
A His 353/Z, 354/Z, 355Z, 483Z

Political Science: 3 credits:
R Pos 354

Language: 8 credits from among:
A Rus 101-102 and/or 200-500 level courses
A Pol 101-102
A Ukr 101-102
or other East European languages as advised

Senior Seminar: A Res 498/Z (3 credits)

Electives: 6 credits from *two* prefixes from among:
A His 456, 463/Z, 481/Z, 483/Z, or 485/Z (when topic is relevant) or other History courses as advised.
R Pos 356, 452/Z

General Program B.A.:
REES Concentration in Political Science
35 credits as follows:

Political Science:18 credits
R Pos 102/102Z, 370, 371, 354, 356, and 452/Z (or other Political Science courses as advised)

History: 3 credits
A His 355/Z

Language: 8 credits from among:
A Rus 101-102 and/or 200-500 level courses
A Pol 101-102
A Ukr 101-102
or other East European languages as advised

Senior Seminar: A Res 498/Z (3 credits)

Electives: 6 credits from *two* prefixes from among:
A His 353/Z, 354/Z, 483/Z
R Pos 350, 351, 461Z

General Program B.A.:
REES Concentration in Soviet and post-Soviet Russia
35 credits as follows:

Culture: 6 credits:
A Rus 162/Z
and 3 credits from among: A Rus 161/Z, 270, 280, 380

History: 6 credits
A His 354/Z
A His 355/Z

Political Science: 6 credits
R Pos 354
R Pos 356

Language: 5 credits of Russian Language *above* A Rus 201

Literature: 6 credits
A Rus 252
A Rus 253

Senior seminar A Res 498/Z (3 credits)

Electives: 3 credits from among:
A His 456, 463/Z, 481/Z, 483/Z, or 485/Z (when topic is relevant)
R Pos 350, 351, 452/Z, 461Z
A Rus 161/Z, 251, 261/261Z, 270, 280, 354/Z, 380.

Courses

A Res 498Z Senior Seminar in Russian and East European Studies (3)
Senior research project done under the direction of a faculty member participating in the Russian and East European Studies Program. A reading knowledge of one European language, preferably East European, is highly recommended. [WI]

DEPARTMENT OF SOCIOLOGY

Faculty
Distinguished Professors
Richard D. Alba, Ph.D.
Columbia University
John R. Logan, Ph.D.
University of California, Berkeley
Distinguished Service Professors
Richard H. Hall, Ph.D.
Ohio State University
Glenna D. Spitze, Ph.D. (Collins Fellow)
University of Illinois
Distinguished Teaching Professors
Steven F. Messner, Ph.D.
Princeton University
Distinguished Professor Emeritus
John R. Logan, Ph.D.
University of California, Berkeley
Professors
Christine E. Bose, Ph.D.
Johns Hopkins University
Donald J. Hernandez, Ph.D.
University of California, Berkeley
Marvin D. Krohn, Ph.D.
Florida State University
Richard W. Lachmann, Ph.D.
Harvard University
Steven Seidman, Ph.D.
University of Virginia
Scott J. South, Ph.D.
University of Texas
Russell A. Ward, Ph.D. (Department Chair)
University of Wisconsin
Associate Professors Emeritae/i
Arnold Foster, Ph.D.
University of London
Arthur H. Richardson, Ph.D.
Purdue University
Associate Professors
Glenn D. Deane, Ph.D.
University of North Carolina, Chapel Hill
Nancy A. Denton, Ph.D.
University of Pennsylvania
Albert C. Higgins, Ph.D.
University of North Carolina
Hayward D. Horton, Ph.D.
Pennsylvania State University
Ronald N. Jacobs, Ph.D.
University of California, Los Angeles
Zai Liang, Ph.D.
University of Chicago
Karyn A. Loscocco, Ph.D.
Indiana University
Gwen Moore, Ph.D.
New York University
Lawrence E. Raffalovich, Ph.D.
Indiana University
Maurice N. Richter Jr., Ph.D.
University of Chicago
Katherine Trent, Ph.D.
University of Texas
David G. Wagner, Ph.D.
Stanford University
James R. Zetka, Jr., Ph.D.
Northwestern University
Assistant Professors
Angie Chung, Ph.D.
University of California, Los Angeles
Kecia R. Johnson, Ph.D.
North Carolina State University
Ryan D. King, Ph.D.
University of Minnesota
Affiliated Faculty
Abbe Herzig, Ph.D.
School of Education
Kathryn S. Schiller, Ph.D.
School of Education
Dan Willard, Ph.D.
College of Computing and Information
Adjuncts (estimated): 10
Teaching Assistants (estimated): 10

Careers

A B.A. degree in sociology prepares people for positions in business, government, and the human services. Fields such as health management, public administration, gerontology, and higher educational administration include people with a sociology B.A. degree. The undergraduate degree in sociology is excellent preparation for advanced degrees and future careers in business administration, criminal justice, social welfare, law, education, and the health professions, as well as graduate study in sociology and related disciplines.

Admission

Application: Students who have completed A Soc 115 (Introduction to Sociology), A Soc 220 (Introduction to Social Research), and A Soc 235 (Sociological Theory) with grades of *C* or better in the latter two courses may apply for admission to the major in sociology. Upon review of the student's record, the department will admit all applicants who meet the specified requirements. Students who do not meet the specified criteria for admission may retake either or both courses in order to achieve the minimum grade of *C*.

Appeals: Students denied admission to the major may appeal the decision by petition to the department chair. The deadline for appeals is the end of the fifth day of classes each semester. Appeals will be evaluated prior to the final date for adding or dropping semester-length courses each semester. The department chair and the director of the undergraduate committee will make the decision on the appeal.

Transfer Students: Transfer students who plan to major in sociology but have not completed A Soc 220 or A Soc 235 or their equivalents with grades of *C* or better may declare their intention to major in sociology but will not be formally admitted to the major when they enter the University. Students who declare their intention to major in sociology will be advised by the Sociology

Department. Upon successful completion of the two courses with a grade of *C* or better in each, students will be admitted to the major. Most entering transfer students have completed A Soc 115 (Introduction to Sociology). Those who have not taken A Soc 115 must take it their first semester. Students to whom this applies may take A Soc 115, A Soc 220, and A Soc 235 concurrently during their first semester.

Degree Requirements for the Major in Sociology

General Program B.A.: A minimum of 36 credits in sociology, including: A Soc 115 or 115Z, 220, 221, 235, one 400-level seminar, and 21 additional credits of sociology as advised. Of the required 36 credits in sociology, a minimum of 12 credits must be at the 300 level or above. Note: the 400-level seminar counts toward the 12-credit minimum.

Sociology majors are restricted to A–E grading after matriculation at Albany when taking courses to fulfill the requirements in research methods (A Soc 220), statistics (A Soc 221), and theory (A Soc 235).

Majors who have satisfactorily completed A Mat 108, A Psy 210, or R Crj 281 will have A Soc 221 waived. In this case, students must substitute a 3-credit sociology course for A Soc 221.

Special Programs or Opportunities

The department provides research opportunities for graduate and undergraduate students, a series of colloquia with locally and nationally known sociologists, and a local chapter of the national sociology honorary society, Alpha Kappa Delta. A joint B.A./M.A. program is available in sociology as well as a joint B.A./M.P.A. in sociology and public administration.

Honors Program

The honors program in sociology combines recognition of general academic excellence with demonstrated achievement in sociology. The program is structured to provide exposure to the breadth of sociological modes of inquiry, while also stimulating and supporting original, student-initiated exploration of sociological issues.

SELECTION AND EVALUATION

The student must have declared sociology as a major and have completed at least 12

credits of course work in sociology. The student must have an overall grade point average not lower than 3.25 and a 3.50 in sociology is required for admission to the honors program.

Upon satisfactory completion of the honors curriculum and of courses required of all majors, students will be recommended by the Director of the Honors Program to graduate with honors in sociology.

The student must maintain the same grade point average overall and the same average in the major as were required for admission to the honors program.

Curriculum

A total of 36 credits in sociology, including A Soc 115 or 115Z, 220, 221, 235, two substantive courses (300 level or higher) directly related to the topic of the honors thesis. Research Proposal Seminar (A Soc 488Z) and a Senior Honors Thesis (A Soc 498).

Administration

The undergraduate honors director administers the 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. and B.A./M.P.A. Programs

Sociology/Sociology. The combined B.A./M.A. program in sociology/sociology 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 program provides an integrated and focused curriculum in sociology that allows the upper-level student exposure to advanced knowledge in theory and substantive areas and opportunities for participation in research. A carefully designed program can permit a student to earn the B.A. and M.A. degrees within nine semesters.

The combined program requires a minimum of 138 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 science requirement, general education requirements, and residency requirements. During their junior and senior years students take A Soc 509, 510, 511, and 522. 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 12 graduate credits may be applied simultaneously to both the B.A. and M.A. programs.

Students may apply to the Graduate Committee for admission to the combined degree program in sociology 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. The Graduate Committee will thoroughly review the progress and academic standing of students admitted to the program at the end of the junior year.

Sociology/Public Administration. The combined B.A./M.P.A. program in sociology/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 their 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 science 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 may apply to the combined degree program in sociology/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. A cumulative grade point average of 3.20 or higher and three supportive letters of recommendation from faculty are required for consideration.

Courses

A Soc 115 Introduction to Sociology (3)
Nature of culture and of human society, personality development, groups and group structure, social institutions, the processes of social change. A Soc 115Z is the writing intensive version of A Soc 115; only one may be taken for credit. [SS]

A Soc 115Z Introduction to Sociology (3)
A Soc 115Z is the writing intensive version of A Soc 115; only one may be taken for credit. [SS WI]

A Soc 180 Social Problems (3)
Applies the concepts, methods, and ethics of sociology to the analysis of "social problems." A Soc 180Z is the writing intensive version of A Soc 180; only one may be taken for credit. [SS]

A Soc 180Z Social Problems (3)
A Soc 180Z is the writing intensive version of A Soc 180; only one may be taken for credit. [SS WI]

A Soc 200 (formerly A Soc 354) Political Sociology (3)
Analyzes the social bases of political power and the origin, course of development, and duration of social movements; the role of propaganda, communication, and public opinion in political behavior; the structure of political organizations. Prerequisite(s): A Soc 115 or 115Z.

A Soc 203 (=R Crj 203) Criminology (3)
Introduction to the study of crime, including the development of criminal law, the relationship between crime and social structure, and the individual and social causes of crime. Only one of A Soc 203; A Soc 381; R Crj 200 or R Crj 203 can be taken for credit. Prerequisite(s): A Soc 115 or 115Z.

A Soc 210 Sociology of Culture (3)
The social settings within which culture—literature, painting, theatre, fashion, popular magazines, graffiti, television—are produced and consumed. Special attention is paid to the development of artistic careers, the forces shaping markets for artistic objects and performances, the effects of censorship, and class differences in the consumption of culture. Prerequisite(s): A Soc 115 or 115Z. [SS]

A Soc 217 Alternatives to Bureaucratic Organization (3)
Whereas some social theorists focus on the functional aspects of bureaucratic organization, such as efficiency and impartiality, others view the specialization and impersonality of bureaucratic work as incompatible with humanistic values. The intellectual roots of these two traditions and various contemporary versions of them are examined. A Soc 217Z is the writing intensive version of A Soc 217; only one may be taken for credit. Prerequisite(s): A Soc 115 or 115Z.

A Soc 217Z Alternatives to Bureaucratic Organization (3)
A Soc 217Z is the writing intensive version of A Soc 217; only one may be taken for credit. Prerequisite(s): A Soc 115 or A Soc 115Z. [WI]

A Soc 220 (formerly A Soc 223) Introduction to Social Research (3)
Examination of the assumptions and techniques of social research: problems of

design, data collection, quantitative and qualitative analysis; review of current research in professional journals; the uses of survey research; application of concepts through individual and class projects. For Sociology majors and intended majors, A Soc 220 is restricted to A–E grading after matriculation at Albany. Prerequisite(s): A Soc 115 or 115Z.

A Soc 221 Statistics for Sociologists (3)
Introduction to quantitative analysis of sociological data: methods of summarizing and describing univariate distributions including the use of tables and graphs; methods of examining relationships between two or more measures; statistical inference and hypothesis testing. For Sociology majors and intended majors, A Soc 221 is restricted to A–E grading after matriculation at Albany. Prerequisite(s): A Soc 115 or 115Z. [MS]

A Soc 225/W/Y/Z (=A Lcs 225/W/Y/Z) Global Migration and Transnationalism (3)
The course is an introduction to global and regional migration patterns since the sixteenth century with a concentration on post-World War II patterns. It has three modules: (1) Introduces basic concepts and approaches related to migration studies; (2) Examines global and regional historical patterns and major forces shaping them since the sixteenth century; (3) Emphasizes strategies launched by individuals, households, and enterprises related to the process of international migration. Geographically, the course covers several areas of the world, including the Americas, Western and Eastern Europe, and South East Asia. Prerequisite(s): A Soc 115 or 115Z [GE]

A Soc 235 (formerly A Soc 335) Sociological Theory (3)
Overview of major schools of theory influencing current sociological inquiry. Discussion of selected works of classical and contemporary theorists. The influence of values on theorizing and the issue of value neutrality. An evaluation of the role of theory in the growth of the discipline. For Sociology majors and intended majors, A Soc 235 is restricted to A-E grading after matriculation at Albany. Prerequisite(s): A Soc 115 or 115Z.

A Soc 250Z/W Sociology of Families (3)
The family as a social institution; types of family organization; the family as a socializing agency and its interrelations with other institutions; the impact of social change on the American family with particular reference to the transition from a rural-agricultural to a predominantly urban-industrial society. A Soc 250Z is the writing intensive version of A Soc 250 and A Soc 250W is the writing intensive AND oral discourse version of A Soc 205; only one of A Soc 250, A Soc 250Z, and A Soc 250W may be taken for credit. Prerequisite(s): A Soc 115 or 115Z. [Z=WI; W=WI/OD]

A Soc 255 Mass Media (3)
The role of newspapers, radio, television and motion pictures in American society. Changes in these media and their functional relationship to education, the economy, the political process and public opinion. Prerequisite(s): A Soc 115 or 115Z

A Soc 260 Social Psychology (3)
Survey course covering both theories and topical areas in the field. Both sociological and psychological perspectives are represented, although the former is emphasized. Topical areas include the self, face-to-face interaction, attitudes, communication, interpersonal relationships, small group processes, social structure, and personality. A Soc 260Z is the writing intensive version of A Soc 260; only one may be taken for credit. Prerequisite(s): A Soc 115 or 115Z, or A Psy 101.

A Soc 260Z Social Psychology (3)
A Soc 260Z is the writing intensive version of A Soc 260; only one may be taken for credit. Prerequisite(s): A Soc 115 or 115Z, or A Psy 101. [WI]

A Soc 262 (= A Wss 262) Sociology of Gender (3)
The social and cultural construction of gender, focusing on the contemporary U.S., with an examination of the implications for U.S. society and for individual men and women. Only one of A Soc 262 and A Wss 262 may be taken for credit. Prerequisite(s): A Soc 115 or 115Z; or permission of instructor. [DP, SS]

A Soc 270 Social and Demographic Change (3)
This is a computer-based course that investigates how major social, economic and political changes have affected the demographic structure of the national population in the past four decades. The focus is on gaining an understanding of how major dimensions of the nation's social and demographic structures have changed from 1950 to the present. Prerequisite(s): A Soc 115 or 115Z. May not be offered in 2005-2006.

A Soc 282 (= A Lcs 282) Race & Ethnicity (3)
The purpose of this course is to provide the student with an introduction to the sociological study of race and ethnicity in the United States. Specifically, the course emphasizes understanding the social, demographic, economic, political and historical forces that have resulted in the unique experiences of different groups of Americans. Further, the student will be provided with the opportunity to analyze and discuss the impact of public policy on issues that pertain to various racial and ethnic groups. [DP SS]

A Soc 283 (formerly A Soc 383) Juvenile Delinquency (3)
The purpose of this course is to examine the unique aspects of the juvenile justice system and theoretical explanations of delinquent behavior. The course is divided into three sections: 1) conceptual and methodological issues in the study of delinquency; 2) explanations of delinquent behavior; 3) the control of delinquency. Prerequisite(s): A Soc 115 or 115Z. [SS]

A Soc 289 (= A Lcs 289) Special Topics in Ethnicity (1–3)
Intensive examination of the culture and lifestyle of a single ethnic group within American society. The specific ethnic group varies from term to term and is indicated by course subtitle: e.g., Ethnicity; Italian Americans. A Lcs 289 and A Soc 289 can be repeated, but the total credits earned may not exceed 6 credits under different subtitles. Departmental permission required for more than 6 credits. Prerequisite(s): A Soc 115 or 115Z.

A Soc 299 Special Topics in Sociology (3)
Investigation of a special topic in Sociology. The topic varies from semester to semester, and is indicated by the course subtitle. Course may be repeated *once* if topics differ. Prerequisite(s): A Soc 115 or 115Z.

A Soc 325 (formerly A Soc 457 & 457Z) Sociology of Science (3)
Characteristics of scientific belief systems: social background of the development of science; the social organization of scientific activity; the impact of science on society. A Soc 325Z is the writing intensive version of A Soc 325; only one may be taken for credit. Prerequisite(s): A Soc 115 or 115Z.

A Soc 325Z (formerly A Soc 457 & 457Z) Sociology of Science (3)
A Soc 325Z is the writing intensive version of A Soc 325; only one may be taken for credit. Prerequisite(s) A Soc 115 or 115Z. [WI]

A Soc 326 (= A Wss 326) Sociology of Race, Gender, and Class (3)
Examination of contemporary social constructions of race, gender, and class (primarily) in the United States. Analysis of race, gender, and class as interlocking systems that stratify society. Discussion of key institutions that construct race, gender, and class – especially the media, education, and the political economy. Focus on: both oppressed and privileged positions in the social hierarchies; how we learn about our own and others' race/ethnicity, gender, and social class; how being a member of a particular social category (e.g., a woman or a man; a white person or a person of color; rich, poor or middle class) affects perspectives and opportunities. Prerequisite(s): A Soc 115 or 115Z.

A Soc 340 Social Control (3)
The factors involved in the maintenance of the social order and the making of group decisions. The nature of custom, ideology, leadership, public opinion and other types of control. Prerequisite(s): A Soc 115 or 115Z.

A Soc 341 Social Inequality (3)
Diverse forms of inequality in human society; causes and consequences of inequality; sociological approaches to the study of inequality. Prerequisite(s): A Soc 115 or 115Z.

A Soc 342 Organizations in Society (3)
Analysis of the structure and processes of different types of organizations (e.g., banks, schools, government agencies, computer firms); intra- and inter-organizational relationships; organizations and their environments; organizational effectiveness. A Soc 342Z is a writing intensive version of A Soc 342; only one may be taken for credit. Prerequisite(s): A Soc 115 or 115Z.

A Soc 342Z Organizations in Society (3)
A Soc 342Z is a writing intensive version of A Soc 342; only one may be taken for credit. Prerequisite(s): A Soc 115 or 115Z. [WI]

A Soc 344 (= A Wss 344) Sociology of Women in the Political Economy (3)
The different economic roles women play. The socio-historical determinants of these roles and their implications for the individual and society. A Soc 344Z & A Wss 344Z are the writing intensive versions of A Soc 344 and A Wss 344; only one of the four courses may be taken for credit. Prerequisite(s): A Soc 115 or 115Z, or permission of instructor.

A Soc 344Z (= A Wss 344 Z) Sociology of Women in the Political Economy (3)
A Soc 344Z & A Wss 344Z are the writing intensive versions of A Soc 344 and A Wss 344; only one of the four courses may be taken for credit. Prerequisite(s): A Soc 115 or 115Z, or permission of instructor. [WI]

A Soc 345 Industrial and Economic Organization (3)
Examination of the relationship between market developments and patterns of industrial organization. The emergence of capitalist market systems and implications for the organization of work. The relationship between markets and production systems in developed industrial economies. Prerequisite(s): A Soc 115 or 115Z.

A Soc 350 Social Movements (3)
Mobilization of social, ethnic, national and gender groups is the focal concern. Both macro and micro approaches will be employed. Motivations, resources, ideologies, patterns, and outcomes will be discussed. Major theoretical models will be presented and evaluated. Prerequisite(s): A Soc 115 or 115Z.

A Soc 351 (formerly A Soc 444 & 444Z) Social Conflict (3)
Sources and effects of social conflict; stages in the conflict process; strategies of conflicting parties; social control over conflict situations. A Soc 351Z is the writing intensive version of A Soc 351; only one may be taken for credit. Prerequisite(s): A Soc 115 or 115Z.

A Soc 351Z (formerly A Soc 444 & 444Z) Social Conflict (3)
Soc 351Z is the writing intensive version of Soc 351; only one may be taken for credit. Prerequisite(s): A Soc 115 or 115Z. [WI]

A Soc 357 Sociology of Work (3)
Nature and outcome of work for the individual and the society; considerations of gender, age, race, and ethnicity as they interact with employment and unemployment and career patterns; relationships between work and family; the potential for changing work, and the role of power in the workplace. Prerequisite(s): A Soc 115 or 115Z.

A Soc 359, Z/W Medical Sociology (3)
Comprehensive introduction to sociological factors in disease etiology and illness behavior and to the sociology of the organization of medical practice and the health professions. A Soc 359Z is the writing intensive version of A Soc 359 and A Soc 359W is the writing intensive AND oral discourse version of A Soc 359; only one of A Soc 359, A Soc 359Z, and A Soc 359W may be taken for credit. Prerequisite(s): A Soc 115 or 115Z. Prerequisite(s): A Soc 115 or 115Z. [SS; Z=WI; W=WI/OD

A Soc 360 Processes of Socialization (3)
Exploration of socialization processes with similarities and differences in occurrence in various social institutions; aspects of socialization in the life cycle of the individual. Prerequisite(s): A Soc 115 or 115Z; A Soc 260 or 260Z or equivalent.

A Soc 362 Sociology of Sexualities (3)
This course reviews the core of the sociology of sexuality from a sociohistorical perspective. Among the topics to be discussed are the theoretical approaches to sexuality, the making of sexual identities, the relationship between sexuality and social institutions, and sexual politics and ethics. Prerequisite(s): A Soc 115 or 115Z.

A Soc 369 (formerly A Soc 469) Special Topics in Social Psychology (3)
Basic exploration of a specific area in social psychology, with primary emphasis on exposure to relevant theoretical and research literature. Topic varies from semester to semester and is indicated by course subtitle. Course may be repeated for up to 9 credits if topic differs. Departmental permission required for more than 9 credits. Prerequisite(s): 6 credits in sociology and permission of instructor.

A Soc 370 Social Demography (3)
The purpose of this course is to provide the student with an in-depth introduction to the field of demography and population studies. Specifically, the course emphasizes the impact of population processes and events on human societies. Sociology, along with other social science disciplines, will be employed to facilitate the understanding of how social and demographic factors interact to create problems throughout the world.

A Soc 371/Z (= A Eco 341 & 341Z) Urban Economics (3)
Only one of A Soc 371 and A Eco 341 & 341Z may be taken for credit.

A Soc 373 Community and Urban Sociology (3)
Approaches to the study of community and urban form and process. The city as a coercive product and as a social artifact. The impact of urbanization and other changes on the physical and social structure of communities. The impact of the urban setting upon social institutions, city, metropolis, and megalopolis, the future of cities. Prerequisite(s): A Soc 115 or 115Z.

A Soc 375 U.S. Urban Neighborhood Diversity (3)
Examines racial and ethnic diversity in neighborhoods in contemporary urban America. Explores various definitions of neighborhood and measures used to examine neighborhood segregation. It discusses the importance of one's neighborhood in structuring other aspects of life, including friendships, schools, crime and health. Attitudes toward integration will be linked to neighborhood change and metropolitan wide patterns of residential segregation. Prerequisite(s): A Soc 115 or 115Z. [DP]

A Soc 380 (formerly A Soc 480) Sociology of Deviant Behavior (3)
Explores various aspects of deviance: causes of deviant behavior, sources and nature of reactions to deviants, impact of social reaction on deviants, relationships between deviance and social structure. Theories of deviance and selected areas of deviant behavior are discussed. Prerequisite(s): A Soc 115 or 115Z.

A Soc 384 Sociology of Aging (3)
A broad introduction to aging as a social phenomenon and its implications for both individuals and societies. Specific topics include: historical, cross-cultural, and racial/ethnic differences in the social meanings and consequences of aging, conceptual issues and empirical patterns related to work and retirement, family, residential location, and death and dying; and program and policy issues associated with aging, including retirement and health care policy. Prerequisite(s): A Soc 115 or 115Z.

A Soc 385 (formerly A Soc 451) Sociology of Law (3)
The course will examine theoretical and conceptual issues of law and the operation of the criminal justice system. The course is designed to be analytical rather than descriptive. It emphasizes theoretical and research work that has been done on the law and the criminal justice system. Prerequisite(s): A Soc 115 or 115Z.

A Soc 389 Special Topics in Sociology of Culture (3)
Examination of a specialized topic in the area of sociology of culture. Topic varies each term, but might include sociology of the arts, literature, leisure, religion, or in areas such as Eastern European, Chinese, or Latin American culture. Prerequisite(s): A Soc 115 or 115Z

A Soc 398 Research Proseminar (3)
Covers sociological investigation including: topic selection, theoretical issues, review of literature, research design, collection and analysis of data, and presentation of results. Prerequisite(s): A Soc 115 or 115Z; 220, 221, and 235; or permission of instructor.

A Soc 399 Special Topics in Sociology (3)
Intensive investigation of a specialized topic in Sociology. The topic varies from semester to semester and is indicated by the course subtitle. The course may be repeated *once* if topics differ. Prerequisite(s): A Soc 115 or 115Z.

A Soc 410/Z/W Selected Topics Seminar in the Sociology of Culture (3)
An intensive examination of a specialized topic in the area of the sociology of culture, including significant exposure to primary literature and critical class discussion. Possible topics include functions of art in society, the mass media, art, and religion. A Soc 410Z is the writing intensive version of A Soc 410 and A Soc 410W is the writing intensive AND oral discourse version of A Soc 410. Prerequisite(s): A Soc 115 or 115Z; 220, 221, and 235; or permission of instructor. [WI; W = WI/OD]]

A Soc 420/Z/W Selected Topics Seminar in Research Methods (3)
An intensive examination of a specialized topic in sociological research. Topics include survey analysis and reporting, qualitative methods, multivariate analysis, experimental design. A Soc 420Z is the writing intensive version of A Soc 420 and A Soc 420W is the writing intensive AND oral discourse version of A Soc 420. Prerequisite(s): A Soc 115 or 115Z; 220, 221, and 235; or permission of instructor. [Z=WI; W=WI/OD]

A Soc 430/Z/W Selected Topics Seminar in Sociological Theory (3)
An intensive examination of a specialized topic in the area of sociological theory, including significant exposure to primary literature and critical class discussion. A Soc 430Z is the writing intensive version of A Soc 430 and A Soc 430W is the writing intensive AND oral discourse version of A Soc 430. Prerequisite(s): A Soc 115 or 115Z; 220, 221, and 235; or permission of instructor. [Z=WI; W=WI/OD]

A Soc 440/Z/W Selected Topics Seminar in Stratification: Race, Ethnicity, Gender and Class (3)
An intensive examination of a specialized topic relating to stratification or inequality among social groups defined by categories of race, ethnicity, gender, or class. Topics will vary from term to term. A Soc 440Z is the writing intensive version of A Soc 440 and A Soc 440W is the writing intensive AND oral discourse version of A Soc 440. Prerequisite(s): A Soc 115 or 115Z; 220, 221, and 235; or permission of instructor. [Z=WI; W=WI/OD]

A Soc 441/Z/W Selected Topics Seminar in Comparative Sociology (3)
An intensive examination of a specialized topic in the area of sociological theory, including significant exposure to primary literature, and critical class discussion. Topics include: comparative peasant societies, the origins of capitalism, comparative world religions, revolutions and social movements. A Soc 441Z is the writing intensive version of A Soc 441 and A Soc 441W is the writing intensive AND oral discourse version of A Soc 441. Prerequisite(s): A Soc 115 or 115Z; 220, 221, and 235; or permission of instructor. [Z=WI; W=WI/OD]

A Soc 449/Z/W Selected Topics Seminar in Work and Organizations (3)
An intensive examination of a specialized topic in work and organizations (such as family, comparative organizations, industrial automation). A Soc 449Z is the writing intensive version of A Soc 449 and A Soc 449W is the writing intensive AND oral discourse version of A Soc 449. Prerequisite(s): A Soc 115 or 115Z; 220, 221, and 235; or permission of instructor. [Z=WI; W=WI/OD]

A Soc 450/Z/W Selected Topics Seminar in Political Sociology (3)
An intensive examination of a specialized topic in the area of political sociology, including significant exposure to primary literature and critical class discussion. A Soc 450Z is the writing intensive version of A Soc 450 and A Soc 450W is the writing intensive AND oral discourse version of A Soc 450. Prerequisite(s): A Soc 115 or 115Z; 220, 221, and 235; or permission of instructor. [Z=WI; W=WI/OD]

A Soc 460/Z/W Selected Topics Seminar in Social Psychology (3)
An intensive examination of a specialized topic in the area of social psychology, including analysis of relevant literature and critical class discussion. Topic varies from semester to semester as is indicated by course subtitle. A Soc 460Z is the writing intensive version of A Soc 460 and A Soc 460W is the writing intensive AND oral discourse version of A Soc 460. Prerequisite(s): A Soc 115 or 115Z; 220, 221, and 235; or permission of instructor. [Z=WI; W=WI/OD]

A Soc 470/Z/W Selected Topics Seminar in the Sociology of Families (3)
A specialized course in the sociology of the family. Topics might include: work and family, aging families, gender and families, cross-cultural studies in the family. A Soc 470Z is the writing intensive version of A Soc 470 and A Soc 470W is the writing intensive AND oral discourse version of A Soc 470. Prerequisite(s): A Soc 115 or 115Z; 220, 221, and 235; or permission of instructor. [Z=WI; W=WI/OD]

A Soc 473/Z/W Selected Topics Seminar in Community and Urban Sociology (3)
A specialized course in community and urban sociology. Topics might include segregation, the under class, American neighborhoods, suburbanization, evolution of cities, the third world urbanization, and urban policy. A Soc 473Z is the writing intensive version of A Soc 473 and A Soc 473W is the writing intensive AND oral discourse version of A Soc 473. Prerequisite(s): A Soc 115 or 115Z; 220, 221, and 235, or permission of instructor. [Z=WI; W=WI/OD]

A Soc 475/Z/W Selected Topics Seminar in Demography (3)
A specialized course in demography. Topics might include: fertility, mortality, migration, population policy, family demography, historical demography. A Soc 475Z is the writing intensive version of A Soc 475 and A Soc 475W is the writing intensive AND oral discourse version of A Soc 475. Prerequisite(s): A Soc 115 or 115Z; 220, 221, and 235, or permission of instructor. [Z=WI; W=WI/OD]

A Soc 481/Z/W Selected Topics Seminar in Crime and Deviance (3)
An intensive examination of how to use data on deviance and crime in evaluating social theories and policies about deviance and crime, including significant exposure to primary literature and critical class discussion. A Soc 481Z is the writing intensive version of A Soc 481 and A Soc 481W is the writing intensive AND oral discourse version of A Soc 481. Prerequisite(s): A Soc 115 or 115Z; 220, 221, and 235, or permission of instructor. [Z=WI; W=WI/OD]

A Soc 484/Z/W Selected Topics Seminar in the Sociology of Aging (3)
A specialized course in sociology of aging. Topics might include: aging families, cross-cultural and sub-cultural differences, work and retirement, intergenerational relationships, death and dying, and social policy issues. A Soc 484Z is the writing intensive version of A Soc 484 and A Soc 484W is the writing intensive AND oral discourse version of A Soc 484. Prerequisite(s): A Soc 115 or 115Z; 220, 221, and 235, or permission of instructor. [Z=WI; W=WI/OD]

A Soc 485/Z/W Selected Topics Seminar in Health and Medicine (3)
An intensive examination of a specialized topic in the area of health and medicine, including significant exposure to primary literature and critical class discussion. A Soc 485Z is the writing intensive version of A Soc 485 and A Soc 485W is the writing intensive AND oral discourse version of A Soc 485. Prerequisite(s): A Soc 115 or 115Z; 220, 221, and 235, or permission of instructor. [Z=WI; W=WI/OD]

A Soc 488/Z/W Research Proposal Seminar (3)
This writing intensive seminar is intended for students who wish to acquire experience in sociological research, are considering writing an honors thesis in sociology (A Soc 498), or may be interested in graduate studies in sociology. Topics covered include the choice of a research question, theoretical issues, review of literature, research design, collection and analysis of data, and presentation of results. A research proposal is written under the supervision of a member of the department of sociology. A Soc 488Z is the writing intensive version of A Soc 488 and A Soc 488W is the writing intensive AND oral discourse version of A Soc 488. Prerequisite(s): A Soc 115 or 115Z; 220, 221, and 235; and an overall GPA of 3.25 or higher. [Z=WI; W=WI/OD]

A Soc 488Z Research Proposal Seminar (3)
This writing intensive seminar is intended for students who wish to acquire experience in sociological research, are considering writing an honors thesis in sociology (A Soc 498), or may be interested in graduate studies in sociology. Topics covered include the choice of a research question, theoretical issues, review of literature, research design, collection and analysis of data, and presentation of results. A research proposal is written under the supervision of a member of the department of sociology. Prerequisite(s): A Soc 115 or 115Z; 220, 221, and 235; and an overall GPA of 3.25 or higher.

A Soc 490 Internship in Sociology (3)
Individually designed internships for students who wish to acquire experience in a field or area of sociology that interests them. Student-instructor conferences are arranged at regular intervals. May be taken only once for credit. **Open to senior sociology majors only**, with permission of instructor. Prerequisite(s): A Soc 115 or 115Z, 220, 221, 235, one sociology course directly related to the internship and an **overall GPA of 3.0.** *S/U* graded.

A Soc 495/Z/W Special Topics Seminar in Sociology (3)
Intensive examination of a specialized topic in sociology. The special topic varies from semester to semester and is indicated by course subtitle. A Soc 495Z is the writing intensive version of A Soc 495 and A Soc 495W is the writing intensive AND oral discourse version of A Soc 495. Prerequisite(s): A Soc 115 or 115Z; 220, 221, and 235, or permission of instructor. [Z=WI; W=WI/OD]

A Soc 497 Independent Study in Sociology (1-3)

Independent reading or research on a selected experimental, theoretical, or applied problem under the direction of a faculty member. May be repeated once for credit . Prerequisite(s) for sociology majors: A Soc 115 or 115Z, 12 additional credits in sociology, and junior or senior class standing: Prerequisite(s) for non-sociology majors: senior class standing and two courses in sociology. All students must have a contractual agreement with a departmental instructor to supervise project.

A Soc 498 Senior Honors Thesis (3)

Honors Thesis written under the supervision of a member of the sociology department. The student presents proposals and periodic progress reports. The thesis is presented to the adviser and Honors Committee in the final semester of the senior year. Prerequisite(s): A Soc 488Z (Research Proposal).

A Soc 499 Special Topics in Sociology (3)

Intensive examination of a specialized topic in Sociology. The topic varies from semester to semester and is indicated by course subtitle. Course may be repeated *once* if topics differ. Prerequisite(s): A Soc 115 or 115Z.

DEPARTMENT OF THEATRE

Faculty
Professors Emeritae/i
James Leonard, Ph.D.
Cornell University
Professor
Andi Lyons, M.F.A.
Yale University
Associate Professors
J. Kevin Doolen, M.F.A. (Department Chair)
University of Illinois
Janet M. Sussman, M.F.A.
University of Texas, Austin
Adam Zonder, M.F.A.
University of Connecticut
Associate Professors Emeritae/i
Albert Asermely, Ph.D.
City University of New York
Robert J. Donnelly, M.F.A.
Yale University
Jerome Hanley, M.F.A.
Yale University
Edward J. Mendus, M.A.
University at Albany
Assistant Professors
Mark J. Dalton, M.F.A.
University of Washington
James P. Farrell, M.F.A.
New York University
Ken Goldstein, M.F.A.
Brandeis University
Jacqueline Roberts, M.F.A.
Yale University
Eszter Szalczer, Ph.D.
City University of New York
Visiting Assistant Professors
Marna Lawrence, M.F.A.
Indiana University
Lecturers
Ione Beauchamp, M.F.A.
New York University
Kristina Bendikas, M.F.A, Ph.D.
University of Toronto
Cynthia Brizzell-Bates, M.F.A.
University of Toronto
Gulgun Karamete, M.A.
SUNY at Albany
Laura Margolis, B.A.
Catholic University
Yvonne Perry-Hulbert, M.A.
University at Albany
Michael Rosenthal, M.F.A.
Actors Studio Drama School/New School
University of New York City
Angela Ryan, M.A.
University at Albany
Arthur Sainer, M.A.
Columbia University
Eileen Schuyler, M.A.
SUNY Empire State College
Leigh Strimbeck, B.F.A.
New York University
Professional Staff
Jennifer Cobb
John Knapp
Teaching Assistant (estimated): 2
Laura Guildford

The curriculum of the Theatre Department (which includes its production program) is designed to aid students to reason and write effectively, to acquire intellectual skills necessary to confront a changing world, to acquire proficiency in a core of theatre knowledge and practice, and to understand the self-discipline necessary to pursue a life in art.

Theatre is a performing art. It is also a major area of study through which one may gain a liberal arts education. The Department of Theatre assumed these two views of the theatre to be mutually supportive. Design, direction, acting, writing, technology, history, theory, criticism, and dramatic literature are considered interdependent studies. However, a degree of specialization is expected of all students.

Careers

A major in theatre prepares students for specialized graduate study in dramatic art or conservatory training in performance or production. Thus they acquire a wide range of knowledge and skills transferable to a variety of career paths. In addition, theatre majors are prepared to pursue any career path requiring a broad liberal education.

Our graduates are currently acting and directing in television, film, and on stage in New York, and in regional theatres. Graduates in design and technical areas have found employment in the New York theatre, in regional theatres, with touring theatrical and concert productions and with equipment manufacturers and distributors. Other graduates have gone into architecture, teaching, journalism, communications, the law, and business.

Casting Policy Statement

The Department of Theatre, University at Albany, State University of New York, has pledged itself to the goal of achieving cultural diversity in the casting of its productions.

Degree Requirements for the Major in Theatre

A student may elect either a 36-credit general program or a 54-credit departmental program in which emphasis in a particular area of theatre is required.

A student wishing to concentrate in dramatic theory, history, and literature should enroll in the general program and plan a minor to accommodate such interests.

All theatre majors take the following 36-credit core sequence of courses: A Thr 135, 201 (2 credits), 202 (2 credits), 210Z, 221, 222, 235, 240, 250, 322 or 322Z, plus three of the following: A Thr 324/A Eng 344 or A Thr 325/A Eng 345, A Thr 430, A Thr 455, or A Thr 456.

General Program B.A.:
36 credits (at least 12 credits must be at the 300 level or above). Students in the general program are required to take the 36-credit core.

Departmental Program B.A.:
54 credits (at least 18 credits must be at the 300 level or above). Students in the departmental program are required to take the 36-credit core plus courses as follows, and they do not need to declare a separate minor.

18 credit Concentration in Theatre Production:
One or two of the following: A Thr 260 or 270 or 280, 340 or 242 or 244;

Two or three of the following: A Thr 341, 360, 370, 380;

Three of the following: A Thr 350, 365, 375, 385, 440, 465, 470, 501.

Combined B.A./M.A. Program

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

The combined program requires a minimum of 138 credits, of which at least 30 must be graduate credits. In qualifying for the B.A., students will meet all University and college requirements, including the requirements for either the general program major or the departmental program 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 will meet all University and college requirements as outlined in the Graduate Bulletin, including completing a minimum of 30 graduate credits, and any conditions such as a research seminar, thesis, comprehensive examination, or other professional experience where required, and residency requirements.

Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.A. programs. The graduate courses which are used to satisfy the requirement of "6 credits…in theatre department courses in theatre history, theory or dramatic literature" may substitute for appropriate courses in the required 36-credit undergraduate core. In addition, graduate courses in theatre may be used to satisfy the undergraduate requirement of "additional credits as advised." Graduate courses in other departments, if approved by the Director of Graduate Studies in Theatre as appropriate to the student's M.A. program under the rubric "supporting courses, as advised," may be counted toward the B.A. program.

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

Students may apply for admission to the combined degree 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 cumulative grade point average of 3.20 or higher and three supportive letters of recommendation from faculty are required for consideration. Students will be admitted to the combined program upon the recommendation of the Graduate Admissions Committee of the Department of Theatre.

Honors Program

The honors program in theatre is designed to give exceptional undergraduates the opportunity to take advanced classwork in the field of theatre studies, and to work more closely with faculty on independent projects that might be otherwise possible.

Requirements for admission to Honors Program

A Thr 210, 221, 222 and 322 completed or in progress; no fewer than 12 credits toward the major completed; a 3.5 GPA in all theatre courses, overall 3.25 GPA. Submission of application/project proposal to honors committee.

Requirements for completion of Honors Program

Overall GPA of 3.25. All requirements for core theatre major with GPA of 3.5 (the student may be expelled from the Honors Program if the GPA drops below the required level, or in the case of excessive or unjustified incompletes in any course(s), pending the judgment of the Honors Committee); 500 or 600 level honors seminar (3 cr); honors seminar or independent study in which substantial research is done in preparation for the Honors project (3 cr); Honors project (3cr)

Courses

A Thr 107 Introduction to Dramatic Art (3)
The components of dramatic art; attention to the contributions of acting, script, makeup, scenery, lighting, sound, music and architecture to the theatre as a unified creative expression. A Thr 107Z is the writing intensive version of A Thr 107; only one may be taken for credit. [AR]

A Thr 107Z Introduction to Dramatic Art (3)
A Thr 107Z is the writing intensive version of A Thr 107; only one may be taken for credit. Will not be offered in 2005-2006. [AR WI]

A Thr 120 Understanding Design for the Performing Arts (3)
An introduction to the creative and historical processes, principles, and practices of design for the performing arts. Using theatre as the primary form, this course provides an overview of scenery, lighting, costuming, sound, and special effects, examining how each plays a role in defining resolutions to the major issues of live performance design. [AR]

A Thr 129 Performance Aerobics (2)
An introduction to aerobic exercise that strengthens and tones muscles, increases muscle-joint flexibility and cardiorespiratory endurance. Emphasis is on body awareness, alignment, fluidity of movement, projection and performance energy. No previous experience necessary. *S/U* graded.

A Thr 130 Technical Elements of Theatre (3)
An introduction to theatrical production, including the examination of theatre architecture, scenery, lighting, costumes, sound, properties, and production organization. May not be offered in 2005-2006.

A Thr 135 Introduction to Technical Theatre (4)
Examination of the elements of technical theatre, including function and coordination of theatre architecture, scenery, lighting, costume and props. Three hours of lecture, plus assigned laboratory sessions.

A Thr 140 Fundamentals of Acting (3)
Introduction to the art and craft of acting. Exercises in relaxation, concentration and imaging. Memorized scenes and monologues. Course is limited to freshman sophomores. *S/U* graded.

A Thr 140 Fundamentals of Acting (3)
Introduction to the art and craft of acting. Exercises in relaxation, concentration and imaging. Memorized scenes and monologues. This course is offered only through the University in High School Program. *A/E* graded.

A Thr 162 Introduction to Modern Dance (3)
An exploration of the fundamentals of modern dance technique: body alignment, coordination, strength and flexibility, locomotion performed in rhythmic patterns with an emphasis on anatomically efficient movement and energy projection. An investigation of the elements of movement: space, time and energy and the creative and expressive aspects of dance through improvisation, problem solving, composition and performance. The study of the development of modern dance as an art form. This course will include readings in dance theory and history, video and live concert viewing, movement studies, journals, and a final piece for public viewing. No previous experience necessary.

A Thr 163 Intermediate Modern Dance (3)
Continuation of skill development and comprehension begun in A Thr 162. This course will develop an increased movement vocabulary moving into more advanced technical combinations (rhythmic and non-rhythmic) related to space, time and energy. Movement exercises will allow students to work creatively, individually and in groups employing movement tasks to develop modern dance repertoire. Course assignments may include attendance at public performances, readings, written journals and an informal performance work will be required to complete the unit. Prerequisite(s): A Thr 162.

A Thr 164 Beginning Jazz Dance (3)
An exploration of the basic principles of jazz dance technique including body isolations, syncopation and combinations of basic jazz steps. Readings in the history of jazz dance, video and live concert viewing will place jazz dance in a historical context and create an appreciation of it as an art form. Movement studies, journals and a final piece for public performance are required. *S/U* graded. May not be offered in 2005-2006.

A Thr 170 Introduction to Ballet (3)
An introduction to theory and techniques of classical ballet as well as appreciation of the art form. May be repeated once for credit.

A Thr 171 Intermediate Ballet (3)
Continuation of skill development and comprehension begun in A Thr 170. Theory and techniques of classical ballet as well as appreciation of the art form. May be repeated once for credit. May not be offered in 2005-2006.

A Thr 175 Choreography (3)
Study and practice of the creation and artistic patterning of movement into dance. Exercises are given to explore movement possibilities and structures based on kinesthetic responses. Students make regular in-class presentations of projects-in-progress and show the final project in an informal showing. Consideration of the expression of ideas through dance will be integral to students' development of the choreographic process. Students are expected to maintain a journal recording an outline of their choreographic projects and written exercises related to allocated compositional tasks. Prerequisite(s) Two of the following three courses: A Thr 162, A Thr 170 and A Thr 244 or permission of the instructor. May not be offered in 2005-2006.

A Thr 201 Production and Performance Lab (1)
Application of theatre study to theatre practice through participation in the production activities of the Department of Theatre. Assignments are coordinated by the instructor each semester with the productions being presented. Examples of assignments in this course are production shop crews, acting, publicity and dramaturgy. Two semesters required of Theatre majors. Repeatable for credit. *A maximum total of six credits from A Thr 201 and A Thr 202 may be applied toward graduation.*

A Thr 202 Production and Performance Lab 2 (1)
Application of theatre study to theatre practice through participation in the production crew activities of the Department of Theatre. Assignments are coordinated by the instructor each semester with the productions being presented. Examples of assignments in this course are production running crews, and supervisory positions. Two semesters required of Theatre majors. Repeatable for credit. *A maximum total of six credits from A Thr 201 and A Thr 202 may be applied toward graduation.*

A Thr 210Z Play Analysis (3)
Study of approaches to the analysis of dramatic literature. Readings in dramatic literature, criticism, theory. Written practice in analyzing plays and other assigned readings. [WI]

A Thr 221 Development of Theatre and Drama I (3)
A survey of dramatic literature and theatrical art in ancient Greece and Rome, Asia and Medieval Europe. This course includes introductory material to provide a foundation for further study in dramatic literature and theatre history. [AR EU HU]

A Thr 222 Development of Theatre and Drama II (3)
A survey of dramatic literature and theatrical art from the Renaissance to the late 19th century. Prerequisite(s): A Thr 221. [AR EU HU]

A Thr 224 Contemporary Issues in Modern Drama (3)
Exploration of selected themes and ideas represented in plays chosen from the modern repertory. Political, social, economic, and/or ethical issues are examined as dramatists are representing them in today's plays. Prospective students should consult the instructor for current course information and topics. May be repeated once for credit when content varies. [AR HU]. May not be offered in 2005-2006.

A Thr 225 American Theatre History (3)
Development of theatre and drama in the United States from its 17th-century beginnings to the present. [AR HU]

A Thr 228 Voices of Diversity in Contemporary American Theatre and Drama (3)
Concentration on works which are often omitted from the theatrical canon because of their divergent aesthetic, ideological or sociological values. Selections will include, but not be limited to, dramas and creative contributions by African-Americans, Latinas and Latinos, Gays and Lesbians, and Native Americans. [DP]. May not be offered in 2005-2006.

A Thr 230 Great Drama on Film and Video (3)
A study of major works of drama through the ages with emphasis on their values as works of dramatic literature as well as crucial raw material for complex embodiment in theatre and film performance. [AR HU]. May not be offered in 2005-2006.

A Thr 235 Fundamentals of Theatrical Design (3)
Exploration of the elements of design and principles of composition, especially as they relate to the visual aspects of theatre. Lectures will emphasize scenic and costume design, with projects, exercises and classroom discussions aimed at developing visual awareness and imagination. [AR]

A Thr 240 Acting I (3)
Development of the actor's instrument: voice, body and imagination. Topics include vocabulary, analysis for action, discipline, artistic focus, and rehearsal skills. Exercises include improvisations and scripted performance. The purpose of this course is to encourage students to take artistic risks and build confidence in their ability to perform. Prerequisite(s): permission of instructor. [OD]

A Thr 242 Voice I (3)
Study of voice production employing exercises in relaxation, breathing, resonation, and the discovery of the individual's optimum voice. Exercises in projection in a variety of performance spaces. Prerequisite(s): permission of instructor. [OD]

A Thr 244 Movement I (3)
A movement class focusing on alignment, centering and preparing the body for work on the

stage. Employs techniques from the Alexander, Feldenkrais, and Suzuki training systems. Prerequisite(s): permission of instructor.

A Thr 250 Stage Makeup (1)
Exploration of the art and technique of makeup design. Includes exercises in the technique of modeling the planes of the face. Special emphasis on understanding and applying the principles of chiaroscuro.

A Thr 260 Theatrical Drafting (3)
Study and practice of the techniques used in theatrical drafting including orthographic projections, isometrics, mechanical perspective and freehand drawing, which are essential tools of communication for further study in the technical and design areas. Will not be offered in 2005-2006.

A Thr 261 Folk Dance (1)
An introduction to International Folk Dance. Dances from many countries and cultures will be taught and discussed. The course will prepare the student to join recreational folk dance groups and to participate in ethnic festivals. *S/U graded*. May not be offered in 2005-2006.

A Thr 263 Decorative Arts in Relation to Scenic Design (3)
A survey of period styles of furniture, architectural ornament, and interior architecture and decoration. Prerequisite(s): permission of instructor. May not be offered in 2005-2006.

A Thr 264 Rendering Techniques for Theatre (3)
A practical course in rendering for theatre employing a variety of techniques including acrylic, watercolor and ink. Projects include rendering light, copying photographs, and applying acrylic paint employing watercolor technique. May not be offered in 2005-2006.

A Thr 266 Scene Painting (3)
A practical approach to painting scenery for the theatre. Students learn a variety of application techniques employing tools such as sprayers, brushes, brooms, feather dusters, sponges and stamps. Students also study color mixing and the physical properties of paint. May not be offered in 2005-2006.

A Thr 270 Technical Theatre Practice (3)
Introduction to the materials and techniques used in the construction and handling of theatrical scenery and lighting. Topics include equipment, rigging, mechanical devices, basic electricity, and translation of theatrical drafting. Emphasis on application within the theatrical environment. May not be offered in 2005-2006.

A Thr 280 Costume Technology (3)
Introduction to the use of materials and techniques in the preparation and construction of theatrical costumes. Topics include patterning, draping, basic theatrical sewing, budgeting, dyeing, and fabrics. Emphasis on application within the theatrical environment.

A Thr 300 Plays in Process (3)
This course examines the arc of the dramatic event from its genesis in the mind of the playwright to its presentation before an audience. Particular attention is paid to source material and its relationship to the development of the script. The contributions of interpreters such as dramaturg, director, designers and actors are also explored. Students are exposed, as directly as possible, to aspects of the creative process that makes theatre happen. May not be offered in 2005-2006.

A Thr 310 Reader's Theatre (3)
Study and practice in the performance techniques and materials appropriate to reader's theatre. Particular attention to the development of vocal expressiveness by the individual performer as well as readers in concert. May not be offered in 2005-2006. [OD]

A Thr 315 (=A Art 315 and A Mus 315) Arts Management (3)
An overview of the conceptual and practical management structures and systems in professional, not-for-profit arts and cultural organizations. The course focuses on areas of prime importance to the arts manager: organizational structure, planning, board/staff leadership, programming and budgeting, Term project required. Only one of A Art 315, A Mus 315, and A Thr 315 may be taken for credit. Prerequisite(s): permission of instructor.

A Thr 320 Performance Art in America (3)
Performance art has proven to be a radical method of establishing cultural and gender identity. This course examines the origins of the form in avant-garde European movements of the early twentieth century and its vigorous expression in contemporary America. Course texts include performance scripts, performance videos and, where possible, live performance art. As the content of performance art is often controversial and sometimes offensive, students in the course will consider issues such as censorship, civil discourse, and the methodology of criticizing controversial material. May not be offered in 2005-2006.

A Thr 322 Development of Theatre and Drama III (3)
A survey of dramatic literature and theatrical art from the end of the 19th century to World War II. A Thr 322Z is the writing intensive version of A Thr 322; only one may be taken for credit. Prerequisite(s): A Thr 221. [AR]

A Thr 322Z Development of Theatre and Drama III (3)
The writing intensive version of A Thr 322; only one may be taken for credit. Prerequisite(s): A Thr 221. [AR WI]

A Thr 323 (= A Eac 396) Readings in Chinese Drama (3)
After introducing the history and aesthetics of the Chinese theatre, this course will concentrate on reading and discussing pieces of Yuan Zaju Drama, Ming Chuanqi Drama, Peking/Beijing Opera, Chuanju Drama, and Chinese Shadow Plays. Knowledge of the Chinese language is not necessary for taking this course. Prerequisite(s): Any 200 level course from either the Department of East Asian Studies (other than 200 level language courses) or the Theater Department.

A Thr 324 (= A Eng 344) Early Works of Shakespeare (3)
The development of Shakespeare's dramatic art, with emphasis on character, language, theme, form and structure in comedies, histories and tragedies of the 16th century. Intended primarily for juniors and seniors. Prerequisite(s): Permission of instructor.

A Thr 325 (= A Eng 345) Later Works of Shakespeare (3)
The development of Shakespeare's dramatic art, focusing on works from the 17th century—the mature tragedies (including Hamlet,) the "dark" comedies, and the dramatic romances—with emphasis on character, language, theme, form and structure, as well as dramatic history. Intended primarily for juniors and seniors. Prerequisite(s): Permission of instructor.

A Thr 340 Acting II (3)
Developing a role through script analysis. The course focuses on learning and applying a practical method of analyzing a script for character action. Exercises include scene work, monologue preparation, and audition technique. Prerequisite(s): A Thr 240 and permission of instructor. [OD]

A Thr 341 Acting III (3)
Developing and opening up the student actor's instrument through performing Shakespearean scenes. Exploration of acting technique beyond the psychological realism of contemporary theatre practice. Exploration of action and character defined by language. Physical and vocal exercises in addition to scene work and script analysis employing scansion technique. Prerequisite(s): A Thr 340, 242 or 244, and permission of instructor. [OD]

A Thr 343 Voice II (3)
Study of speech and articulation. Exercises emphasize gaining proficiency in standard stage English and in working with classical texts. Prerequisite(s): A Thr 242 and permission of instructor. Will not be offered in 2005-2006. [OD]

A Thr 345 Movement II (3)
Development of physical characterization through movement. Employs techniques such as Laban, Essentics, and animal mask. Exercises in character creation through script analysis. Prerequisite(s): A Thr 244 and permission of instructor. May not be offered in 2005-2006.

A Thr 350 Directing I (3)
An exploration of the art and craft of directing for the theatre. Includes methods of approaching the text, organizing the rehearsal process and composing the production. Prerequisite(s): A Thr 221, 235 and 240, and permission of instructor.

A Thr 351 Directing II (3)
A continuation of study begun in A Thr 350 for advanced students. Prerequisite(s): A Thr 350 and permission of instructor. May not be offered in 2005-2006.

A Thr 359 (= A Rus 359 & 359Z) Russian Drama in English Translation (3)
Surveys major trends in Russian drama and analyzes major works from the comedies of Fonvizin and Griboedov satirizing the Russian social scene to the twilight melancholy of Chekhov and the theatre of 20th-century Soviet Russia. Conducted in English. Offered in alternate years. Only one of A Thr 359, A Rus 359 & 359Z may be taken for credit. Prerequisite(s): A Rus 251 or junior or senior class standing, or permission of instructor. May not be offered in 2005-2006.

A Thr 360 Theatre Production Technology (3)
The theories and practices of technical production, and the application of graphics techniques to the communication of ideas. Topics include technical organization and planning, budgeting, theatre architecture, principles of theatre technology, drafting, rigging and model building. Prerequisite(s): A Thr 135 or 130, and 260. May not be offered in 2005-2006.

A Thr 365 Scene Design (3)
The applications of the principles of design to scenery for the theatre. Focus on the analysis of the script in visual terms and the translation of this into the design for a setting. Model-making, drawing and rendering techniques will be explored as methods of communicating design ideas. Prerequisite(s): A Thr 235 and 360. Will not be offered in 2005-2006.

A Thr 370 Stage Lighting Technology (3)
Introduction to stage lighting technology, and to principles relating to the safe operation of rigging and maintenance. Topics include basic optics, electricity, equipment, the physics of light and interpretation of lighting plans and symbols. Prerequisite(s): A Thr 135 or 130.

A Thr 371 Theatre and Sound (3)
Sound technology, including reproduction, reinforcement, and recording as applied to theatrical production. Topics include the various types of equipment required to assemble and troubleshoot a complete sound system, safe installation and operation of a sound system in a theatrical environment. Prerequisite(s): A Thr 260 or permission of instructor. May not be offered in 2005-2006.

A Thr 372 (=A Art 372 & A Mus 372) Sound Design and Multimedia (1)
Theory and techniques of how sound and music are composed for use in multi-media fields, including Theatre, the World-Wide Web, installation art, CD-ROM, and video. Students will work on original projects in their respective disciplines. The focus of this course will vary. Prerequisite(s): A Mus 325 and A Mus 426 or A Thr 426 and/or permission of instructor.

A Thr 375 Lighting Design (3)
The study of light as a design element in theatrical production. Topics include script analysis in terms of lighting, the phenomena of color as applied to lighting, the various methods available for lighting the stage, advanced consideration of lighting control systems and their effect on design, and the preparation of lighting plots. Prerequisite(s): A Thr 260 and 370.

A Thr 380 History of Costume (3)
Survey of Western clothing history, fashion and style from primitive times to the 20th century. [AR]

A Thr 385 Costume Design (3)
The theory and application of the principles of theatrical costume design. Practice in developing necessary graphic skills through study of drawing and rendering techniques. Prerequisite(s): A Thr 235 and 380.

A Thr 386 Costume Crafts and Properties (3)
Intensive study of the techniques, materials, and tools used in the more specialized areas of theatrical costuming such as armor, hats, and jewelry. Prerequisite(s): A Thr 130 or 135. May not be offered in 2005-2006.

A Thr 390 Internship with New York State Theatre Institute (3–15)
Individually arranged apprenticeship employing experiences in the Theatre's current schedule of productions and school residencies. Emphasis on interdisciplinary learning, theatre production, education, and aesthetic, technical, and business aspects of the arts. **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.

A Thr 397 Independent Study in Theatre (2–4)
Directed reading and conferences on selected topics. A student may take the course once as strictly research and once as a production-related study, but not repeat one or the other. Prerequisite(s): junior or senior class standing, and permission of instructor and department chair.

A Thr 406Z (= A Eng 404) Playwriting (3)
Workshop dealing with the craft of playwriting. Focuses on preparing a stageworthy script; some of these scripts may be considered for production. Limited enrollment. Only one of A Thr 406Z & A Eng 404 may be taken for credit. A Thr 406Z may be repeated once for credit. Prerequisite(s): A Thr 322Z or 322 or equivalent, and permission of instructor. [WI]

A Thr 407 Scriptwriting (3)
This workshop course introduces students to the elements of screenwriting: story, plot, conflict, theme, dialogue, structure, and characterization. Students learn to create screenplays through exercises which develop familiarity with these screenwriting tools. The format and special character of the screenplay are explored through in-class presentation of the on-going work from semester length projects. Examples of projects (which vary as appropriate to student skills) include short (ten minute) screenplays, screenplay editing and longer screenplays where length is determined by the nature of the story. Limited enrollment. Will not be offered in 2005-2006.

A Thr 426 (=A Art 426 and A Mus 426) Studio Work in Electronic Music and Media (3)
This course will provide students with basic studio techniques for field recording, digital audio editing, signal processing, and composition. Projects will reflect a variety of aesthetic approaches and disciplines from the experimental tradition in Electronic Music to sound art, multimedia applications, and related fields. Prerequisite(s): A Mus 325 or equivalent and/or permission of instructor.

A Thr 428 (=A Art 428 and A Mus 428) Sound Design and Multimedia (1)
Theory and techniques of how sound and music are composed for use in multi-media fields, including Theatre, the World-Wide Web, installation art, CD-ROM, and video. Students will work on original projects in their respective disciplines. The focus of this course will vary. Prerequisite(s): A Mus 325 and A Mus 426 or A Thr 426 and/or permission of instructor.

A Thr 429 (=A Art 429 and A Mus 429) Live Electronic Performance (3)
A survey of the history, techniques, and aesthetics of live electronic music and sound installation art, beginning in the 1960s. The course will include instruction in interactive and other forms of performance practice, as well as techniques for live sound production. Students will perform and tech original works and re-creations of historical works. May be repeated for a total of 12 credits. Prerequisite(s): A Mus 325, 426 and/or permission of instructor.

A Thr 430 Contemporary Theatre (3)
The course explores the most significant trends and developments in contemporary Western drama and theatre from World War II to the present in the context of historical background and critical and philosophical thought. Readings change to keep the course abreast of current thought. Representative readings may include dramatists such as Berthold Brecht, Jean-Paul Sartre, Heiner Müller, Caryl Churchill, and Maria Irene Fornes, as well as theoretical and critical essays that address epic theatre, existentialism, theatre of the absurd, interculturalism, feminism, and postmodern performance. Filmed productions such as those by Peter Brook, Jerzy Growtowski, Tadeusz Kantor, and Robert Wilson are also analyzed by the class. Prerequisite(s): A Thr 221, 222, 322/Z or permission of instructor.

A Thr 440 Acting IV (3)
Development of the student actor's ability to portray characters in studies and styles of acting. Exercises in identifying rules of social behavior, tastes, mores, self image, etc. characteristic of a playwright's world and applying this knowledge to the creation of a character. Exercises in rehearsal methods explore the actor's need to consider audience response in creating the performance. Prerequisite(s): A Thr 341 and permission of instructor. [OD]

A Thr 442 Voice III (3)
A voice class stressing voice and speech as embodiments of textual styles. Prerequisite(s): A Thr 343 and permission of instructor. May not be offered in 2005-2006.

A Thr 444 Movement III (3)
Instruction in stage combat. Study of personal combat and types of weapons employed in combat. Exercises in basic safety measures and combat movement with a variety of weapons. Students will be examined in a minimum standard repertoire of combat moves upon completion of the course. Optional certification by the Society of American Fight Directors will be available to some students with the instructor's recommendation. Prerequisite(s): A Thr 244 and permission of instructor. May not be offered in 2005-2006.

A Thr 446 Special Studies in Voice (1–3)
Intensive work in a particular aspect of vocal production; e.g., musical theatre, dialects, oral interpretation. May be repeated up to a total of 6 credits. Prerequisite(s): A Thr 242 and permission of instructor. Will not be offered in 2005-2006.

A Thr 447 Special Studies in Movement (1–3)
Intensive work in a particular aspect of stage movement; e.g., stage combat, period movement, mime. May be repeated up to a total of 6 credits. Prerequisite(s): A Thr 244 and permission of instructor. May not be offered in 2005-2006.

A Thr 448 Special Studies in Design and Technical Production (1–3)
Intensive work in a particular aspect of design or technical production; e.g., scene painting, stage properties, computerized lighting systems, special effects. May be repeated for a total of 6 credits. Prerequisite(s): junior or senior class standing, and permission of instructor. May not be offered in 2005-2006.

A Thr 449 Topics in Acting (3)
Special topics and exercises selected to address particular needs and interests of advanced students. This course may be repeated once when topic varies. Prerequisite(s): A Thr 440 or permission of instructor. May not be offered in 2005-2006.

A Thr 455 Seminar in Theatre History (3)
Considers a particular research topic in theatre history. May be repeated once when content varies. Prerequisite(s): Thr 322 or 322Z, junior or senior class standing, and permission of instructor.

A Thr 456 Seminar in Dramatic Literature (3)
Examines a particular genre, movement, period or author. Prerequisite(s): A Thr 322 or 322Z, junior or senior class standing, and permission of instructor. May be repeated once when content varies.

A Thr 465 Technical Design and Production Planning (3)

The application of theatre technology to problem solving in a theatrical organization. Advanced study of equipment, methods, materials and the principles governing their use. Technical innovation, planning, structural design, and advanced drafting considered as functions of the technical director/production manager. Prerequisite(s): A Thr 360. May not be offered in 2005-2006.

A Thr 470 Stage Management (3)

Investigation of the theories and techniques of stage management, including a thorough examination of the varied functions and duties performed by stage managers in professional, educational, commercial, and community theatres. Prerequisite(s): A Thr 135 or 130, junior or senior class standing, and permission of instructor. Will not be offered in 2005-2006.

A Thr 480 Drama in Production (2–3)

Specific projects under the direction of an appropriate faculty member in one or more phases of production related to current Theatre Department activity; may include supervised research in appropriate critical or historical background and theory. May be repeated once with a different primary production emphasis. Prerequisite(s): junior or senior class standing, and permission of instructor.

A Thr 490 Internship (3–12)

Apprenticeship program with professional theatrical organizations for qualified seniors. **Internships are open only to qualified seniors who have an overall grade point average of 2.50 or higher.** Prerequisite(s): senior class standing and permission of department chair. *S/U* graded.

DEPARTMENT OF WOMEN'S STUDIES

Faculty
Distinguished Teaching Professor Emerita
Judith Fetterley, Ph.D. (Collins Fellow)
Indiana University
Professors Emeritae/i
Francine W. Frank, Ph.D. (Collins Fellow)
University of Illinois
June Hahner, Ph.D.
Cornell University
Distinguished Professors
Edna Acosta-Belén, Ph.D. (Collins Fellow)
Columbia University
Distinguished Service Professors
Glenna Spitze, Ph.D. (Collins Fellow)
University of Illinois
Professors
Judith E. Barlow, Ph.D. (Collins Fellow)
University of Pennsylvania
Iris Berger, Ph.D.
University of Wisconsin
Roberta M. Bernstein, Ph.D. (Collins Fellow)
Columbia University
Christine Bose, Ph.D. (Collins Fellow)
(Department Chair)
John Hopkins University
Judith E. Johnson, B.A.
Barnard College
Marjorie Pryse, Ph.D.
University of California, Santa Cruz
Associate Professors Emeritae/i
Joan E. Schulz, Ph.D. (Collins Fellow)
University of Illinois
Associate Professors
Vivien W. Ng, Ph.D.
University of Hawaii
Bonnie Spanier, Ph.D.
Harvard University
Assistant Professors
Maia Boswell, Ph.D.
University of North Carolina
Virginia Eubanks, Ph.D.
Rensselaer Poly Institute University
Janell C. Hobson, Ph.D.
Emory University
Senior Assistant Librarian
Deborah LaFond, M.L.I.S.
University of California, Berkeley (Near Eastern Specialization)
Internship Director
Bonnie Spanier, Ph.D.
Harvard University
Affiliated Faculty (estimated): 10
Adjuncts (estimated): 3
Teaching Assistants (estimated): 2

Women's Studies encourages students to reexamine their own lives and the world around them in relation to gender, race, class, and sexuality. The curriculum reflects new subjects, theories, and methodologies based on a cross-cultural, multidisciplinary approach to the study of women. In the creation of new knowledge, Women's Studies provides a critique of social, cultural, and institutional structures that include the traditional disciplines. Women's Studies sees itself as connected to the social and political environment outside the university. Opportunities are available for internships, independent study, and innovative teaching for undergraduates. Students may take a major or minor in Women's Studies or may enroll in individual courses.

Careers

A concentration in Women's Studies prepares students for graduate and professional training in a variety of fields. Like other B.A. graduates, Women's Studies majors may enroll in professional study at the graduate level in law, social welfare, education, public administration, and health care; they also find employment and continue on-the-job training in business, social services, public affairs, publishing, and private nonprofit organizations. Experience in critical thinking and writing and intensive reflection concerning issues of diversity and multiculturalism prepare Women's Studies graduates with qualities that employers actively seek. Some Women's Studies graduates find employment with community agencies (women's centers, counseling centers, battered women's shelters, rape crisis centers, women's health centers, women's vocational agencies), in affirmative action and diversity education (in schools, government agencies, and business), and with campus-based women's programs.

Degree Requirements for the Major in Women's Studies

General Program B.A.: A minimum of 36 credits distributed as follows. A course may not be used to fulfill more than one requirement:

1. 9 credits introductory course requirement: Both A Wss 220 or A Wss 220Z and A Wss 240; select 1 additional course from the following: A Wss 101 or A Wss 101Z, A Wss 109, or A Wss 202.

2. 3 credits women in historical perspective requirement. One history of women or history of feminism course selected from among A Wss 260, A Wss 412, A Wss 440, A His 256, A His 293, or other history course when approved.

3. 3 credits women in a global, international, or cross-cultural context requirement. Select at least one from among A Wss 308, A Wss 357 , A Wss 381 or 381Z, A Wss 412, A Wss 451, or other course when approved.

4. 3 credits feminist theory requirement. A Wss 360 is required of all members of the Women's Studies Teaching Internship. All other majors select at least one from A Wss 360, A Wss 465, or other course when approved.

5. 6 credits feminist research and internship. Two-semester sequence, usually taken during the fall and spring of the senior year: A Wss 490Z, and A Wss 492.

6. 12 credits of electives, at least 9 or more credits at the 300 level or above, to be selected from Women's Studies courses, cross-listed courses, or courses listed in other departments and approved by the Women's Studies Department.

Honors Program

Students may file an application for admission to the honors program in the department office in the second semester of the sophomore year or in the junior year. Junior transfers may apply at the time of their admission to the University.

The minimum requirements for admission include completion of at least 12 credits of course work applicable to the major, a minimum overall grade point average of 3.25, and a minimum 3.50 grade point average for all courses applicable toward the major.

Students in the program are required to complete all of the requirements for the major in Women's Studies. As part of their elective credits for the major, students must also complete 3 credits of intensive work culminating in an independent research or creative honors project. Typically the project begins as a paper the student writes for an upper-division Women's Studies course no later than spring of the junior year. During the senior year, honors students fulfill the requirements for the honors program by enrolling in AWSS 495 Honors Project during the fall semester concurrently with AWSS 490Z, Research Seminar in Women's Studies. Alternatively, students who have been admitted into the honors program during their sophomore year may enroll in AWSS 490Z in the fall semester of their junior year in preparation for completion of the honors sequence during the subsequent two semesters.

Students in the honors program are required to maintain overall grade point averages of 3.25 or higher during the junior and senior years and overall grade point averages of 3.50 or higher for all courses applicable toward the major. Students not meeting the above standards may be unable to complete the honors program.

After completion of the above requirements, the records of the candidate will be reviewed by the department, which will recommend candidates for the degree with honors in Women's Studies.

Combined Bachelor's/Master's in Women's Studies

The combined B.A./M.A. program provides an opportunity for students with outstanding academic abilities to receive both a B.A. and an M.A. degree in five years (ten semesters).

The combined program demands a minimum of 142 credits, of which 32 must be graduate credits. Students must fulfill all university, college, and department requirements for both the undergraduate major and the M.A. in Women's Studies.

Students accepted into the combined B.A./M.A. program apply up to 10 credits of graduate work toward both their undergraduate and graduate degree requirements. Students take two 4-credit graduate courses in addition to WSS 510 (2 credits), "Advanced Feminist Pedagogy and Theory," to fulfill this requirement.

Undergraduate students who have completed a minimum of 60 credits with a GPA of 3.2 or above are eligible to apply. Students submit applications for the B.A./M.A. program in Women's Studies directly to the Office of Graduate Admissions. Students will be admitted upon the recommendation of the department's Graduate Admissions Committee, whose decision will be based on the student's grade point average, statement of purpose, writing sample, and supportive letters of recommendation from faculty.

Courses

A Wss 101 Introduction to Feminisms (3)
The origins and development of feminist thought, with emphasis on the political, social, and economic conditions of contemporary women's lives in the United States and abroad. Emphasis on student exploration of issues that confront women and men across the range of their differences in race, class and sexual orientation, and that produce multiple orientations to feminism. Based on a pedagogy of peer-learning; co-facilitated by undergraduate members of the Women's Studies Teaching Internship working under the supervision of Women's Studies faculty and graduate students from related departments. A Wss 101Z is the writing intensive version of A Wss 101; only one may be taken for credit. [DP]

A Wss 101Z Introduction to Feminisms (3)
A Wss 101Z is the writing intensive version of A Wss 101; only one may be taken for credit. [DP WI]

A Wss 106 U.S. Women Who Changed Our World (3)
American women have a long history of great achievements despite social constraints based on gender, racial-ethnic heritage, social class, sexual preference, age, and ableness. This course introduces students to U.S. women whose lives and work have had a significant impact on our world. With the women's own words through documentary videos and primary and secondary sources, students will connect women from our past to today's women in politics, sports, medicine, the law, music, art, literature, social activism, education, science, architecture, or journalism. May not be offered in 2005-2006. [DP US*]

A Wss 109X Women, Biology and Health (3)
This introduction to an integrated approach to women's biology analyzes biological and social influences affecting women's physical and mental health. Attention is given to similarities and differences in biology and health across gender, racial/ethnic, and class groupings. Intended for freshmen and sophomores. [NS]

A Wss 171 (= A Rus 171) Women in Russian Culture (3)
The course will examine the roles of women in Russian culture through a study of film, as well as literary works by and about women. Only one of A Rus 171 & A Wss 171 may be taken for credit. May not be offered in 2005-2006.

A Wss 190 (= A Rus 190) Women Writers in Russian Literature (3)
The course examines Russian women's writings beginning with the 18th century to the present. The texts are studied in the context of Russian literature in general and women's writings in particular. It includes: autobiographies by Catherine the Great, Alexandra Durova and Nadezda Mandelshtam; prose works by Karolina Pavlovana, Elena Guro, Tatjana Tolstaia, and the plays by Liudmila Petrushevskaia. May not be offered in 2005-2006.

A Wss 202 Introduction to Lesbian and Gay Studies (3)
Topics may include the history of lesbian and gay culture(s) in the U.S., lesbian and gay civil rights movements, questions of sexual identity formation in historical and cultural contexts, lesbian and gay literature, and how these communities have responded to societal issues such as racism, classism, sexism, healthcare crises, and anti-gay violence. A Wss 202Z is the writing intensive version of A Wss 202; only one may be taken for credit. [DP]

A Wss 202Z Introduction to Lesbian and Gay Studies (3)
A Wss 202Z is the writing intensive version of A Wss 202; only one may be taken for credit. [DP WI]

A Wss 210 Current Issues in Women's Studies (3)
An introduction to issues of concern to contemporary women and men. Within the context of difference identified by race, class, and sexuality, the course is organized around a variety of topics, which may include the following: body politics; relationships, families, and households; living in a global economy; work, wages, and welfare; women's health; women and crime; environmental concerns; masculinities; artistic and musical expression; and making change in one's community. Designed for but not limited to non-majors

A Wss 217 (= A Mus 217) Women and Music (3)
An examination of the contributions of women in music through a historical survey of Western art music and a brief survey of popular and non-Western musics. Works by women composers as well as other phases of women's activities as musicians will be studied. Live performances and interviews will be arranged when possible. May not be offered in 2005-2006.

A Wss 220 Introduction to Feminist Theory (3)
Offers multidisciplinary, introductory perspectives on intersectional feminist theory and considers the range of frameworks for analysis from the beginnings of "second wave" feminism to the present, including liberal, lesbian/radical, socialist/materialist, women of color, psychoanalytic, standpoint, and ecofeminist perspectives. [SS]

A Wss 220Z Perspectives on Women (3)
A Wss 220Z is the writing intensive version of A Wss 220; only one of A Wss 220 & 220Z may be taken for credit. [SS WI]

A Wss 240 (= A Aas 240 & A Lcs 240)/ A Wss 240Z (= A Aas 240Z & A Lcs 240Z) Classism, Racism and Sexism: Issues (3)
Analyzes the connections between and among classism, racism and sexism, their mutually reinforcing nature, and the tensions arising from their interrelations. Particular attention will be given to the ideological and personal aspects of these phenomena, as well as to their institutional guises in American society. A Wss 240Z is the writing intensive version of A Wss 240; only one of A Wss/Aas/Lcs 240/240Z may be taken for credit. [240 = DP][240Z = DP WI]

A Wss 242 e-Journal Editing and Publishing (3)
In this course, we will edit and publish an e-journal. In the first part of the course, we study the impact of digital media on how we read, write, and access information. We apply this new knowledge to create and maintain a mock website. In the second part of the course, we edit and publish one issue of the electronic journal, "transcending silence…." Satisfies General Education Information Literacy requirement. [IL]

A Wss 248 (= A Jst 248) Women in Jewish Life and Literature (3)
Examines the various roles of women and diverse ways they have been represented in Jewish life and literature from the biblical period through the 20th century. Texts will include biblical passages, talmudic legislation and interpretation, medieval documents, early modern memoirs, and modern letters, poetry and fiction. Only one of A Wss 248 & A Jst 248 may be taken for credit. May not be offered in 2005-2006.

A Wss 260 (= A His 259) History of Women and Social Change (3)
With an emphasis on the diversity of U.S. women, this course examines the social, historical, and economic forces that have shaped U.S. women's lives from about 1800-1970 and the contexts within which women have participated in and sometimes led social and political movements. [US*]

A Wss 262 (= A Soc 262) Sociology of Gender (3)
The social and cultural construction of gender, focusing on the contemporary U.S., with an examination of the implications for U.S. society and for individual men and women. Only one of A Soc 262 and A Wss 262 may be taken for credit. Prerequisite(s): A Soc 115 or 115Z; or permission of instructor. [DP SS]

A Wss 270 (= A Eas 270) Women in East Asian Literature (3)
Female persona in East Asian literature will be examined in relation to their cultural background as well as the genres in which they appear. Women as rulers and lovers; as goddesses and prostitutes; exemplars and shrews. Conducted in English; no knowledge of the East Asian languages or cultures is required. Only one of A Eas 270 & A Wss 270 may be taken for credit. [BE, HU]

A Wss 280 Society's Nightmare: Images of Gender, Race, and Class in Horror Fiction (3)
Horror fiction and film are among the most popular genres, as well as the most powerful and disturbing, in American cultural life. Stephen King, Anne Rice, and others have risen to success by creating finely crafted expressions of the nightmare of the inner lives of their readers. This course explores what 20th century horror fiction and films tell us about the inner life of the century. May not be offered in 2005-2006.

A Wss 281 Women and the Media (3)
This course will explore how intersections of race, gender, class, nationality, sexuality, age, and (dis)ability shape representations of women in mass media and popular culture. We will also learn to research and analyze various media sources, as well as engage in creative projects to examine such representations and challenge issues of sexual objectification and societal dominance. Recommended (as opposed to required) courses prior to or during enrollment: A Wss 101, A Wss 220, or A Wss/A Aas/A Lcs 240.

A Wss 299 Topics in Women's Studies (1-3)
Consideration of topics or issues in women's studies. May be taken more than once if content varies. Consult semester schedules for specific topics and prerequisites.

A Wss 303 Popular Technology: Advocacy and Activism in an Age of IT (3)
Rapid technological change, shifts in global political economy, and postindustrial capitalism have all had profound effects on the nature of advocacy and activism in the United States. This course critically examines the intersection between information technology (IT) and contemporary social and economic justice issues. We will explore themes such as: work and labor, environment and health, surveillance and privacy, community and place, race, class, and gender.

A Wss 308 Global Perspectives on Women (3)
The course addresses women's issues in the local context of women's movements in several regions and countries around the world as articulated by feminist scholars within those countries, with some attention to the relationship between U.S. women and global feminist struggles. Interdisciplinary readings, including fiction and feminist theory, bring the perspective of gender to global/international political and economic structures. Prerequisite: junior or senior class standing. [GC]

A Wss 309 Activism and Health (3)
This course investigates current concerns about health through intersectional feminist analysis and activism in the context of social change movements. Feminist and related movements for social justice have long recognized health as a basic human right. Many of the world's nations, however, including the United States, do not. Topics will vary with current critical issues but may include achievements and struggles of women's health movements; the control of birthing practices and reproduction; illness and mortality across socio-economic status, race/ethnicity, sexualities, and geographic regions; and scientific evidence, cultural beliefs, and economic interests in different healthcare systems. Mainly for sophomores and juniors. Prerequisite(s): preferably at least one course in women's studies or health/biology. A Wss 109 is the best preparation for this course.

A Wss 310 Introduction to Feminist Pedagogy (3)
In-depth study of issues central to contemporary feminism, with special emphasis on group process, self-motivated learning and social change through education. For students who wish to prepare to co-facilitate A Wss 101 or 101Z as members of the Women's Studies Teaching Internship. Prerequisite(s): A Wss 101 or 101Z, and either A Wss 220 or A Wss 240, and A Wss 360 (which may be taken concurrently with A Wss 310), and permission of Chair of the Women's Studies Department. *S/U graded.*

A Wss 311Z (= A Clc 310Z) Women in Antiquity (3)
The literary, historical and archaeological evidence concerning the lives and roles of women in Greek and Roman society. Only one of A Wss 311Z & A Clc 310Z may be taken for credit. Prerequisite: junior or senior class standing. [EU WI]

A Wss 320 Feminist Pedagogy in Theory (3)
Continuation of A Wss 310 for students who are members of the Women's Studies Teaching Internship. Theory is discussed in the context of students serving as facilitators in sections of A Wss 101 and 101Z. Students work under supervision in a collaborative, collective mode of shared responsibility and leadership. Taken concurrently with A Wss 322. Prerequisite(s): A Wss 310 and 360, and permission of chair.

A Wss 322 Feminist Pedagogy in Practice (3)
With preparation from A Wss 310 and, concurrently A Wss 320, students serve as facilitators in sections of A Wss 101 and 101Z under faculty supervision. This course can be taken only once for credit. Prerequisite(s): A Wss 310 and 360, and permission of Chair of Women's Studies. [OD]

A Wss 326 (= A Soc 326) Sociology of Race, Gender, and Class (3)
Examination of contemporary social constructions of race, gender, and class (primarily) in the United States. Analysis of race, gender, and class as interlocking systems that stratify society. Discussion of key institutions that construct race, gender, and class – especially the media, education, and the political economy. Focus on: both oppressed and privileged positions in the social hierarchies; how we learn about our own and others' race/ethnicity, gender, and social class; how being a member of a particular social category (e.g., a woman or a man; a white person or a person of color; rich, poor or middle class) affects perspectives and opportunities. Prerequisite(s): A Soc 115 or 115Z.

A Wss 328 (= A Gog 328/A Pln328) Gender, Space and Place (3)
Power relations and categories of social difference are reflected by dramatic inequalities in local environments, and in the quantity and quality of available space. This course examines, through the lenses of feminist geography and planning, how space is invested with social meaning. It discusses how the built environment affects and reflects relations of gender, sexuality and ethnicity, and considers how these social classifications produce "geographies of difference." Gender is also related to nationalism, colonialism, "geographic skills," and feminist research methodologies. Prerequisite(s): A Gog 125 or A Pln 220 or permission of instructor. May not be offered in 2005-2006.

A Wss 330 Gender, Class and Community in Modern China (3)
This course examines the meanings of gender, class, and community in the Chinese cultural context. Topics include: construction and representations of gender and sexuality in modern China; family and kinship systems; media and consumer culture; urbanization and modernism. Developments in Taiwan will be included where appropriate. May not be offered in 2005-2006.

A Wss 333 (= R Pos 333) Women and the Law (3)
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 A Wss 333 & R Pos 333 may be taken for credit. Prerequisite(s): R Pos 101 and junior or senior class standing, or permission of instructor.

A Wss 344 (= A Soc 344) Sociology of Women in the Political Economy (3)
The different economic roles women play. The socio-historical determinants of these roles and their implications for the individual and society. A Soc 344Z & A Wss 344Z are the writing intensive versions of A Soc 344 & A Wss 344; only one of the four courses may be taken for credit. Prerequisite(s): A Soc 115 or permission of instructor.

A Wss 344Z (= A Soc 344Z) Sociology of Women in the Political Economy (3)
A Soc 344Z & A Wss 344Z are the writing intensive versions of A Soc 344 & A Wss 344; only one of the four courses may be taken for credit. Prerequisite(s): A Soc 115 or permission of instructor. May not be offered in 2005-2006. [WI]

A Wss 346 (=R Pos 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.

A Wss 350 (= A Phi 350) Philosophy and Feminism (3)
Examination of the theories of the oppression of women and proposals for solutions. Particular attention will be paid to existentialism, biological determinism, Marxism and feminist psychology and epistemology. Only one of A Wss 350 & A Phi 350 may be taken for credit. Prerequisite(s): one course in philosophy or women's studies. May not be offered in 2005-2006.

A Wss 357 (= A Eac 357, A His 357) Chinese Women and Modernity (3)
Chinese women and their search for and encounter with modernity will be the focus of this class. What have been the concerns of Chinese women? What forms have women's movements taken in the Chinese context? What has been the role of women in creating a modern Chinese state and society? These and other questions will be examined over the course of the semester. [BE]

A Wss 360 Feminist Social and Political Thought (3)
Study of the sources of contemporary feminist thought and the directions feminism has taken since the sixties. Contemporary feminism analyzed both as a historical movement and as a body of political theory. Particular attention will be paid to diversity within feminist theory and its differences with traditional political theory. Prerequisite(s): A Wss 101 or 101Z or 220 or 220Z or R Pos 101 or permission of instructor.

A Wss 362 (= A Eng 362) Critical Approaches to Gender and Sexuality in Literature (3)
Examination of the role of Anglophone literary texts from any period(s) in the construction of gender and sexuality, with an emphasis on study of interpretive strategies provided by various critical discourses. Topics to be discussed may include, among others: aesthetic movements; historical problems; cultural texts; political questions.

A Wss 365 (= A Ant 365) The Anthropology of New Reproductive Technologies (3)
A cross-cultural perspective on how new reproductive technologies (including invitro-fertilization, surrogacy, ultrasound, prenatal screening for disability, sex selection, fetal surgery, and neonatal intensive care) are transforming the experience of procreation and challenging cultural notions of kinship, personhood, and what it means to be human. Prerequisite(s): 3 credits in anthropology, philosophy, or women's studies.

A Wss 366 (= Eng A 366) Critical Approaches to Ethnicity in Literature (3)
Examination of constructions of "race" and/or "ethnicity" as presented in Anglophone literature. Topics to be discussed may include, among others: how markers of nationality are related to issues of sexuality, class, and other cultural-historical ways of accounting for the complex questions that surround identity. May be repeated once for credit when content varies.

A Wss 368 (= A Eng 368) Women Writers (3)
Selected works of English and/or American women writers in the context of the literary and cultural conditions confronting them. The course focuses on the development of a female tradition in literature and on the narrative, poetic, and/or dramatic styles of expression, voice, and values of women writers. May be repeated for credit with change in topic. Prerequisite(s): a 100-level English literature course or permission of the instructor. [HU]

A Wss 371 (= A Psy 371) Sexual and Physical Abuse (3)
In depth coverage of abuse and neglect of children and elderly people; relationship violence in heterosexual, lesbian and gay relationships; rape and other forms of sexual coercion; sexual abuse of children; child pornography and prostitution; and sexual harassment. Research and theories from diverse areas of psychology will be used. Emphasis will be on prevention. A Wss 371Z is the writing intensive version of A Wss 371; only one may be taken for credit. Prerequisite(s): A Psy 101 and A Psy 210 or an equivalent statistics course approved by instructor or permission of instructor.

A Wss 371Z (= A Psy 371Z) Sexual and Physical Abuse (3)
A Wss 371Z is the writing intensive version of A Wss 371; only one may be taken for credit. [WI]

A Wss 381 (= A Ant 381) Anthropology of Gender (3)
Cross-cultural analysis of gender roles. Focuses on non-Western societies, using data from other societies to better understand the gender system of our own culture. Issues include status of women and men, the meaning of "femaleness" and "maleness", and women and health care systems. A Ant 381Z & A Wss 381Z are the writing intensive versions of A Ant 381 & A Wss 381; only one of the four courses may be taken for credit. Prerequisite(s): one course in anthropology or sociology.

A Wss 381Z (= A Ant 381Z) Anthropology of Gender (3)
A Ant 381Z & A Wss 381Z are the writing intensive versions of A Ant 381 & A Wss 381; only one of the four courses may be taken for credit. Prerequisite(s): one course in anthropology or sociology. [WI]

A Wss 397 Independent Study (1–4)
Study by a student in an area of special interest not treated in courses currently offered. Work performed under direction of a professor chosen by the student on a topic approved by the. May be repeated with approval. Prerequisite(s): permission of the Women's Studies Department Chair of the Women's Studies Department.

A Wss 399 Topics in Women's Studies (1–3)
Consideration of topics or issues in women's studies selected on the basis of faculty and student interest. May be taken more than once with different content. Consult fall and spring schedule of classes for specific topics and prerequisites.

A Wss 401 Sex/uality, Race, and Class in Science and Health (3)
This seminar will investigate the rich and problematic relationship between the sciences and issues of sex/gender, sexuality, race, class, and ableness, including cultural biases in science and health. Drawing on the new scholarship about women in the sciences in this country, we will investigate the changing status and activities of women over the past two centuries and the consequences for the sciences and technology. Within an historical context, the course will emphasize the impact of antiracist feminism on the sciences and health in the past three decades. Key analytical questions include: How is scientific knowledge made, believed, and used? What forces control its production and use? What constitutes evidence in science—for scientists and for citizens, and how is that decided? What role do "western" science and technology play in globalization and its impact on people's lives within the U.S. and throughout the world? What forces are working to transform science to increase social, political, and economic justice? What theoretical and practical insights accrue from intersectional feminist analyses (working with the intersections of sex/gender, racial/ethnic heritage, class, ableness, and global status) of science and health? What is the potential for feminist science studies to transform the sciences and health? Examples of specific topics that may be addressed are biological determinism, environmental pollution, and breast cancer science and politics. A Wss 401Z is the writing intensive version of A Wss 401; only one may be taken for credit. -May not be offered in 2005-2006.

A Wss 401Z Sex/uality, Race, and Class in Science and Health (3)
A Wss 401Z is the writing intensive version of Wss 401; only one may be taken for credit. May not be offered in 2005-2006. WI]

A Wss 412 Race, Gender and Cultural Politics in Asian America (3)
With an emphasis on historical perspectives as well as the intersections of gender, class, and race/ethnicity, this course studies the experience of Asians in the U.S. Topics include: immigration laws; labor and work; family and community formation; the processes of reconstructing history and memory; politics of media representation. Prerequisite: junior or senior class standing. May not be offered in 2005-2006.

A Wss 413 (= A His 413) Sexual Politics in Chinese History (3)
This course examines sexual politics in the Chinese historical/cultural context. Issues discussed and analyzed include: constructions of gender and sexuality (including homosexuality); "policing" of family and kinship structures; ideological indoctrination through education and other means; rape laws; sex crimes; forms of dissent or protest. Readings include literature in translation. Prerequisite(s): Junior or senior standing. May not be offered in 2005-2006.

A Wss 416 (= A Eng 416) Topics in Gender, Sexuality, Race, or Class (3)
Focused examination of topics in the study of gender, sexuality, race and/or class, as they are positioned and defined in literary or other texts from any period(s) or geographic region(s). Individual semesters may focus on, among other areas: a particular historical period, genre, or theme; theories of gender, sexuality, race, and/or class as related to literary or other forms of representation; a particular cultural problem. May be repeated once for credit when content varies. Prerequisite(s): senior class standing, at least one literature course, and permission of instructor. May not be offered in 2005-2006.

A Wss 430Z (=A Wss 530) Environmental Justice: Racism, Classism, Sexism (3)
In this course we will explore how racism, classism, and sexism affect current environmental

events, including environmental policy-making, public health outcomes, and the rhetoric and politics of environmentalism. Surveying the development of environmental awareness among the public, philosophies behind such awareness and resulting shifts in policy, we will focus on the growth of the environmental justice movement, and will consider how various groups have addressed environmental degradation and injustice. Also under consideration will be a set of related issues: how globalization has affected these events, the feminist critique of science and its impact, relationships between grass-roots activism (for example, Native American activists and other environmental justice groups) and between these groups and more scholarly approaches, and contributions by artists, labor-rights groups, religious leaders, animal rights activists, and deep ecologists. Prerequisite(s): All students, at whatever level, are welcome. The requirements will differ for graduate and undergraduate students. For example, graduate students will be reading more theoretical articles, and will be responsible for explaining these to the undergraduate students. In addition, graduate students will be required to submit a final research paper that is much longer (12-20 pages) than that required for undergraduate students. May not be offered in 2005-2006.

A Wss 433 (= R Pos 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; 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. Prerequisite(s): R Pos 101 or permission of instructor. May not be offered in 2005-2006.

A Wss 433Z (= R Pos 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. Prerequisite(s): R Pos 101 or permission of instructor. May not be offered in 2005-2006 005. [WI]

A Wss 440 (= A Aas 440 and A His 440) Black Women in United States History (3)

This seminar will examine the history of black women in the United States from the slave era through the post World War II reform movements. It will focus upon the range of demands black women faced during the Gilded and Progressive eras—their participation in the suffrage movement, black struggles for liberation, cultural expressions, labor force, etc. Only one of A Wss 440, A Aas 440 and A His 440 may be taken for credit.

A Wss 450 The Literature of Feminism: An Interdisciplinary Seminar (3)

Draws upon the entire body of writing (fictional and nonfictional) that concerns feminism. In different semesters, focuses on different themes, periods, ideas, or issues related to feminism. Combines readings, lectures, seminar discussions, and research. May be repeated for credit when topics differ. Prerequisite(s): permission of instructor.

A Wss 451 (=A His 451 & A Lcs 451) Gender & Class in Latin American Development (3)

The study of the historical interplays of cultural, ideological, and structural factors affecting women's lives during the course of Latin America's experience with modernization and industrialization during the nineteenth and twentieth centuries. Topics covered may include: household work, paid work, migration, growth of female headed households, women's political participation, and women's participation in social movements. Only one of A Lcs 451 and A Wss 451 and A His 451 may be taken for credit. Prerequisite(s): Any course in Latin American Studies and/or Women's Studies and/or History. May not be offered in 2005-2006.

A Wss 461 (=A Arh 461) Women in Cinema (3)

A multi-dimensional examination of women in cinema—as they are seen in films, as they make films, as they see films. Addresses the contributions of women through the first one hundred years of cinema and analyzes various genres. Women studied include: Dorothy Arzner, Marilyn Monroe, Bette Davis, Joan Crawford, Anita Loos, Frances Marion, Ida Lupino, Verna Fields, Barbra Streisand, Lillian Gish, Lenore Coffee, and others. Prerequisite(s): A Arh 260.

A Wss 465 Feminist Theory (3)

The course will examine key changes in feminist theory from the late 1960's to the present. It will assess changes in the way feminists have thought about such topics as: motherhood, sexuality, the origin and nature of women's oppression, class, race, and differences among women. Attention will be given to the political implications of changes in theory. Prerequisite(s): One of A Wss 220, A Wss 240, or A Wss 360, or permission of instructor.

A Wss 475 (= A Arh 475; formerly A Wss 455) Women in Art (3)

Survey of women artists from 1550 to the present, including Artemesia Gentileschi, Elizabeth Vigee-Lebrun, Mary Cassatt, Alice Neel. Also includes a feminist analysis of images of women in art since the Renaissance. A Arh 475Z & A Wss 475Z are the writing intensive versions of A Arh 475 & A Wss 475; only one of the four courses may be taken for credit. Prerequisite(s): A Arh 171 and junior or senior class standing, or permission of instructor. May not be offered in 2005-2006.

A Wss 475Z (= A Arh 475Z; formerly A Wss 455Z) Women in Art (3)

A Arh 475Z & A Wss 475Z are the writing intensive versions of A Arh 475 & A Wss 475; only one of the four courses may be taken for credit. Prerequisite(s): A Arh 171 and junior or senior class standing, or permission of instructor. [WI]

A Wss 490Z Research Seminar in Women's Studies (3)

Seminar in the theory and practice of women's studies research to examine what distinguishes women's studies from other disciplines; the relationship between feminist research and community/political activism; how feminist research is changing the traditional disciplines and the methods used in research. Prerequisite(s): senior standing or permission of instructor. [WI]

A Wss 492 Internship in Women's Studies (3)

The Internship in Women's Studies has two components. (1) Work experience in a placement related to student's interests in career development and social justice. Interns are expected to spend eight (8) hours per week at their placements. Each student works closely with a feminist mentor who provides guidance on projects as well as an analysis of the structure and function of the organization and its role in social change. (2) Academic seminar where students meet together weekly for 80 minutes to apply feminist theory, praxis, and analysis to their placement. Assignments include preparing a resume, analyzing current issues of workplace and economic justice, career development, assessing skills for and barriers to career development, and planning for graduate or professional school. The Internship is a requirement for the major but is open to any responsible junior or senior who has taken a course in Women's Studies. Permission of Internship Director is required; placements must be arranged during advanced registration. **Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher.** *S/U graded*. [OD]

A Wss 495 Honors Project (3)

Independent research project required for successful completion of Women's Studies Honors. In order to register for this course, students must present a written prospectus of their project to the Director of the Women's Studies Honors Program. Students complete their Honors Project under the supervision of the Director of the Honors Program and an Honors Project Adviser. Honors students will present their projects to Women's Studies faculty and students upon completion of their work. Prerequisite(s): Admission to Women's Studies Honors Program; A Wss 490Z (may be taken concurrently).

A Wss 498 Topics in Women's Studies (3)

Considers topics or issues in women's studies selected on the basis of faculty and student interest. May be repeated with different content. Consult fall and spring schedule of classes for specific topics and prerequisites.

SCHOOL OF BUSINESS

Dean
Paul A. Leonard, Ph.D.
University of Oregon
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
Bin Srinidhi, Ph.D.
Columbia 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
W. Christian Buss, Ph.D.
University of Pennsylvania
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.
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
Kinsun Tam, Ph.D.
University of Connecticut
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
William Ding, Ph.D.
University of Colorado at Boulder
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
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
William Ding, M.B.A.
University of Colorado at Boulder
Laurie Jackson, M.B.A.
University at Albany
Paul Morgan, Sr., J.D.
Albany Law School
Union University
Michelle Moshier, M.S.
University of Hartford
Peter J. Ross, M.B.A.
University at Albany
Suzanne Traylor, M.S.
SUNY 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 Itm 215, B Itm 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.

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 Itm 215 or I Csi 101 or I Csi 201, (3) A Mat 108 or B Itm 220 or A Eco 320; (4) A Eco 110, (5) A Eco 111, (6) A Psy 101, and (7) A Soc 115Z or 115 or A Ant 108Z or 108. 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 Itm 215 or I Csi 101 or I Csi 201, (3) A Mat 108 or B Itm 220 or A Eco 320; (4) A Eco 110, (5) A Eco 111, (6) A Psy 101, and (7) A Soc 115Z or 115 or A Ant 108Z or 108. *(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 Itm 215 or I Csi 101 or I Csi 201, (3) A Mat 108 or B Itm 220 or A Eco 320; (4) A Eco 110, (5) A Eco 111, (6) A Psy 101, and (7) A Soc 115Z or 115 or A Ant 108Z or 108.

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

Arts and Sciences Requirements	
Writing (A writing intensive course)	3
Social and Behavioral Sciences	
A Psy 101 Intro to Psychology	3
A Soc 115 or 115Z Intro to Sociology or A Ant 108 or 108Z Intro to Cultural Anthropology	3
A Eco 110 and 111 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
	24

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	**60**

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 Itm 215 Computer Applications in Business (or I Csi 101 or I Csi 201)	3
B Itm 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 Itm 330 Operations Research Applications I	3
B Mkt 310 Marketing Principles and Policies	3
B Mgt 481 Strategic Management	3
	36

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
	24
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 financial analysis, or combination of these three major areas.

Liberal Arts and Sciences Courses

Required Liberal Arts

*A Eco 110 and *A Eco 111 Principles of Economics	6
Economics elective at the 300 level or above where A Eco 110 and 111 are Prerequisites, excluding A Eco 320, 458, 496, and 497	3
A Mat 106, 111, 112, 113, 118 (or equivalent) Calculus	3
*A Psy 101Intro to Psychology	3
*A Soc 115 Intro to Sociology or A Ant 108 Cultural Anthropology	3
	18

General Education Courses

As needed to fulfill University requirements – Minimum 30 credits; some credits may be filled by required Liberal Arts or Business courses (For clarification, see the General Education section of this Bulletin.)	Min. 30

Required Liberal Arts

Combined with General Education courses and required Liberal Arts to total at least 60 credits.

Total Liberal Arts & Sciences credits **60**

Business and Other Courses

Business

*B Acc 211 Financial Accounting	3
B Acc 222 Accounting Systems for Managerial Decisions	3
B Fin 300 Financial Management	3
*B Itm 215 Computer Applications in Business (or I Csi 101 or I Csi 201)	3
B Itm 220 Introduction to Business Statistics (or A Mat 108 or A Eco 320)	3
B Itm 330 Business Information Systems and Technologies	3
B Law 220 Business Law or B Law 200 Legal Environment of Business	3
B Mkt 310 Marketing Principles	3
B Mgt 341 Behavioral Foundations of Management	3
B Mgt 481 Strategic Management	3
Total Business	45-48

Unrestricted Electives

These may be Liberal Arts and Sciences Courses or other Electives	12-15
Total Business + Unrestricted total Elective Credits	**60**
Total Business & Unrestricted Elective Credits	**120**
Total credits (minimum)	**120**

* These are Admission Core Course Requirements (see above).

** **Approved Concentrations:** Financial Analyst **or** Information Technology Management **or** Marketing **or** a combined concentration from two of these categories or one of these categories combined with Management. For more detailed information on concentrations, courses, departments, placement, and other services to students that are available in the University at Albany's 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 to the Dean for Student 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 110 and 111; A Mat 106 or 111 or 112 or 118 or equivalent; A Psy 101; A Ant 108 or 108Z or A Soc 115 or A Soc 115Z, 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 Itm 215 Computer Applications in Business (or I Csi 101 or 201)	3
B Itm 220 Introduction to Business Statistics (or A Eco 320 or A Mat 108)	3
B Itm 322 Statistics for Business Research	3
B Itm 330 Operations Research Applications	3
	30

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 BS or 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 110 and 111; A Mat 106 or 112 or equivalent; A Psy 101; A Ant 108Z or 108 or A Soc 115 or A Soc 115Z; 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.)

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 Itm 215 or I Csi 101, A Mat 108, or A Itm 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 Itm 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, partnership accounting, and accounting for governmental and nonprofit entities. 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 440 Survey of Taxation (3)
This course is a comprehensive introduction to the federal income tax system. It provides a conceptual approach to many tax topics and emphasizes the role that income taxes play in the business decision-making process. The course explores the federal tax law as it relates to individuals and businesses and covers the basic gross income rules, the basic deduction rules, and certain property transaction rules.

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 Career Services. *S/U* graded. Not useable in the degree program or major.

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; not open to students who are concurrently registered for or who have completed B Fin 400.

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; not open to students with concurrent enrollment in B Fin 380 or who have successfully completed B Fin 380.

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 "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 "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 2005-2006. [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 "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 101 and either A Soc 115 or A Soc 115Z or A Ant 108 or A Ant 108Z.

B Mgt 430 Management of Human Resources (3)
B Mgt 430 introduces the concepts and techniques of human resources management, with an emphasis on knowledge relevant for practicing managers. Topics may include human resource planning, human resource information systems, employee recruitment and selection, equal opportunity and affirmative action, diversity and multiculturalism, compensation and benefits, performance appraisal, training and development, quality of work-life programs, 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 in2005-2006. [WI]

B Mgt 470/Z 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. 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), incentive plans, 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 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]

Courses in Information Technology Management

B Itm 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 Itm 215 and I Csi 101 may be taken for credit. Not open to freshmen. Offered fall and spring.

B Itm 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 Itm 220 and A Mat 108 may be taken for credit. Offered fall (may not be offered every fall).

B Itm 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 Itm 220 or its equivalent and Calculus. Offered fall and spring.

B Itm 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 Itm 215 or their equivalents; B Itm 220 or A Mat 108 or A Eco 320. Offered fall and spring.

B Itm 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 Itm 215 or its equivalent, pre or co B Itm 330. Offered spring.

B Itm 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 Itm 322. Offered in spring only. May not be offered in 2005-2006.

B Itm 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 ITM 390.Note: This course is taken as a replacement for ITM 331. Completion of this course with a grade of *B* or higher waives B Itm 520 and B Itm 521. May not be offered in 2005-2006. [WI]

B Itm 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 Itm 331 and B Itm 322. Offered fall. [WI]

B Itm 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 Itm 331. Offered spring.

B Itm 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 Itm 415 or concurrent enrollment. May be repeated for credit. 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 data analysis project, hypothesis testing and applied statistics with SPSS are key elements of the course. Prerequisite(s): B Mkt 310, B Itm 220, or A MAT 108.

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, B Itm 220, or A Mat 108.

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 Personal Selling and Sales Management (3)
B Mkt 430Z prepares students to enter business in the sales department and advance into management. We cover the selling process, focusing on the concepts and tactics associated with consultative selling, the approach associated with business-to-business transactions. Also, we examine how managers build their organization through effective recruiting, training, and supervising. In-class exercises put concepts like team-building and negotiation into practice. Students learn about the very same practices that they face when entering the job market. Guest speakers and cases bring the topics alive and anchor discussion in the real world. Writing and presentation skills improve through practice and feedback. 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 2005-2006.

B Mkt 437Z Business Marketing (3)
B Mkt 437Z provides an introduction to business-to-business marketing and the role played by advancing technology, including IT. Students learn the concepts and strategies behind supply chains, industrial purchasing, electronic business markets, strategic partnerships and networks, and cross-border business marketing. New advances in building business relationships are explored. Classes are action-oriented, involving case discussions, team presentations, and guest speakers. Writing and presentation skills improve through practice and feedback. Especially when combined with B Mkt 430Z, students are well equipped to enter and advance in the world of business-to-business sales and marketing. Prerequisite(s): B Mkt 310.

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 495 and B Bus 496) should contact the Office of Student Services in the School of Business (BA-361) 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 101 or Z, A Soc 115Z, or 3 credits of economics. Will not be offered in 2005-2006.

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 108 or Z or A Psy 101 or Z or A Soc 115 or Z. Will not be offered in 2005-2006.

B Bus 300 Accounting and Communications (1)
Theory, principles, and practices of effective written communications: correspondence, formal and informal reports, business memos, and letters. This course provides individual assessment with regard to how students might improve their written communications skills to meet the standards required by the accounting profession. Prerequisite(s): Junior standing in the accounting major.

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 2005-2006.

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 203 (or A Soc 203), R Crj 201 or R Crj 202. Transfer applicants must have completed the equivalent of R Crj 201, or 202 or 203 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 283.

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, and U.S. Latino 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 203 and A Soc 203 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 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 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. [OD]

R Crj 203 (=A Soc 203) Criminology (3)
Introduction to the study of crime, including the development of criminal law, the relationship between crime and social structure, and the individual and social causes of crime. Only one of A Soc 203; A Soc 381; R Crj 200 or R Crj 203 can be taken for credit. Prerequisite(s): A Soc 115 or 115Z.

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 393 Mapping for Criminal Justice (3)
This course provides students with an introduction to the theory and techniques associated with collection, display, analysis, and storage of geographic data in the criminal justice environment. Lectures focus on the use of Geographic Information Systems (GIS) to analyze criminal justice data while laboratory and project based methods expose students to a variety of GIS applications in criminal justice.

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.

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 412Z Incarceration (4)
Provides an analysis of the historical development, organization and administration of correctional institutions. Social control processes within prisons are considered, as are policy dilemmas posed by "special category" inmates who require innovative and specialized intervention. Examines current topics such as overcrowding and its effects on institutional functioning, prison construction, disturbances and others. Prerequisite(s): R Crj 201 or R Crj 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 2005-2006. [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 450Z Street-Level Bureaucracy (4)
Criminal justice agencies, welfare agencies, schools, and some other public agencies constitute a class of organizations known as street-level bureaucracies. This course examines the work performed by street-level bureaucrats, the structural properties that street-level bureaucracies have in common, and the administrative problems in which these properties result. Prerequisite(s): R Crj 201. May not be offered during 1998-99.

R Crj 493 Seminar in Applied Criminal Justice (3)
This course is a biweekly seminar in which analysis of the field placement (R Crj 494) and related issues will take place. Co-requisite: R Crj 494. Prerequisite(s): Only open to criminal justice majors with senior standing and an overall grade point average of 2.5 or higher; one relevant upper division course and permission of department required.

R Crj 494 Internship in Criminal Justice (3)
The field experience requires both a minimum of 15 hours/week in an approved Capital District community placement that will engage the student in the study of crime and/or criminal justice policy and programs. Also, participation in a biweekly seminar in which analysis of the field placement and related issues will take place. Co-requisite: R Crj 493. Prerequisite(s): Only open to criminal justice majors with senior standing and an overall grade point average of 2.5 or higher; one relevant upper division course and permission of department required. *S/U* graded.

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

Dean
Susan D. Phillips, Ph.D.
Columbia University
Associate Deans
Robert L. Bangert-Drowns, Ph.D.
The University of Michigan at Ann Arbor
Virginia J. Goatley, Ph.D.
Michigan State University
Assistant Dean
Michael 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.

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.

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 233, 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 300 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 301 Independent Study (4-6)
Independent study with variable credit designed to provide large blocks of time for independent study projects. 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 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 Toleration (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 2005-2006.

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.

DEPARTMENT OF EDUCATIONAL THEORY AND PRACTICE

Faculty

Distinguished Professor
Judith A. Langer, Ph.D.
Hofstra University
Leading Professor
Arthur N. Applebee, Ph.D.
University of London
Professors
Audrey B. Champagne, Ph.D.
University of Pittsburgh
Istvan Kesckes, Ph.D.
Hungarian Academy of Sciences
Vicky L. Kouba, Ph.D.
University of Wisconsin, Madison
Associate Professors
Jane M. Agee, Ph.D.
University of Georgia
Robert Bangert-Drowns, Ph.D.
University of Michigan at Ann Arbor
Joseph Bowman, Jr., Ed.D.
Columbia University
Carla J. Meskill, Ed.D.
Brown University
Robert P. Yagelski, Ph.D.
Ohio State University
Assistant Professors
Abbe Herzig, Ph.D.
University of Wisconsin-Madison
Miriam Raider-Roth, Ed.D.
Harvard University
Carol Rodgers, Ed.D.
Harvard University
Academy for Initial Teacher Preparation Director
Jerusalem Rivera-Wilson

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 2005-2006.

E Tap 403 Issues in Urban Education (3)
This course focuses on the social, political, and economic conditions that impact schools serving inner city urban communities in the United States. Although schools in urban communities differ considerably and should not be stereotyped, they all face a number of similar challenges that may be linked to changing urban conditions - as well as challenges that may result from the interplay of diverse stakeholders-administrator, teachers, parents, community/school activists concerned about the academic achievement, retention, and graduation of youth served in urban school environments.

E Tap 404 (Previously 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 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
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
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. [IL]

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 101 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 101 and permission of instructor

E Cpy 360 Psychology, Cultural Diversity, & Social Justice (3)
This course will examine several aspects of diversity as it relates to U.S. culture and society. Moreover, the course will examine and explore the psychological effects of various types of oppression (i.e., racism, heterosexism, and classism) as they impinge upon specific communities within the U.S. and individuals within those communities. In addition, this course will include topics related to social justice and advocacy related to the improvement and empowerment of marginalized groups studied. The course will incorporate various sources of knowledge and content to provide a comprehensive perspective on the multiple layers of cultural diversity represented in U.S. culture. These sources include readings, class discussions, video presentations, experiential activities, and guest lecturers

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 Foundations of Peer Counseling and Peer Education(3)
In this course, students will be introduced to peer counseling and peer educations through classroom presentations, experiential exercises, and participation in a weekly "training shift" at the Middle Earth Peer Assistance Program. The classroom portion of the course will consist of lectures on basic listening and communication skills as well as an introduction to peer counseling and peer education. There will also be classroom sessions on specific topics related to campus issues, such as alcohol and substance abuse, sexual assault, eating disorders, and other topics addressed by peer counselors and peer educators. In addition to participating in the lecture portion of the course, students will be required to complete a weekly three-hour "training shift" in which they will be paired with a peer mentor to practice the skills that are discussed in class. In this way, students will have an opportunity to observe and work with experienced peers in the context of a service agency that is located on campus. Prerequisite(s): Students must obtain the permission of the instructor in order to enroll in this course.

E Cpy 403 Peer Counseling and Peer Education: Theory and Practice I (3)
In this course, which is a companion to A Cpy 400 (Foundations of Peer Counseling and Peer Education), students will have the opportunity to practice peer counseling and peer education skills through supervised experiences which will occur on the Middle Earth crisis hotline and/or in the Middle Earth outreach education service. Students will also participate in weekly supervision groups which are facilitated by instructional staff. A primary strength of this course is that learning can take place in the context of a campus service agency, allowing students the opportunity to apply skills which they have learned. Prerequisite(s): Students must complete A Cpy 400 or the equivalent and obtain the permission of the instructor in order to enroll in this course.

E Cpy 404 Peer Counseling and Peer Education: Theory and Practice II (3)
In this course, which is a companion to A Cpy 400 (Foundations of Peer Counseling and Peer Education), students will have the opportunity to practice peer counseling and peer education skills through supervised experiences which will occur on the Middle Earth crisis hotline and/or in the Middle Earth outreach education service. Students will also participate in weekly supervision groups which are facilitated by instructional staff. A primary strength of this course is that learning can take place in the context of a campus service agency, allowing students the opportunity to apply skills which they have learned. Prerequisite(s): Students must complete A Cpy 400 and A Cpy 403 or the equivalent and obtain the permission of the instructor in order to enroll in this course.

E Cpy 405 Peer Counseling and Peer Education: Theory and Practice III (3)
In this course, which is a companion to A Cpy 400 (Foundations of Peer Counseling and Peer Education), students will have the opportunity to practice peer counseling and peer education skills through supervised experiences which will occur on the Middle Earth crisis hotline and/or in the Middle Earth outreach education service. Students will also participate in weekly supervision groups which are facilitated by instructional staff. A primary strength of this course is that learning can take place in the context of a campus service agency, allowing students the opportunity to apply skills which they have learned. Prerequisite(s): Students must complete A Cpy 400, A Cpy 403, and A Cpy 404 or the equivalent and obtain the permission of the instructor in order to enroll in this course.

E Cpy 406 Theory and Practice in Peer Counseling and Peer Education, Peer Supervision (3)
In this course, which is a companion to E Cpy 403, 404, and 405 (Peer Counseling and Peer Education: Theory and Practice I, II, and III), students will have the opportunity to practice peer counseling and peer education supervision skills through practical experiences which will occur on the Middle Earth crisis hotline and/or 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 can take place in the context of a campus service agency, allowing students the opportunity to apply skills which they have learned. Prerequisite(s): Students must complete E Cpy 400, E Cpy 403, and E Cpy 404 or the equivalent and obtain the permission of the Instructor in order to enroll in this course.

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
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

Courses in Educational Psychology and Methodology

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.

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 360 Positive Youth Development (3)
An introduction to current theory and research in the field and practices of positive youth development within the context of important societal issues; cultivating environments to promote optimal development and behavior in disadvantaged, trouble youth through strengths and family practices, and healthy alternatives to interpersonal, family, and community violence. Prerequisite(s): junior or senior status.

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
Donna Scanlon, Ph.D.
University at Albany
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, Ph.D.
Ohio State University
Visiting Professor
Haley W. Jiron, M.Ed.
University of Vermont

Courses in Reading

E Rdg 250 Introduction to Literacy Instruction (3)
This course provides a broad introduction to teaching reading, writing, speaking, and listening to children and adolescents. The course will focus on literacy areas such as phonemic awareness, word knowledge, fluency, comprehension, writing, assessment, literature selection, and engagement.

E Rdg 404 Literature for Reading Programs (3)
Examination of the broad range of genres and the rich variety of materials for use in classroom settings. Focus includes strategies for incorporating texts into various curricular areas. Topics include literacy events with text for emergent readers, knowledge of book difficulty, and uses of literature in the classroom.

E Rdg 406 Young Adult Literature (3)
Examines the broad range of genres and the rich variety of texts for use in classroom settings. Presents strategies for incorporating literature into various curricular areas. Topics include motivation issues, text difficulty, and use of literature with controversial themes.

E Rdg 410 Literacy in Social Contexts (3)
This course examines historical and contemporary aspects of literacy, focusing particularly on the relation between literacy and forms of social and cultural life. Topics include: (1) perspectives on literacy; (2) the role of literacy in society; (3) implications of diversity on literacy development; (4) relationships among diverse communities of practice.

E Rdg 487Z Literate 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
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
Kathryn S. Schiller, Ph.D.
University of Chicago
Assistant Professors
Kevin Kinser, Ed.D.
Columbia University
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 for Academic Affairs
Carson Carr, Jr., Ph.D.
Assistant Dean for Academic Support Services
Maritza Martinez, M.S.W.
Office of Academic Support Services
Instructional Staff
Paul Cummings, Ph.D.
Craig Hancock, D.A.
Claudia Ricci, Ph.D.
Mary Kay Skrabalak, M.S.
Silke Van Ness, Ph.D.
Project Excel (Student Support Services)
Chris Fernando, M.S.
Tasharni Harris, M.S.W.
EOP Program Counselors
Monica Hope, M.S.
Abdul Jarvis, B.A.
Patrick Romain, M.S.
Gladys Santiago, M.A.
Academic Talent Search Program
Alexandra Guerrero, M.S.
Dana Britton, M.S.W.
Osei Agyeman, G.A.
C-Step/AGEP/McNair Program
Marc Carter, B.S.
Youth Construction Initiative Program
Dr. Carson Carr, Jr., Statewide Director
Marsha Mortimore, Assistant Statewide Director

Introduction

Commencing here at the University at Albany back in 1968, this 36 year old program seeks to provide admission opportunities for economically and educationally disadvantaged students who wish to enroll in one of many undergraduate departments at this University. Having the second largest EOP in the SUNY system with 700+ students being served, one objective of the 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 seeks to complete. To this end, students enrolled in the Educational Opportunities Program are provided with supportive services designed to help students who need assistance in academic, financial, social, or personal matters. Specifically, the following services are provided to EOP students by a staff of professional counselors and departmental faculty members:

- Developmental coursework in reading/writing, math and study skills
- One to one personal/academic counseling
- Free one to one tutorial assistance
- Five week EOP mandatory Pre-College Summer Residential Program

- Monthly EOP newsletter
- Financial aid packaging
- EOP Computer User Room and an EOP Writing Center
- Peer tutorial and peer advisement services
- Career and personal growth workshops
- Study skills materials
- Graduate school advisement and EOP graduate school tuition waiver.

Project Excel:

Providing academic supportive assistance designed to increase the retention and graduate rates of two hundred low-income, first generation, and disabled students is the primary intent of the Project Excel Program. Funded by a four-year grant from the U.S. Department of Education, Project Excel is a Student Support Services Program (A TRIO Program). Project Excel will strive to achieve its goal of a graduation rate of 80% of its participants by offering the following services: supplementary academic advisement, personal counseling, career planning, financial aid planning and information; peer mentoring; study skills workshops; instruction in pre-college biology; tutoring; professional and graduate school speakers; graduate school seminars; and field trips to local industries.

Ronald McNair Post-Baccalaureate Achievement/AGEP/LSAMP/C-STEP Program:

The premise of this program is to provide students from historically underrepresented groups (African-American, Latino, and Native American) and low-income backgrounds and who are first generation college students, with an opportunity to pursue M.D. and/or Ph. D. degree in science and technology. The program seeks to recruit second year undergraduate students who are majors in science and/or technology including (but not limited to) mathematics, chemistry, biology, pre-med, public health, physics, economics, or computer science with a cumulative GPA of at least a 2.8 or higher. These participants are provided with faculty research opportunities during the summer. In addition, there is other programming to assist students with their eventual goal of securing the undergraduate degree, as well as the Ph.D.

Academic Talent Search Program:

The Academic Talent Search Program, a federally funded TRIO project, provides lower income middle and high school students and adults with programming to encourage them to attend school. Residents in the Capital District (Albany, Schenectady, and Troy) are eligible to participate. Programming includes tutoring in the schools, field trips to colleges, senior seminar series to prepare students for college, personal, academic and career advisement, SAT/PSAT review sessions, mentoring programs, cultural trip programming, and GED advisement.

Youth Construction Initiative Program:

The Youth Construction Initiative Program, funded by the New York State Department of Transportation, is a comprehensive partnership between the NYS Department of Transportation and the University at Albany. Its major goal is to prepare motivated high school students (11th and 12th graders) for careers in highway construction. There are eight high school sites throughout the state and each has a site coordinator preparing these students. These pre-apprenticeship students are exposed to career counseling, computer and other technological training, summer job internships, field trips to the colleges of technology, safety training, study skills workshops, etc.

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]

COLLEGE OF COMPUTING AND INFORMATION

Faculty
Dean and Associate Provost for Informatics
Peter A. Bloniarz, Ph.D. (Collins Fellow)
Massachusetts Institute of Technology

Associate Dean for Informatics
David F. Andersen, Ph.D. (Distinguished Service Professor)
Massachusetts Institute of Technology

Assistant Deans
Rachel R. Baum
Frances Reynolds

The mission of the College of Computing and Information is to support world-class, discipline-based research, and educational programs related to computing and information. The college was formed in the spring of 2005 by the faculties of the Department of Computer Science (formerly in the College of Arts and Sciences), the Department of Information Studies (formerly the School of Information Science and Policy), and a new unit, the Informatics Faculty, which hosts an interdisciplinary Ph.D. program in information science. The two departments currently offer undergraduate major and minor programs, as well as a variety of introductory and advanced courses including Information Literacy General Education courses. All three units support graduate education as well, offering undergraduates an opportunity to study in a research-oriented environment.

In addition to the disciplinary perspectives found in its two departments, the College also provides the academic focus for the IT Commons, a University-wide program sponsored by the Division of Academic Affairs to support programs in information-related interdisciplinary studies throughout the campus. Through the IT Commons, a number of faculty in departments across the campus have joint appointments to the College's Informatics Faculty and contribute to educational programs both in their home department as well as in the College. For more information about these faculty and other campus courses relevant to computing and information, please see the IT Commons web page at http://www.albany.edu/ite.

DEPARTMENT OF COMPUTER SCIENCE

Faculty
Distinguished Professor Emeritae/i
Richard E. Stearns, Ph.D.
Princeton University
Professors
Harry B. Hunt III, Ph.D.
Cornell University
Neil V. Murray, Ph.D.
Syracuse University
Paliath Narendran, Ph.D.
Rensselaer Polytechnic Institute
Sekharipuram S. Ravi, Ph.D.
University of Pittsburgh
Daniel J. Rosenkrantz, Ph.D.
Columbia University
Dan E. Willard, Ph.D.
Harvard University
Professor Emeritae/i
Dean N. Arden, Ph.D.
Purdue University
Associate Professors
George Berg, Ph.D.
Northwestern University
Peter A. Bloniarz, Ph.D. (Collins Fellow)
Massachusetts Institute of Technology
Seth D. Chaiken, Ph.D.
Massachusetts Institute of Technology
Mei-Hwa Chen, Ph.D.
Purdue University
Andrew R. Haas, Ph.D.
University of Rochester
Lenore M. Restifo Mullin, Ph.D.
Syracuse University
Tomasz Strzalkowski, Ph.D.
Simon Fraser University
Associate Professor Emeritae/i
Edwin D. Reilly, Ph.D.
Rensselaer Polytechnic Institute
Assistant Professors
Ian N. Davidson, Ph.D.
Monash University, Australia
William A. Maniatty, Ph.D.
Rensselaer Polytechnic Institute
Adjuncts (estimated):3
Teaching Assistants (estimated): 21

Courses offered by the Department of Computer Science provide an introduction to the theory and practice of computing. Familiarity with computer languages and data structures is developed in appropriate courses by the completion of programming assignments related to course material.

Students may elect a short sequence of courses in a particular aspect of computer science, complete a minor for broader competence, or obtain a foundation in both theory and practice by completing either a major in computer science or in computer science and applied mathematics.

Among the majors that combine well with either elective course work or a minor in computer science are mathematics, any science major, economics, geography, linguistics, rhetoric and communication, psychology, and sociology. A major in business administration (such as the management science concentrations) would also be appropriate, but students should be aware that they will also have to satisfy the School of Business admission requirements.

A familiarity with computers and their applications may also be obtained through noncredit "Short Courses" offered by Information Technology Services and through computation courses offered by College of Arts and Sciences, departments, and other Schools at the University.

Students with a strong interest in the languages and programming techniques commonly used in business may wish to elect the sequence I Csi 101, 203, 205, and 410.

The computer science majors combine advanced topics in computing practice with introductory material on the mathematical foundations of computer science including abstract models of computers and languages and the fundamental limits of computing.

Students with a primary interest in the applications of computing may combine the major in computer science with a major or minor in other disciplines. Such combinations may be attractive to prospective employers because of today's wide range of computing applications.

The B.A. in computer science requires that the student elect at least one minor from the list of approved minors described in a previous section of this bulletin. Students considering a minor in either mathematics or physics are advised instead to consider one of the B.S. programs described below.

The two B.S. programs both combine a major with a minor and are recommended for those students who intend to pursue graduate programs in computer science or who wish to qualify for positions involving research or advanced development in computer systems design. The interdisciplinary B.S. major in Computer Science and Applied Mathematics combines a strong sequence in computer science with those courses in mathematics particularly relevant to advanced work in computer science.

The B.S. in computer science encompasses a two-course sequence in physics and a second two-course sequence in either more advanced physics or in a second science elected by the student.

Degree Requirements for the Majors in Computer Science

General Program B.A.:

A minimum of 41 credits including I Csi 201, 310, 210, 333, 311, 402, 404; two additional I Csi courses numbered in the range 400–450 or 500–550; A Mat 111 or 112 or 118, 113 or 119, and 367; plus completion of an approved minor whose courses may not overlap with any of the courses used to complete the major.

General Program B.S. (combined major and minor sequence):

A minimum of 74 credits as follows: I Csi 201 310, 210, 333, 311, 300Z, 401, 402, 403, 404, 409, plus two courses from A Phy 353, A Phy 454, or any I Csi course numbered 300–450 or 500–550 for a total of 42 credits; A Mat 111 or 112 or 118, 113 or 119, 220, 367, plus three credits from any A Mat course at the 300 level or above; A Phy 140 or 141, 145, 150 or 151, 155; and one of the following pairs of courses: A Phy 240 (or 241) and 250, or A Phy 240 (or 241) and 315, or a two-course sequence in a second science as approved by the department.

Program in Computer Science and Applied Mathematics

The interdisciplinary combined major and minor program in computer science and applied mathematics is an integrated program providing a strong background in the theory and practice of computer science combined with those courses in mathematics which are most likely to be needed for advanced work in computer science, either in graduate study or industrial research and development.

The program provides excellent preparation for the advanced Graduate Record Examination in computer science and will provide an attractive background for admission to high quality graduate programs in computer science. The mathematics portion of the program, with the appropriate selection of one or two electives, can provide a good mathematical background for work in operations research which is an important area of computer application in business, or for numerical computation in a variety of areas related to the scientific and engineering use of computers.

Degree Requirements for the Major in Computer Science and Applied Mathematics

General Program B.S. (combined major

and minor sequence): A minimum of 66 credits as follows: A Mat 111 or 112 or 118, 113 or 119, 214, 220, 367; I Csi 201, 210, 310, 311, 333, 401, 402, 403, 404, 409; 15 additional credits, as advised, from the following list of courses, including at least 9 credits in mathematics: any course with an A Mat prefix numbered 300 or above, any course with an I Csi prefix numbered 300–450 or 500–550, I Csi 499, A Phy 353, A Phy 454, A Phi 432.

Honors Program

The honors program is recommended for students planning graduate study. To be eligible for admission, the student must declare one of the three Computer Science majors and must have completed the following courses: I Csi 201, 210, 310, 333; A Mat 112 and 113. The student must have a GPA of at least 3.5 in the above courses and an overall GPA of at least 3.25. To complete the honors program, the student must complete 12 credits of course work (to be determined by the department in consultation with each student) designed to ensure a rigorous mastery of the discipline, together with an Honors seminar (I Csi 487/487Z), and an Honors project of at least 6 credits, (I Csi 488Z). Consult the department for further information.

Combined B.S./M.A. and B.S./M.S. Programs

Two combined bachelor's/master's degree programs are available with the undergraduate major in computer science and applied mathematics. The combined B.S./M.A. program combines the undergraduate program in computer science and applied mathematics with the graduate program in mathematics. The combined B.S./M.S. program combines the undergraduate program in computer science and applied mathematics with the graduate program in computer science.

Both programs provide 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.S. and M.S. or the B.S. and M.A. degrees within nine or ten semesters.

The combined programs require a minimum of 140 credits, of which at least 32 must be graduate credits. In qualifying for the B.S., students must meet all University and college requirements, including the requirements of the undergraduate major described previously, the minimum 60-credit liberal arts and sciences requirement, general education requirements, and residency requirements.

In qualifying for the M.S. or M.A., students must meet all University and college requirements as outlined in the Graduate Bulletin, including completion of a minimum of 32 graduate credits, and any other conditions such as a research seminar, thesis, comprehensive examination, or other professional experience and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.S. and M.S. or the B.S. and M.A. programs.

Students may apply for admission to either combined degree program at the beginning of their junior year or after the successful completion of 56 credits. A cumulative grade point average of 3.20 or higher and three supportive letters of recommendation from faculty are required for consideration, but admission of a student who meets the minimum requirements is not automatic.

Courses

I Csi 100 Computing and Disability (3)
The relation between people with disabilities and computers. Lectures, tutorials, and laboratory will deal with topics such as how computers may be used by persons with disabilities, assistive devices, software, and applications such as word processing, database inquiries, spreadsheets, and telecommunications. For students with disabilities and for professionals who teach and assist people with disabilities. May not be offered in 2005-2006.

I Csi 101 Elements of Computing (3)
Introduction to the principles and practice of computer programming through the use of the general purpose high level programming language VISUAL BASIC. Concepts introduced include algorithms, arrays, files, structured programming, and top-down design. Course also includes a brief introduction to computer technology and computer architecture from both a historical and modern perspective. Only one of I Csi 101 and B Itm 215 may be taken for credit.

I Csi 102 Microcomputer Software (3)
Theory and practice of general purpose microcomputer software systems such as spreadsheet and relational database packages. Query languages for database access. Word processing with emphasis on spelling and grammar checking. Normally offered spring semester only.

I Csi 103 Topics in Computer Literacy (3)
Each offering of this course will address one or more topics that are germane to the use of computers in every day life. The main emphasis of this course will be on the use of available software packages. May not be offered in 2005-2006.

I Csi 120 Computational Principles and Issues (3)
Principles and issues arising in a variety of computational situations. Discussion of topics from computation theory, artificial intelligence, and systems design. From computation theory, an emphasis on impediments to computation, such as undecidability and NP-hardness. From artificial intelligence, an emphasis on knowledge representation. From systems, an emphasis on computer design and on synchronization problems. May not be offered in 2005-2006.

I Csi 124X Computer Security Basics (3)
An introduction to security in computers and networks for a general audience. The operation of computers and networks is explained to show how they are the basis for attacks. The course will confer a basic but comprehensive understanding of how computer and network attacks (e.g., viruses, worms, denial of service) work. Also, how a general user of computers can defend her or himself from current and future attacks.

I Csi 198 (formerly I Csi 298) Consulting Service (1–3)
Classroom instruction on the practical aspects of computing on the campus personal, network and mainframe computer environment, including word processing, data communications, networking and using 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 credit. Total credits for I Csi 198, I Csi 490, I Csi 497, I Csi 199 and the former I Csi 298 and I Csi 498 may not exceed nine. Prerequisite(s): permission of instructor. *S/U* graded.

I Csi 199 (=U Unl 199) Information Literacy and Reference Consulting (1-3)
Classroom instruction on the practical aspects of computing on the University Libraries campus website, including search strategy and skills development in information technology in a public user facility. Students will learn about and assist users with library research databases and research on the Internet within the context of a sophisticated information-delivery organization, will become familiar with the practical, social and ethical issues relating to information, and will be able to evaluate and utilize information acquired through a variety of formats. Consulting schedules are determined on an individual basis during the first two weeks of class. Number of credit hours taken determines consulting hours required. Class attendance is mandatory. (ICSI majors: total credits for I Csi 198, I Csi 199, I Csi 490, I Csi 497, and the former I Csi 298 and I Csi 498 **may not exceed nine**). *S/U* graded.

I Csi 201 Introduction to Computer Science (4)
Computer algorithms and their representation. The principle of information hiding and its relation to program block structure. File structure and access methods. The efficient use of computational resources. Program development and style.

I Csi 203 Data Processing Principles (3)
Introduction to systems analysis and structured programming techniques using COBOL (Common Business Oriented Language). Basic COBOL, table handling, sorting, file structures and maintenance, storage media, and basic functions of a multi-programming operating system. May not be taken for credit by students with credit for I Csi 206 or I Csi 306. Prerequisite(s): I Csi 101 or 201 or B Itm 215. Normally offered spring semester only.

I Csi 204 Scientific Computing (3)
Programming in the scientific languages Fortran 77 and APL. The effect of internal storage representation on precision and accuracy. Symbolic computation using Macsyma. Elementary numerical methods and the graphical presentation of scientific data. Software libraries of interest to scientists. Prerequisite(s): I Csi 101 or I Csi 201 or B Itm 215, and A Mat 113 or 119. May not be offered in 2005-2006.

I Csi 205 Object Oriented Programming for Data Processing Applications (3)
Introduction to object oriented programming, abstraction and system analysis techniques using an object orientated language such as C++ or Java. Basic syntax and semantics, classes, objects, arrays and pointers. Modular software design using header or class files and separate compilations and linking. Use of standard class and function libraries and packages. Introduction to memory management and performance issues. Prerequisite(s): B Itm 215 or I Csi 101 or 201. Normally offered fall semester only.

I Csi 210 Discrete Structures (4)
Proofs by induction; mathematical reasoning, propositions, predicates and quantifiers; sets; relations, graphs, and trees; functions; counting, permutations and combinations. Prerequisite(s) or corequisite: I Csi 201. Normally offered fall semester only.

I Csi 221 (= A Mat 221) Introduction to Discrete Mathematics (3)
Topics chosen from sets, relations, induction, binomial theorem, permutations and combinations, counting, and related topics in discrete mathematics. Only one of A Mat 221 & I Csi 221 may be taken for credit. Prerequisite(s) or corequisite: A Mat 113 or 119.

I Csi 300Z Social, Security, and Privacy Implications of Computing (3)
The ethical and moral implications of using computers to affect the lives of individual and collective members of human society. Material drawn from a variety of topics, including security and privacy in computers, networks, security measures, and human users, data banks vs. rights to privacy, intellectual property, open vs. closed software, software piracy, unauthorized access, and other computer crimes. Prerequisite(s): I Csi 201. [WI] May not be offered in 2005-2006.

I Csi 310 Data Structures (3)
Commonly used abstract data structures and their implementation. The use of pointers and recursive programming. Stacks, queues, lists and trees, and their application to such problems as sorting and searching. Analysis of algorithms for using these structures. Prerequisite(s): I Csi 201. Normally offered spring semester only.

I Csi 311 Principles of Programming Languages (3)
Fundamental concepts and general principles underlying programming languages and their use as illustrated by Prolog and Lisp. Analysis and implementation of run-time environment including scope rules, binding, and parameter passing mechanism. Introduction to interpreters and compilers. Prerequisite(s): Grade of C or better required in I Csi 210 and 310. Majors who declared prior to September 1, 2002 will have the grade restriction waived. Normally offered spring semester only.

I Csi 333 Programming at the Hardware Software Interface (4)
Instruction set architecture of contemporary computers; boolean logic, memory, registers, instructions and interrupts. Assembly language programming; assembler passes, symbols, macros, function linkage and separate compilations. C language programming; syntax, control, types, abstractions, pointers and strings. dynamic memory, standard and user written libraries. ANSI and C++ standards. Instruction set simulation. Prerequisite(s): Grade of C or better required in I Csi 310. Majors who declared prior to September 1, 2002 will have the grade restriction waived. Normally offered fall semester only.

I Csi 400 Operating Systems (3)
Historical overview; operating system services; mass storage file organization; memory management in multiprogrammed systems; virtual memory; resource allocation; concurrent processes; deadlock detection and prevention; security; the design of contemporary operating systems such as UNIX. Prerequisite(s): I Csi 333. May not be offered in 2005-2006.

I Csi 401 Numerical Methods for Digital Computers (3)
Study of practical methods for the numerical solution of a variety of problems on a digital computer. Topics covered will include roots of equations, numerical interpolation, numerical integration and differentiation; the evaluation of mathematical functions, least squares curve fitting; the solution of simultaneous linear equations, matrix inversion and linear programming. Prerequisite(s): A Mat 220 and I Csi 310. Normally offered fall semester only.

I Csi 402 Systems Programming (3)
Programming aspects of operating systems. Topics covered include implementation of storage management, resource allocation, multi-processing, scheduling, synchronization, inter-process communication, and terminal I/O. Emphasis on projects to enhance subject understanding, problem solving, and programming skills. Prerequisite(s): Grade of *C* or better required in I Csi 333. Majors who declared prior to September 1, 2001 will have the grade restriction waived. Normally offered spring semester only.

I Csi 403 Algorithms and Data Structures (3)
Description of common data structures such as lists, push-down stores, queues, trees, and graphs. Definition of algorithm efficiency and efficient algorithms for integer and polynomial arithmetic, sorting, set manipulation, shortest paths, pattern matching, and Fourier transforms. Prerequisite(s): I Csi 210 and 310. Normally offered spring semester only.

I Csi 404 Computer Organization (3)
An introduction to the logical organization of the hardware components of computing systems. Topics include logic design from a functional point of view, data representation and processing, description of major components such as the central processing unit and memory, and control and communication within the components and in the system. Prerequisite(s): I Csi 333 and 210. Normally offered spring semester only.

I Csi 407 User Interfaces (3)
The C programming language. Event-driven systems. Aspects of the UNIX operating system that support simulation of multi-tasking in a single processor environment. Window-oriented user interfaces. Pop-up/pull-down menus. Human factors in software engineering. Prerequisite(s): I Csi 333. May not be offered in 2005-2006.

I Csi 409 Automata and Formal Languages (3)
Introduction to the theory of computation. Models of computation including Turing machines and push-down automata will be examined along with their formal language counterparts such as context-free languages. Additional topics include unsolvability, computational complexity, and applications to computer science. Prerequisite(s): I Csi 210. Normally offered fall semester only.

I Csi 410 Database Management Systems (3)
Introduction to database management systems (DBMS) with emphasis on the relational model. Physical and logical database design, rollback and recovery techniques, access methods and query language concepts. The design and use of microcomputer-based relational systems and spreadsheets. The hierarchical and network DBMS models. Prerequisite(s): I Csi 310. Normally offered fall semester only.

I Csi 416 Computer Communication Networks (3)
Introduction to computer communication networks. Equal emphasis on all layers of the ISO reference model and the TCP/IP protocol suite. Topics include physical networks, sliding window protocols, remote procedure call, routing, naming and addressing, security, authentication, performance, and applications. Prerequisite(s): I Csi 402 and A Mat 367. Normally offered fall semester only.

I Csi 417 Compiler Construction (3)
Compilation vs. interpretation; lexical analysis based on finite automata; parsing; syntax-directed translation; symbol tables; run-time storage allocation; error detection and recovery; code generation and optimization. Prerequisite(s): I Csi 333 and 409. Normally offered spring semester only.

I Csi 418 Software Engineering (3)
Software engineering principles, the role of abstraction in programming, abstract data types, modularization and module interfaces, specifications, and teamwork. Project work in contemporary concurrent and object-oriented languages. Prerequisite(s): I Csi 333. Normally offered fall semester only.

I Csi 421 Discrete Mathematics with Applications (3)
A deeper coverage of the content of I Csi 210. Proofs by induction, recursive definitions, and combinatorial analysis. Introduction to recurrence equations, graph theory, and abstract algebra. Applications to proofs of correctness and analysis of combinatorial and algebraic algorithms. Prerequisite(s): I Csi 210. Normally offered fall semester only. .May not be offered in 2005-2006.

I Csi 422 (formerly I Csi 302) Introduction to Computer Graphics (3)
Mathematics, data structures, algorithms, system architecture and programming projects for implementing two and three dimensional computer graphics software. Rastorization, matrices, linear and projective transformations; clipping, removal of hidden lines and surfaces. Devices, event driven user interaction, and an introduction to window systems and visual programming tools. Prerequisite(s): A Mat 113 and either I Csi 333 or permission of instructor. A Mat 220 (Linear Algebra) is desirable but not required. May not be offered in 2005-2006.

I Csi 424 Information Security (3)
This course covers the broad spectrum of technical issues surrounding computer security and intrusion detection. Topics considered include: viruses, worms, host- and network-based vulnerabilities and countermeasures, database security, intrusion detection, and privacy and legal issues. Facilities for securing hosts and limiting vulnerability are also discussed. Unlike in a systems administration class, detailed operational issues are not discussed. Prerequisite(s): I Csi 402 or I Csi 400.

I Csi 426 Cryptography (3)
The making of ciphers to encode information is the subject of cryptography. This course covers the field from its origins in early historic times through its most up-to-date implementations and uses in digital computers. Various ciphers will be shown and their security assessed. This latter is known as cryptanalysis – the attempt to break a cipher in order to read the underlying message. The course will emphasize how cryptography and cryptanalysis are intimately related, and how the arms race between the two has motivated progress throughout their history. Prerequisite(s): I Csi 333 and co-registration in I Csi 403.

I Csi 430 Introduction to Mathematical Logic (3)
Topics include logical validity, logical consequence, computerized theorem proving, compactness, soundness, consistency, completeness and incompleteness in the context of propositional logic, first order logic, Frege-Hilbert deduction and computerized Semantic Tableaux deduction. This course will survey Goedel's Completeness and Incompleteness Theorems along with decidability, undecidability, and a classification of theoretically computable and uncomputable problems. Prerequisite(s) I Csi 210 plus permission of instructor. May not be offered in 2005-2006.

I Csi 431 Data Mining (3)
A course on data mining (finding patterns in data) algorithms and their application to interesting data types and situations. We cover algorithms that addresses the five core data mining tasks: prediction, classification, estimation, clustering, and associations. Course projects will involve advanced topics such as algorithm developments for handling large data sets, sequential, spatial, and streaming data. Prerequisite(s): I Csi 310.

I Csi 435 Introduction to Artificial Intelligence (3)
An introduction to the broad spectrum of approaches and techniques of Artificial Intelligence. Emphasis on how to represent knowledge in a computer and how to process that knowledge to produce intelligent behavior. Topics include expert systems, heuristic search, natural language processing and logic-based approaches. Programming assignments using artificial intelligence languages. Prerequisite(s): I Csi 311. May not be offered in 2005-2006.

I Csi 440 High Performance Scientific Computing I (3)
Introduction to distributed, shared memory, and non-uniform memory advanced architectures, advanced networks, advanced parallel and distributed languages supporting scientific computing. Basic linear algebra algorithms and their relation to decomposition, memory, access patterns, and scalability. High-level prototyping languages, experimental methods, performance analysis and polyalgorithm design. Prerequisite(s): I Csi 310, I Csi 401, A Mat 220 and knowledge of numerical methods and Fortran; or permission of instructor.

I Csi 441 High Performance Scientific Computing II (3)
Numerical methods for ODE's, PDE's and transforms (FFT) suitable for advanced parallel and distributed computing. Explicit versus implicit message generation and processing in distributed computing environments. Advanced experimental methods. High Performance Fortran, F90 and MPI. Prerequisite(s): I Csi 440.

I Csi 442 An Introduction to Quantum Computation, Information, and Simulation (3)
The main ideas of Quantum Computation, Information, and Simulation are introduced. The course describes what quantum computation is and how it can be used to solve problems faster than classical computers. The challenges of building a quantum computer are addressed. Quantum simulators are explained and built illustrating the vast differences between quantum and classical gates. The course also covers quantum information, explaining how quantum states can be used to program communications. Prerequisite(s): I Csi 403 or 503, knowledge of the use of Boolean Algebra in circuit design, and programming experience.

I Csi 445 Topics in Computer Science (3)
The contents of this course will vary from semester to semester. Each offering will cover an advanced senior-level topic in Computer Science. Prerequisite(s): I Csi 333 (or I Csi 205 & 310) or permission of instructor. May be repeated for credit when content varies.

I Csi 487 Honors Seminar (3)
Each student is required to carry out independent study under the supervision of a faculty member and present a departmental colloquium on the chosen topic. Students may also be required to complete a theoretical or an experimental project, write reports or make short presentations. Only one of I Csi 487 and I Csi 487Z may be taken for credit. Prerequisite(s): Admission to the honors program.

I Csi 487Z Honors Seminar (3)
Each student is required to carry out independent study under the supervision of a faculty member and present a departmental colloquium on the chosen topic. Students may also be required to complete a theoretical or an experimental project, write reports or make short presentations. Only one of I Csi 487 and I Csi 487Z may be taken for credit. Prerequisite(s): Admission to the honors program. [WI]

I Csi 488Z Honors Project (3-12)
Students are required to pursue research supervised by a faculty member and submit final reports describing their research. Outcomes of this research may include software/hardware artifacts, data collected through experiments, bibliographies or research papers. Each student is evaluated by a faculty committee during the second semester of their senior year. Honors students must complete at least 6 credits of this course. Prerequisite(s): Admission to the honors program. [WI]

I Csi 490 Internships in Computer Science (1–3)
Arrangements with external agencies or companies requiring programming or design assignments involving computer systems in a practical environment. Interns are selected by the department and are required to submit a significant report upon completion of the internship. Total credits for I Csi 198, I Csi 490, and I Csi 497 and the former 298 and 498 may not exceed nine. **Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher.** Prerequisite(s): I Csi 203 or 310, and permission of department. *S/U* graded. For majors only.

I Csi 497 Independent Study in Computer Science (1–3)
Independent study in computer science under the guidance of faculty computer users. Students should expect to spend approximately three hours per week per credit solving real computer-related problems and submit a significant paper or report upon completion. May be repeated for credit. Total credits for I Csi 198, I Csi 490, and I Csi 497 and the former 298 and 498 may not exceed nine. Prerequisite(s): I Csi 203 or 310, and permission of department. *S/U* graded.

I Csi 499 Senior Project in Computer Science (3)
Introduction to software engineering. Students will participate in the design and production of a large, modular program typical of those encountered in business and industry. Prerequisite(s): I Csi 333 or 311, and permission of instructor.

DEPARTMENT OF INFORMATION STUDIES

Professors
Stephen E. DeLong, Ph.D. (Collins Fellow)
University of Texas at Austin
Carol Doll, Ph.D.
University of Illinois
Philip B. Eppard, Ph.D.
Brown University
Associate Professors
Deborah Lines Anderson, Ph.D.
University at Albany
Hemalata Iyer, Ph.D.
University of Mysore, India
Assistant Professors
Thomas P. Mackey, Ph.D.
University at Albany
Terrence A. Maxwell, Ph.D.
University at Albany
Joette Stefl-Mabry, Ph.D.
Long Island University
Abebe Rorissa, Ph.D.
University of North Texas
Huahai Yang, Ph.D.
University of Michigan
Adjunct Faculty
Theodor J. Borys, M.S.
University at Albany
Guy J. Cortesi, Ph.D.
University at Albany
Visiting:
Jennifer G. Powers, Ph.D.
University at Albany
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.S.I.S. or B.S./M.S.I.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 Department of Information Studies 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. To schedule appointments, receive course advisement and resolve problems, you can reach the Information Science and Policy's undergraduate advisors at isug@albany.edu.

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

General Program B.A. A minimum of 46 credits including a 31 credit core: I Csi 201; I Ist 100, 301, 361, 433, 499W; A Mat 108 (or substitute statistics course from the list below); A Psy 101 or 102; A Lin 220; A Phi 210.

3 credits from: A Lin 321, 322, 325, 499 (when 499 topic appropriate)
3 credits from: A Psy 270, 380, 381, 382
9 credits from: I Csi 203, 204, 205, 310; 416, B Itm 215 (*or* I Csi 101), B Itm 330; I Ist 423, 424

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

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

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

The combined B.A./M.S.I.S. or B.S./M.S.I.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 department 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: I Csi 101 or I Csi 201 or B Itm 215; I Ist 523, I Ist 601, I Ist 602, and two additional I Ist courses at the 500-level or above.

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

I Ist 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]

I Ist 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]

I Ist 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.

I Ist 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 I Ist 100 and permission of instructor. *S/U* graded.

I Ist 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.

I Ist 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.

I Ist 433 Information Storage and Retrieval (3)
Methods of analyzing, storing, retrieving information and their relationship to perceived costs and benefits in information service.

I Ist 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).

I Ist 466Z Autobiographies of Writers for Young People: 1844 to the Present (3)
I Ist 466Z is the writing intensive version of I Ist 466/566; only one may be taken for credit.

I Ist 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 I Ist 499 is required. *S/U* graded.

I Ist 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. I Ist 469Z is the writing intensive version of I Ist 469. Prerequisite(s): Permission of instructor. *S/U* graded.

I Ist 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. I Ist 469Z is the writing intensive version of I Ist 469. Prerequisite(s): Permission of instructor. *S/U* graded. [WI]

I Ist 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.

I Ist 499W 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.

I Ist 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 2005-2006.

I Ist 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.

I Ist 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.

I Ist 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.

I Ist 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.

I Ist 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 2005-2006.

I Ist 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.

I Ist 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.

I Ist 601 The Information Environment (3)
The evolving social, political and institutional environments within which information services are and can be organized.

I Ist 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.

I Ist 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.

I Ist 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.

I Ist 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: I Ist 603. Recommended: I Ist 607.

I Ist 640 Abstracting and Indexing (3)
Characteristics and applications of abstracts and indexes and techniques for their creation. Impact and implications of recent technology. Recommended: I Ist 603. May not be offered in 2005-2006.

I Ist 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.

University at Albany

INTERNATIONAL EDUCATION: STUDY ABROAD AND EXCHANGES

Officers
Renée Lucier-DeCelle, M.A
Assistant Director of Study Abroad and Exchanges
James M. Pasquill, II, M.A.
Director of Study Abroad and Exchanges
Margaret J. Reich, M.A.T.
Joan N. Savitt, Ph.D.
Associate Director of International Education

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 is available in the International Education: Study Abroad and Exchanges Office, LI-66, and online at www.albany.edu/studyabroad.

E-mail intled@uamail.albany.edu or phone 518-442-3525 for more information.

SUMMER PROGRAMS ABROAD

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

Brazil/Sao Paulo
Denmark/Copenhagen
Dominican Republic
France/Montpellier
Germany/Braunschweig
Germany/Würzburg
Ireland
Israel
Korea
Netherlands/Tilburg
Russia
South Africa/Durban
South Africa/Pietermaritzburg
Spain/Valencia
United Kingdom/London
United Kingdom/Sussex

SERVICE LEARNING

Tanzania
Thailand

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. For most of these programs, students may participate 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
South Africa/Cape Town
South Africa/Durban
South Africa/Pietermaritzburg

Programs in Continental Europe

Denmark/Copenhagen
Finland/Oulu
Finland/Turku
France/Montpellier
Germany/Würzburg
Italy/Milan
Netherlands/Nijmegen
Netherlands/Tilburg
Norway/Bergen
Spain/Las Palmas
Spain/Madrid
Spain/Valencia
Spain/Valencia
Sweden/Göteborg

Programs in Asia

China
Japan/Osaka
Japan/Tokyo
Korea
Singapore
Taiwan/Taipei

Programs in the Middle East

Israel
United Arab Emirates/Dubai

Programs in the Caribbean and Latin America

Brazil/Sao Paulo
Costa Rica
Dominican Republic
Puerto Rico

Programs in Russia

Russia

Programs in the United Kingdom and Ireland

England/Hull
England/London
England/Nottingham
England/Sussex
Ireland/Galway
Scotland/Glasgow
Wales/Swansea

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. (Collins Fellow)
University of California, Berkley
Robert T. Nakamura, Ph.D.
University of California, Berkeley
Morton Schoolman, Ph.D.
Brown University
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
Sally Friedman, Ph.D.
University of Michigan
Anne M. Hildreth, Ph.D.
University of Iowa
Gregory P. Nowell, Ph.D.
Massachusetts Institute of Technology
Alissa Worden, Ph.D.
University of North Carolina
Assistant Professors
Victor Asal, Ph.D.
University of Maryland
Cheng Chen, Ph.D.
University of Pennsylvania
David Rousseau, Ph.D.
University of Michigan
Patricia Strach, Ph.D.
University of Wisconsin-Madison
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 101 or 101Z and 102 or 102Z and 103 or 103Z; 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:

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 349
R Pos 350 (R Pub 350)
R Pos 351
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 362
R Pos 364
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 450Z
R Pos 452Z
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 Director of the Honors Program 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 3.5, and a 3.7 in political science courses.

Completion of 12 credits in political science (including, normally, R Pos 101 or 101Z, R Pos 102 or 102Z, and R Pos 103 or 103Z)

before beginning the program.

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 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 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 101 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 101Z is a writing intensive version of R Pos 101. [SS US]

R Pos 101Z 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 101Z is a writing intensive version of R Pos 101. [SS US WI]

R Pos 102 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 102Z is the writing intensive version of R Pos 102. [GC SS]

R Pos 102Z 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 102Z is the writing intensive version of R Pos 102. [GC WI]

R Pos 103 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 103Z is a writing intensive version of R Pos 103. [HU SS]

R Pos 103Z 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 103Z is a writing intensive version of R Pos 103. [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 140 and R Pos 140 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 319 American Political Development (3)
A study of the historical shaping of American politics. Encompassing institutions, public policies, political culture, and political economy, American Political Development uncovers patterns of political stability and change. It explores critical episodes in American political history in a theoretically-informed fashion. Prerequisite(s): R Pos 101.

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 policymaking 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 101 or 101Z, 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 101 or 101Z, 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 349 (= A Lcs 349) Urban Politics in Latin America (3)
This course examines from a theoretical and historical perspective the context and character of politics and political participation in major Latin American urban cities.

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 101 or 101Z 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 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 361 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 post-colonial nations of Asia, Africa, and Latin America examined against a background of European, American, and Russian experience. [GC WI]

R Pos 362 Nationalism and Nation-Building (3)
Classical and recent scholarly debates regarding nationalism and nation-building: theoretical and historical evolution of nationalism, nationalist movements, and nation-building; some of the most salient contemporary issues related to the national question, including the effects of globalization and the resurgence of nationalist movements in the post-Cold War era.

R Pos 364 Building Democracy (3)
A key shift in politics around the world has been the increasing number of democracies. This shift has important implications for everything from human rights to economic policy. This course will explore the causes and effects of democratization focusing on topics such as political economy, international pressures, and coalition building.

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 (= A Eac 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 101 or 101Z 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 450Z Theory and Research on Global Politics (3)
The course will focus on how comparative and international politics is researched. The theories of one global politics topic will be studied in depth (the topic will change each semester). Students who successfully complete the course will be eligible to do independent studies as research assistants for Global Politics faculty. [WI]

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 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 101 or 101Z, 102, 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 101 or 101Z, 102, 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]

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 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 101 or 101Z, 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 101 or 101Z and 102, 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 101 or 101Z Pos 102, 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 101 or 101Z and R Pos 102, 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 101 or 101Z, R Pos 102or 102Z, R Pos 103 or 103Z, 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

Distinguished Teaching Professors
- David P. McCaffrey, Ph.D. (Collins Fellow)
  State University of New York at Stony Brook

Professors
- 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
- Gerald R. Marschke, Ph.D.
  University of Chicago
- Judith Saidel, 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

Assistant Professors
- Alethia Jones, Ph.D.
  Yale University
- R. Karl Rethemeyer, Ph.D.
  Harvard University
- Patricia Strach, Ph.D.
  University of Wisconsin

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

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
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

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 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 110 A Eco 111, 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 102, A Gog 125, A Gog 220, A Pln 220, 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 455, 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 102, A Atm 107, A Bio 230, A Geo 100, A Geo 250, A Geo 260, A Gog 101, A Phy 202, A Atm 300Z, A Atm 304, A Atm 307Z, A Bio 311, A Bio 319, A Bio 320, A Atm 407, A Atm 414.

h) Education Policy

18 credits chosen from: A Soc 180, 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 110, A Eco 111, 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 102, A Gog 125, A Gog 220, A Pln 220, 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 455, 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 102, A Atm 107, A Bio 230, A Geo 100, A Geo 250, A Geo 260, A Gog 101, A Phy 202, A Atm 300Z, A Atm 304, A Atm 307Z, A Bio 311, A Bio 319, A Bio 320, A Atm 407, A Atm 414.

h) Education Policy
18 credits chosen from:
A Soc 180, 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 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. Andersen, Ph.D.
Massachusetts Institute of Technology
John G. Gunnell, Ph.D.
University of California, Berkeley
David P. McCaffrey, Ph.D. (Collins Fellow)
State University of New York at Stony Brook
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 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
Gerald R. Marschke, Ph.D.
University of Chicago
Paul Miesing, Ph.D.
University of Colorado
William D. Roth, Ph.D.
University of California, Berkeley
Judith Saidel, Ph.D.
University at Albany
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
Alethia Jones, Ph.D.
Yale University
Patricia Strach, Ph.D.
University of Wisconsin
Kathryn Schiller, Ph.D.
University of Chicago
Public Service Professors
Paul Castellani, Ph.D.
Syracuse University
Frank Mauro, M.P.A.
Syracuse University

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, 211, 380, 381, 480, and 481 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 140 and R Pos 140 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 three separate occasions in at least three 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 101 or 101Z 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 101 or 101Z 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 policymaking 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 101 or 101Z. 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 101 or 101Z.

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 101 or 101Z 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 101 or 101Z or R Pos 101 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 101 or 101Z 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 101 and 102, 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 101 or 101Z 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 101 or 101Z, 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 465 (= R Pad 465) Hudson River Watershed: Environment, Society, and Policy (3)
Interdisciplinary consideration of Hudson River and its watershed from environmental perspective: history, political, social, economic, geographic and demographic factors; urban development; ecology; geologic origins; living resources; pollution; environmentalism and cultural forces leading to environmentalism; environmental policy, governmental and non-governmental organizations and institutions.

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 499Z (= 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. [OD WI]

Public Administration Courses

R Pad 110 Military Leadership and Teamwork I (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 Military Leadership and Teamwork 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.

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. Prerequisites(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 101 or 101Z and 102, or junior or senior class standing.

R Pad 380 Applied Military Leadership I (2)
Teaches students the cadet leadership development program, used throughout the course to assess leadership skills. Instruction in fundamentals and characteristics of military operations. Practical application of decision-making, planning, and execution of troop leading procedures. Addresses motivational theory and techniques, the role and action of leaders, and risk assessment. Prerequisite(s): R Pad 211, or permission of instructor. *S/U* graded.

R Pad 381 Applied Military Leadership II (2)
Focuses on leadership and tactical operations. Opportunities to plan and conduct individual and collective training for military organizations. Synthesizes the various components of training, leadership, and team building. Upon completion of the course, students will possess the fundamental confidence and competence to be a leader in a military setting. Prerequisite(s): R Pad 380. *S/U* graded.

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 435 Fundamentals of Securities Law (4)
This course examines the history, rationales, and structures of securities laws in the United States, focusing mainly on the federal level but touching on issues pertaining to the states. Topics include public requirements governing the issuance of securities, mandatory public disclosures; legal requirements governing corporate merger and acquisitions, primary and secondary markets for securities; exemptions from full coverage of laws, the reasons for exemptions; and how technology and market changes have affected these exemptions over time; and the basic structure of securities market regulation. Prerequisite(s): Permission of instructor required.

R Pad 436 Regulation of Securities Markets (4)
This course examines the history, organization, and central issues of securities market regulation in the United States. The course discusses the roles of federal and state regulation, self-regulatory organizations, and firms within the regulatory system. Topics include, but are not limited to, the history and main principles of federal securities statues; examinations and supervision by different levels of the regulatory system; and the relationships among change in financial markets such as financial innovations and regulatory structure and practice. Prerequisite(s): Permission of instructor required.

R Pad 465 (= R Pub 465) Hudson River Watershed: Environment, Society, and Policy (3)
Interdisciplinary consideration of Hudson River and its watershed from environmental perspective: history, political, social, economic, geographic and demographic factors; urban development; ecology; geologic origins; living resources; pollution; environmentalism and cultural forces leading to environmentalism; environmental policy, governmental and non-governmental organizations and institutions.

R Pad 480 Advanced Military Management and Leadership I (2)
Concentrates on leadership, management, and ethics. Focuses on attaining knowledge and proficiency in several critical skills for Army officers, such as staff activities, counseling theory, and training management. Prerequisite(s): R Pad 381. *S/U* graded.

R Pad 481 Advanced Military Management and Leadership II (2)
Introduces how the Army organizes for operations from the tactical to strategic levels. Instruction in military administration and logistics. Concludes with a capstone exercise that incorporates knowledge from the entire military science curriculum. Prerequisite(s): R Pad 480. *S/U* graded.

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. [OD]

SCHOOL OF PUBLIC HEALTH

Dean
Peter J. Levin
The John Hopkins School of Hygiene and Public Health, Sc.D.,
Yale Medical School, M.P.H.

Associate Dean
Nancy Alfred Persily

Health Policy, Management & Behavior Faculty

Distinguished Professor & Department Chair
Edward Hannan, Ph.D.
University of Massachusetts

Associate Professor
Diane Dewar, Ph.D.
University at Albany, SUNY
Mary Gallant, M.P.H., Ph.D.
University of Michigan
Timothy Hoff, Ph.D.
University at Albany, SUNY

Assistant Professors
J Mary Applegate, M.D.
John Hopkins University
Janine Jurkowski, M.P.H., Ph.D.
University of Illinois at Chicago
Kristen Krahnstoever Davison, Ph.D.
Pennsylvania State University
Jennifer Marguiello, M.P.H, Ph.D.
University of Pennsylvania
Shadi Saleh, Ph.D.
University of Iowa
Benjamin Shaw, Ph.D.
University of Michigan
Wendy Weller, Ph.D.
John Hopkins University
Yuchi Young, Ph.D.
Johns 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 Hpm 310 (= H Sph 381) Health Care in the U.S.: Key Policy Issues (3)
This course is an overview of the status, trends, and key issues concerning U.S. health care delivery today. It will include a comparative assessment of health policies by determining which issues in the U.S. health economy have similar causes with those in other nations, and which are specific to domestic circumstances. Prerequisite(s): A Eco 110 or permission of the instructor.

H Hpm 381 (= A Eco 381, H Sph 381) Economics of Health Care (3)
Economics concepts are used to explain the nature of demand and supply in the health care field. The behavior of consumers and health care providers is examined from an economic perspective. Areas of market failures and the rationale for government intervention are also described. Prerequisite(s): A Eco 300 or permission of the instructor.

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 Sph 310 (= H Hpm 381) Health Care in the U.S.: Key Policy Issues (3)
This course is an overview of the status, trends, and key issues concerning U.S. health care delivery today. It will include a comparative assessment of health policies by determining which issues in the U.S. health economy have similar causes with those in other nations, and which are specific to domestic circumstances. Prerequisite(s): A Eco 110 or permission of the instructor.

H Sph 381 (= A Eco 381, H Hpm 381) Economics of Health Care (3)
Economics concepts are used to explain the nature of demand and supply in the health care field. The behavior of consumers and health care providers is examined from an economic perspective. Areas of market failures and the rationale for government intervention are also described. Prerequisite(s): A Eco 300 or permission of the instructor.

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
Barry Loneck, Ph.D.
Case Western Reserve University

Assistant Director, Undergraduate Program
Barbara Rio, M.S.W.
Columbia University

Distinguished Service Professor
Shirley J. Jones, D.S.W. (Collins Fellow)
Columbia University

Professors Emeritae/i
Julie S. Abramson, Ph.D.
Bryn Mawr College
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, Berkley
Bonnie E. Carlson, Ph.D.
University of Michigan
Anne E. Fortune, Ph.D.
University of Chicago
Hal Lawson, Ph.D.
University of Michigan
Phillip McCallion, Ph.D.
University at Albany
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, Ph.D.,
(Collins Fellow)
University of Chicago

Associate Professors
Nancy Claiborne, Ph.D.
University of Houston
Zvi Gellis, Ph.D.
University of Toronto
Barry M. Loneck, Ph.D.
Case Western Reserve University
William D. Roth, Ph.D.
University of California, Berkeley
Brenda Smith, Ph.D.
University of Chicago
Carolyn Smith, Ph.D.
University at Albany

Assistant Professors
Sandra Austin, Ed.D.
University of Massachusetts, Amherst
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
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
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, Ph.D.
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 62 credits as follows:

Of the 62 credits: (a) 15–16 credits represent the elementary base; (b) 15 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:

Human Biology (one course from):

- General Biology: A Bio 110Z
- General Biological Sciences: N A Bio 102
- The Human Organism: A Bio 209
- The City & Human Health: A Ant 119
- Demograhic Anthropology: A Ant 414
- Physical Growth & Development: A Ant 319
- Human Population Biology: A Ant 211
- Human Population Genetics: A Ant 312
- Medical Anthropology: A Ant 450

Introduction to Psychology: A Psy 101

Introduction to Sociology: A Soc 115

American Politics: R Pos 101

American Social Welfare System: R Ssw 210

ADVANCED BASE:

Elementary Statistics: A Mat 108 (or A Psy 210, A Soc 221, B Itm 220, R Crj 281)

Social Psychology: A Psy 270 or A Soc 260

Abnormal Psychology: A Psy 338

Social Problems: A Soc 180

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 240; 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 100; A Soc 262 375; U Uni 230; A Wss 101, 202, 210, 262, 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 (see Termination Policies below).**

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.

Termination Policies

Social welfare majors cannot repeat a core social welfare course more than once and cannot repeat more than a total of two courses within the major. The core courses are R Ssw 301, 305, 306, 322, 400, 405Z, 406, 408, 409 and 410.

A student who receives a grade of *C-* or lower in a core course will be given a warning by the Dean of the School of Social Welfare that a second such grade in that course will result in termination from the program.

If a student receives a grade of *C-* or lower in two different core courses, the student will receive a warning from the Dean of the School of Social Welfare that any additional grade lower than a *C* in a core course will result in termination from the major.

The letter will specify the policy that is the reason for the termination from the program. It will also outline the student's option to use the School grievance process (spelled out in the *Undergraduate Student Handbook*) to appeal their grade in a course. If they are successful in receiving a grade change to a *C* or better, they will be reinstated to the major.

Students also may petition for reinstatement in the major after a period of one semester; their petition will go to a Committee on Readmissions which makes a recommendation to the Dean who makes the final decision whether to reinstate the student.

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	
FALL	*SPRING*
R Ssw 301	**R Ssw 306**
R Ssw 305	**R Ssw 322**
(6 credits)	(6 credits
SENIOR YEAR	
FALL	*SPRING*
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, 301, 322, 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 2005-2006. [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): at least 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. Prerequisite(s): permission of instructor. *S/U* graded.

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)
This course is a continuation of RSSW 305: Social Work Practice I. Students will be introduced to the generalist helping processes of engagement and assessment with individuals, families, groups, organizations and communities; basic social work and professional skills in engagement and assessment with diverse clients; the effects of oppression and injustice in engaging and assessing populations at risk. Pre-requisite(s): Grades of C or higher in 301 and 305.

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 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 and attendance at a weekly seminar to discuss professional and practice issues. Students are in field 16 hours per week supervised by approved field instructors. Course is graded Satisfactory or Unsatisfactory (S/U). Prerequisite(s): Grades of C or higher in R Ssw 301, 305, 306, 322; concurrent with 405Z.

R Ssw 405Z Social Work Practice III (3)
Continuation of R Ssw 306. The generalist helping processes of contracting and basic intervention with individuals, families, groups, organizations and communities; special social work and professional skills in contracting and intervention with diverse clients; application of theory and research to practice in contracting and basic interventions; effects of oppression and injustice in contracting and intervening with populations at risk. Includes development of written and *oral* communication skills: course meets general education upper level writing and oral discourse requirements. Prerequisite(s): Grade of C or better in RSSW 306. Concurrent with R Ssw 400. For majors only.

R Ssw 406 Social Work Practice IV (3)
This course is a continuation of R Ssw 405. The focus of this course is the generalist helping process of advanced intervention, evaluation and termination with individuals, families, groups, organizations and communities; specialized social work and professional skills in intervention, evaluation, and termination with diverse clients; application of theory and research to practice in advanced intervention, evaluation, and termination in concurrent field placement; effects of oppression and injustice in intervening, evaluating and terminating with populations at risk. Prerequisite: Grade of C or better in RSSW 405Z. Concurrent with RSSW 410. For majors only. [OD]

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 RSSW 400. Internship in an approved social welfare agency. Hours per week are set to meet acceptable professional standards. Must be taken concurrently with R Ssw 406. Course is graded Satisfactory or Unsatisfactory (S/U). Prerequisite(s): Grade of C or higher in 405Z and 408, Grade of S in 400.

R Ssw 450 Independent Study in Social Welfare (1-3)
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 FSP", "U Uni", and "U Unl" courses are defined as liberal arts and sciences courses for purposes of degree requirements for the B.A. and B.S. degrees.

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 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 (LC-30). Prerequisite(s): selection process, permission of campus liaison officer. *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, Lecture Center 30. *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 110Z, 111; A Chm 120, 121; A Eco 110, 111; A Mat 101, 106, 108, 112 or 113; A Phy 105, 108; 140, 150; A Psy 101; and A Soc 115. 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)

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 and 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 catch-phrase, a cultural category as well as an economic category, Prerequisite(s): Presidential or College Scholar status. [OD WI] [GC]

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 160 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 310 (= A Bio 311 and A Gog 310) 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 199 (=I Csi 199) Information Literacy and Reference Consulting (1-3)

Classroom instruction on the practical aspects of computing on the University Libraries campus website, including search strategy and skills development in information technology in a public user facility. Students will learn about and assist users with library research databases and research on the Internet within the context of a sophisticated information-delivery organization, will become familiar with the practical, social and ethical issues relating to information, and will be able to evaluate and utilize information acquired through a variety of formats. Consulting schedules are determined on an individual basis during the first two weeks of class. Number of credit hours taken determines consulting hours required. Class attendance is mandatory. (ICSI majors: total credits for I Csi 198, I Csi 199, A Csi 490, I Csi 497, and the former I Csi 298 and I Csi 498 **may not exceed nine**). *S/U* graded. [IL]

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 Advanced Topics in Information Literacy (1-3)
Special topics course designed to provide students with a more sophisticated level of information literacy skills than the basic U Unl 205 or U Unl 206 course, either through increased familiarity with the resources and flow of information in a particular discipline (e.g., humanities, social sciences, sciences) or field (e.g., English, theater) 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 U Unl 206 or permission of the instructor.

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 2005-2006.

PROJECT RENAISSANCE

Stephen E. DeLong, Director
Professor of Geology and Information Science (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 2005-2006, 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]

University at Albany

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 identify 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 Sauers, Physical Education

1992–93
Gwen Fuller, Career Development Center
Roger D. Gifford, University Libraries
Zheng Hu, University Art Gallery

1993–94
Nelson A. Armlin, 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 Shadrick, 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. Yerburgh

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 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, Lits, 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

2003-04
Ariel Caticha, Department of Physics
Ron McClamrock, Department of Philosophy
David Smith, School of Business
David G. Wagner, Department of Sociology

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 Sauers, 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 Shadrick, 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
2003-04
Christine Bouchard, Student Affairs
Arleen deGonzague, Hindelang Criminal Justice Research Center
Charles Rogers, Residential Life

Excellence in Support Services

1983–84
Joan A. Charnews, Career Development
Ronaline 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
2003-04
Kimberly Comproski, Econometric Research Institute
Kathleen Gurney, School of Information Science and Policy
Anna Robles, Office of Withdrawal and Reentry

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-Monguio, Hispanic & Italian
John Kekes, Philosophy
Nan Lin, Sociology
Charles Scholes, Physics
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

2003-04
Scott South, Department of Sociology

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. Rougle, 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

2003-04
Carolyn MacDonald, Department of Physics

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

2003-04
Carol Anne Germain, 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,
Department of Latin American & Caribbean Studies

Allan Ballard
Department of History

Judith E. Barlow,
Department of English

Judith Baskin,
Department of Judaic Studies

M. I. Berger,
Educational Administration and Policy Studies

Roberta Bernstein
Department of Art

Kendall Birr,
Department of History

Peter Bloniarz
Center for Excellence in Teaching & Learning

Ronald A. Bosco,
Department of English

Christine Bose,
Department of Sociology

Shirley C. Brown,
Department of Psychology

Harold Cannon,
School of Business

Frank Carrino,
Hispanic & Italian Studies

Richard Clark,
School of Education

R. Findlay Cockrell,
Department of Music

Arthur Collins,
Department of English

Stephen E. Delong,
Department of Geological Sciences

Helen Desfosses,
Public Administration and Policy

Martin Edelman,
Department of Political Science

Sue R. Faerman,
Public Administration and Policy

Margaret Farrell,
Teacher Education

Judith Fetterley,
Department of English

James Fleming,
School of Education

Francine Frank,
Linguistics and Cognitive Science

Helen Horowitz,
Department of Economics

Shirley J. Jones,
School of Social Welfare

Sung Bok Kim,
Department of History

Paul A. Leonard,
School of Business

David P. McCaffrey,
Department of Public Administration

Eugene McLaren,
Department of Chemistry

Bruce L. Miroff,
Department of Political Science

John S. Pipkin,
Department of Geography and Planning

Donald Reeb,
Department of Economics

Warren E. Roberts,
Department of History

Martha Rozett
Department of English

Carlos Santiago,
Department of Latin American and Caribbean Studies

Joan E. Schulz,
Department of English

Susan Sherman,
School of Social Welfare

Leonard A. Slade, Jr.,
Department of Africana Studies

Glenna D. Spitze
Department of Sociology

Harold Story,
Department of Physics

Lynn Videka
School of Social Welfare

Edelgard Wulfert,
Department of Psychology

Daniel L. Wulff,
Department of Biological Sciences

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.

Board of Trustees
Thomas F. Egan, Chair, New York; Randy A. Daniels, Vice Chair, New York; Steven L. Alfasi, Bronx; Aminy I. Audi, Manlius; Edward F. Cox, New York; Father John J. Cremins, Forest Hills; Candace de Russy, Bronxville; Gordon R. Gross, Buffalo; Daniel J. Hogarty, Jr., Troy;; Lou Howard, Amityville; Pamela R. Jacobs, Buffalo; George H. Pape, Albany; Celine R. Paquette, Champlain Ronald B. Stafford, Plattsburgh; Patricia Elliott Stevens, Albany; Harvey F. Wachsman, M.D., J.D., L.L.P. Great Neck.

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 Coming

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.

Index

A

A as course prefix (see Arts & Sciences, College)
abroad, study: 22, 216
absences, due to religious beliefs: 31
absences, from examinations: 31
absentia, degrees in: 37
academic advisement: 18, 19
academic average: 35
academic credit unit: 54
academic dishonesty, penalties: 28, 29
academic dismissal: 36
Academic Early Warning System: 19
academic grievances: 36
academic integrity: 28
academic probation: 35
academic progress charts (Financial Aid): 11, 13
academic record: 35
academic regulations, undergraduate: 28
academic standing: 35, 36
Academic Support Services, Office of: 18, 208
academic terminal probation: 35
Academy for Initial Teacher Preparation: 204
Accounting courses: 197
Accounting Program: 194
accreditation: 2
Actuarial and Mathematical Sciences, major: 154
adding courses: 33
address, permanent: 30
admissions programs, special: 5
Admissions, Undergraduate: 4
Advanced Placement (AP): 7
Advisement Services Center (ASC/US): 18, 19
advisement, academic: 18, 19
Advisement, Health Careers: 18, 20
Advisement, Prelaw: 18, 20
advisement, visiting student: 9
aerobics: 183
Africana Studies minor: 45
Africana Studies, Department of: 58
Albany Law, 3+3 program: 20
Albany Medical College, Early Assurance: 20
Ambulance, Five Quad Volunteer: 16
Anthropology minor: 45
Anthropology, Department of: 60
AP exams: 7
applied elective credits, courses: 39
applying for admission: 4
applying for graduation: 38
Arabic: 134
archaeology (see Anthropology; Mediterranean; Judaic)
Art History courses: 69
Art History minor: 45
Art History, interdisciplinary major in: 66
Art minor: 45
Art, Department of: 65
Art, studio, major: 65
articulation agreements: 6
Arts & Sciences College courses (A Cas): 56
Arts & Sciences, College of: 56
arts and sciences, liberal, course list: 40
Arts, Gen Ed: 50
ASC/US: 18, 19
Asian history courses (see World History)
Asian Studies minor: 45
Asian Studies Program: 72
Asian, East (see East Asian)
Assembly Session Intern Program: 233
athletic training courses: 204
Athletics and Recreation, Division of: 17
Atmospheric Science courses: 94
Atmospheric Science minor: 45
Atmospheric Science, program, major: 92, 93
attendance, deregistration for lack of: 33
attendance: 31, 33
auditing courses: 32
autism courses, Psychology: 172
average, how to calculate: 35
awards and prizes: 23
Awards, Faculty: 236, 240

B

B as course prefix (see Business, School of)
bachelor/master combined programs: 21, 42, 196
bachelor's degree, requirements: 38
balancing D grades: 34, 40
BAMA programs: 39, 42
BAMA tuition: 21
Biochemistry/Molecular Biology, major in: 74
Bioethics minor: 45
Biological Sciences, Department of, major: 73
Biology minor: 45
Boston University Joint Dental Program: 20
bribery: 29
Broadcast Meteorology major: 96
Buckley Amendment: 30
Bulletin, Undergraduate: 1
Business Administration Program: 195
Business Consulting, Internship courses: 200
Business courses (B Bus): 200
Business Law courses: 198
Business minor: 45
Business Preprofessional Program: 196
Business School, admission to: 193
Business, Combined Bach./MBA, MS: 21, 42, 196
Business, School of: 192

C

C- former minimum grade for "satisfactory": 34
C minimum grade for "satisfactory": 34
C minimum grade for Writing Intensive: 51
CADD courses: 117
calendars, fall and spring: ii-iii
Campus Center, Management of: 15
campus history: 2
campus map: 243
Career Development Center: 16
Caribbean Studies, Latin American and, U.S. Latino, Department of: 146
cartography: 115
CDC (see Career Development Center)
Chancellor's Awards: 24
changing a grade: 34
cheating on examinations: 28
Chemistry minor: 45
Chemistry, Department of: 78
Chinese Studies courses: 99
Chinese Studies major: 98
Chinese Studies minor: 45
cinema (see Film Studies; Art)
class standing: 30
class syllabus, minimum contents: 31
class year: 30
Classical Archaeology courses: 84
Classical Archaeology, Art (see Mediterranean Archaeology and Art concentration)
Classical Literature & Culture concentration: 83
Classical Studies (see Greek and Roman Civilization)
Classics Program: 82
CLEP exams: 7
Cognitive Science minor: 45
Cognitive Science, Linguistics and, Program: 151
collaboration, unauthorized: 28
College of Arts and Sciences: 56
College-Level Examinations (CLEP): 7
Collins Fellows: 240
combined bachelor/master programs: 21, 42, 196
combined major/minor, D-balancing: 39
combined major/minor, double counting: 43
combined major/minor, residence requirement: 38
Commons, IT: 210
Communication, Department of: 86
Community Service: 22, 204, 232
Computer Science/Applied Math Program: 211
Computer Science minor: 45
Computer Science, Department of, majors: 210
Computing and Information, College of: 2, 210
computing resources, misuse of: 29
Conducting, music concentration: 159
Consumer Information Student: 27
Contents, Table of: i
costs, estimated: 14
Counseling Center: 16
Counseling Psychology bachelor's/master's: 42
Counseling Psychology courses: 205
course enrollment: 32
course number, significance of: 53, 54
course regulations: 32
courses, adding: 32
courses, auditing: 32
courses, dropping: 33
courses, liberal arts and sciences list: 39
courses, repeating: 34
credit by examination: 7
credit for work at noncollegiate institutions: 8
credit load: 34
credit, graduation: 39
credit, liberal arts and sciences: 39
credit, major and minor: 39
credit, physical education (limit on): 39
credit, transfer, after matriculation: 33
credit, unit of academic: 54
Criminal Justice Studies minor: 45
Criminal Justice, School of: 201
cross-listed courses: 54
Cross-registration: 22
Cyprus, archaeology (see Classics)

D

D (course prefix of former Physical Education courses)
dance courses: 183, 184
Dane Dome: 17
Danish courses: 134
DANTES credit: 8
Dates, Key: 3
D-balancing: 34, 39
Dean of Undergraduate Studies: 18
Dean's Commendation, Part-Time Students: 23
Dean's List: 23
Declaration of major: 43
Defense Activity for Non-Traditional Educational Support: 8
degree application: 38
degree in absentia: 37
degree requirements: 38
degree with honors: 23
Dental, Joint Program with Boston University: 20
departmental elective transfer credits: 39
departmental majors offered: 43
deregistration of students who fail to attend classes: 33
Developmental courses: 18, 208, 209
Disability Studies course: 234
disabled, services to: 16
Disciplinary Perspectives (Gen Ed group): 50
dismissal, academic: 36
Diversity, Pluralism and, Gen Ed: 51
double counting: 43, 44

double major: 43
double minors (two minors): 44
Douglass Scholars, Frederick: 5
dropping courses: 33
Dutch language courses: 134

E

E as course prefix (see Education, School of)
Early Action Policy: 4
Early Admission (students in high school): 5
Early Assurance, Albany Medical: 20
Early Warning System, Academic: 19
Earth and Atmospheric Sciences major: 96
Earth and Atmospheric Sciences, Department of: 90
East Asian Studies courses (A Eas): 101
East Asian Studies, Department of: 98
East Asian Studies, interdisciplinary major in: 98
Economics minor: 45
Economics, Department of: 103
Education, School of: 204
Educational Administration and Policy Studies: 207
Educational Opportunities Program (EOP) admission: 5
Educational Opportunities Program (EOP): 18, 208
Educational Opportunities Program advisement: 18, 208
Educational Opportunities Program courses: 18, 208, 209
Educational Studies minor: 45
Educational Theory and Practice courses: 205
Egyptian archaeology (see Classics)
Egyptology: 84, 85
eight-week sessions (quarter courses): 32, 33
Electronics minor: 45
engineering: 3+2, programs: 20
English major course categories: 109
English major pre-fall 2004: 109
English major, fall 2004 and after: 108
English minor: 46
English, Department of: 107
Environmental Science major: 96
EOP (see Educational Opportunities Program)
Epidemiology courses: 229
equivalent courses: 54
Esl courses: 17
estimated costs: 14
ethnology courses (see Anthropology)
Eurasian (see Slavic and Eurasian Studies)
European History courses: 123
exam, credit by: 7
exams, cheating on: 28
exams, final: 34
exceptions to policies: 28
Exchanges, Study Abroad and: 216
expenses: 14

F

Faculty Awards: 236, 240
Faculty in Residence program: 15
faculty listing (see individual departments)
Faculty Mentoring Program: 19
faculty-initiated interdisciplinary majors: 41
Fall Calendar
Fall Orientation for Frosh Program: 15
falsification: 29
Family Rights and Privacy Act of 1974: 30
fees: 14
FERPA: 27, 30
Film Studies minor: 46
final examination policy: 34
final exams, retention of: 34
Finance courses: 197
financial aid application procedure: 10
financial aid, federal: 12
Financial Aid, Office of: 10, 15
financial aid, state: 11
Financial Analysis courses: 197
Five Quad Ambulance Service: 15
foreign language placement: 56
Foreign Language, Gen Ed: 52
Forensic emphasis, Chemistry major: 78
forgery: 29
formal audit: 32
Foundations of Great Ideas courses: 234
Frederick Douglass Scholars: 5
freedom of expression: 29
French courses: 136
French major: 136
French minor: 46
French Studies: 135
freshman admission: 4
freshman Seminars: 234
Freshman Year Experience course: 234
full-time student defined: 33

G

G as course prefix (see International Programs)
General Education course number suffixes: 53, 54
General Education Lookup: 53, 248
General Education Program: 49
general information: 1
General Studies, Office of: 8
Geographical Information Systems and Spatial Analysis: 113, 114
Geography and Planning, Department of: 113
Geography courses: 114
Geography minor: 46
Geological Sciences, program: 90
Geology courses: 91
Geology major: 90
Geology minor: 46
German language courses: 134
GISSA certificate: 114
Global & Cross-Cultural Perspectives, Gen Ed: 51
Globalization (Cas 103): 56
good academic standing: 36
GPA (see grade point average)
grade changes: 35
grade point average required for degree: 38
grade point average required in major, minor, combined: 38
grade point average, calculation of: 35
grade point average: 35
grading option deadline for opted S/U: 35
grading: 34, 35
graduate courses, undergraduates in: 32
graduation application: 38
graduation credit, definition: 39
graduation requirements: 38
grants (see Financial Aid)
Great Ideas, Foundations courses: 234
Greek and Roman Civilization courses: 85
Greek and Roman Civilization major: 82
Greek and Roman Civilization minor: 46
Greek courses: 134
grievances, academic: 36

H

H as course prefix (see Public Health, School of)
hacking, penalties for: 29
Health Care courses (H Spn): 229
Health Careers Advisement: 18, 20
Health Center, University: 15
Health Policy & Management bachelor's/master's: 42
Health Policy, Management and Behavior: 229
Health, School of Public, courses: 229
Hebrew language courses: 130
Hebrew minor: 46
HEGIS codes: 41, 42
high school preparation for admission: 4
High School, The University in the: 55
Hispanic and Italian Studies: 138
History minor: 46
History, Department of: 118
hoarding, penalties for: 29
honoraries and honor societies: 23, 27
honors programs, major (see also individual majors): 23
honors programs: 23
honors, awards and prizes: 23
honors, degree with: 23
housing (Residential Life): 15
Human Biology, interdisciplinary major in: 127
Human Resource Management courses: 198
Humanities, Gen Ed: 50

I

Ibero-American History course (see World History)
IELP: 17
incomplete (I) grade: 35
independent study: 21, 233
informal audit: 32
Informatics, Medical: 229
Information Literacy (U Unl) courses: 234
information literacy tutorials: 28
Information Literacy, Gen Ed: 51
Information Studies, Department of: 214
Information Science, interdisciplinary major: 214
Information Technology Management courses: 199
Information Technology Services: 3
information, general: 1
Intensive English Language Program: 17
interdisciplinary majors: 41, 43
interdisciplinary minors: 48
Interdisciplinary Studies Committee: 18, 42, 47, 233
International Baccalaureate: 7
International Education: 216
International Perspectives minor: 46
International Programs: 22, 216
International Student Services: 17
international students, admission of: 7
international students, oral communication: 17
internships: 21, 22, 233
ISS (see International Student Services)
IT Commons: 210
Italian courses: 139
Italian major: 138
Italian minor: 46
ITS: 3

J

Japanese courses: 100
Japanese Studies minor: 46
Japanese Studies, interdisciplinary major in: 99
Joint admissions programs: 6
Joint Degree Programs, policies: 20
Journalism minor: 46
Journalism Program: 127
Judaic Studies courses: 131
Judaic Studies minor: 46
Judaic Studies, Department of: 129
Just Community Principles: 3

K

Key Dates: 3
Korean courses: 101
Korean minor: 46

L

language placement, foreign: 56
Language, Foreign, Gen Ed: 56
Languages, Literatures and Cultures, Department of: 134
Latin American, Caribbean. and U.S. Latino Studies, Department of: 146
Latin American Studies major: 146
Latin American Studies minor: 46

Latin courses: 134
Law Advisement: 18, 20
Law and Education: 208
Law, 3+3 Program with Albany Law: 20
Law, Business courses: 198
Law, Public, courses: 222
Law, Research courses: 215
Learning Disabled Student Services: 16
learning disabled, resource programs for: 16
Leave for Approved Study: 36
liberal arts and sciences course list: 40
liberal arts and sciences courses, definition: 39, 40
liberal arts and sciences courses, listed: 39
libraries: 2
Library and Information Science minor: 46
Library courses, University: 28, 234
Library Science, Master's combined programs: 214
library theft, damage, misuse: 29
limit on applied elective credits: 39
limit on physical education credits: 39
limit on transfer credit: 39
Linguistics and Cognitive Science, Program in, major: 151
Linguistics minor: 47
Literature outside English for English major: 108
load, credit: 34
Lookup, General Education: 53, 248

M

major, list of all undergraduate programs: 41
major/minor options: 43, 44
majors available: 41
majors, 2.0 in: 39
majors, credits: 39
majors, D balancing in: 39
majors, declaration of: 43
majors, departmental: 43
majors, double: 43
majors, interdisciplinary: 41, 43
majors, listed on transcript: 43
majors, residence criteria: 38
majors, student-initiated: 43
Management courses: 198
Management Information Systems courses: 199
Management Science courses: 199
Marketing courses: 199
Materials emphasis, Chemistry major: 78
Math Developmental courses: 209
Mathematics and Statistics, Department of, majors: 153, 154
Mathematics and Statistics, Gen Ed: 52
Mathematics minor: 47
Medical Anthropology minor: 47
Medical Informatics: 229
medical record, for admission: 7
Medieval and Renaissance Studies minor: 47
Medieval and Renaissance Studies Program: 158
Mediterranean Archaeology (Cla) courses: 84
Mediterranean Archaeology and Art concentration: 82
Mentoring Program, Faculty: 19
Meteorology, Broadcast, major: 96
Middle Earth Counseling Service: 16
Military Science courses: 228
minors, 2.0 in: 39
minors, approved: 45
minors, credits:
minors, D balancing in: 39
minors, interdisciplinary: 47
minors, requirements: 44
minors, residence criteria: 38
minors, restrictions on: 44
motto, SUNY: 241
Multicultural Student Affairs: 16
multiple majors: 43
multiple minors: 44
multiple submission, penalties: 28
Museum, Art: 65
Music minor: 47
Music, Department of, majors: 159
MyUAlbany: 3

N

N (noncredit grade): 32, 34
Nanoscale Science and Engineering, College of: 2
Natural Sciences, Gen Ed: 50
NCAA, Division II: 17
Nelson A. Rockefeller College of Public Affairs and Policy: 217
New Student Orientation: 15
nineteen-credit semester limit, exceptions: 34
no credit for certain transferred courses: 39
Non-binding Early Action Policy: 4
non-collegiate institutions, credit from: 8
non-credit courses: 54
non-degree status: 8
non-liberal arts and sciences courses, definition: 39, 40
nonmatriculated students, admissions: 6, 7, 8
normal credit load: 34
number, course: 54
NYSTI: 57

O

O as course prefix (see EOP Developmental Courses)
Oceans: 94
official notification to students: 30
opted satisfactory/unsatisfactory grading: 34, 35
Optometry, Joint Program with SUNY: 20
Oral Discourse, Gen Ed: 52
Organization Studies minor: 47
Orientation, New Student: 15

P

PAR (see Participatory Action Research)
Parent Services: 15
Participatory Action Research: 229
part-time student, defined: 33
pass/fail (see satisfactory/unsatisfactory)
payment information: 14
Peer Tutorial Program: 19, 209
Pell Grants: 13
permanent address, for official notification: 29
Phi Beta Kappa: 23
Philosophy minor: 47
Philosophy, Department of: 163
photography: 65, 67, 68
physical education courses: 39
Physical Education credits (limit on): 39
Physics minor: 47
Physics, Department of: 166
plagiarism: 28
Planning courses: 116
Pluralism & Diversity, Gen Ed: 51
PLUS Loans: 13
Police Department, University: 16
policy exceptions: 28
Polish courses: 145
Political Science courses: 219
Political Science minor: 47
Political Science, Department of: 217
Polymers emphasis, Chemistry major: 78
Portuguese courses: 140
Portuguese minor: 47
Prehealth Careers Advisement: 18, 20
Prelaw Advisement: 18, 20
Preprofessional Program, Business: 196
prerequisite, deregistration for lack of: 33
President's Awards, Undergraduate Research: 24
Presidential Scholars Program: 5
prizes, honors, awards: 23
probation, academic: 35
probation, terminal academic: 35
Project Renaissance: 235
Project SHAPE: 16
Psychology minor: 47
Psychology, Counseling: 205
Psychology, Department of: 169
Psychology, Educational: 206
Public Administration and Policy, Department: 223
Public Administration bachelor's/master's: 42
Public Administration courses: 228
Public Health, School of: 229
Public Law courses: 222
Public Policy courses: 226
Public Policy major: 224
Public Policy minor: 47
Public Service, Community and: 22, 204, 232
Puerto Rican Studies major: 146
Purple and Gold: 16

Q

quarter course deadlines: 32, 33

R

R as course prefix (see Rockefeller College)
ranking of programs, national: 1
Reading courses: 207
Readmission, reentry: 8, 36, 37
refunds: 14
Registrar's Office: 19
regulations, undergraduate academic: 28
Rehabilitation Counseling bachelor's/master's: 42
release of student information: 30
religious observance, absences: 31
religious studies credit transferable and not: 39
Religious Studies minor: 47
Religious Studies Program: 173
Renaissance (see Medieval and Renaissance; Project Renaissance)
repeatable courses: 55
repeating courses to meet program admission requirements: 34
repeating courses: 34
requirements of bachelor's degree: 38
Research, Undergraduate, President's Awards: 24
Reserve Officers Training Corps (ROTC): 22, 39, 228
residence requirements, major: 38
residence requirements, minor: 38
residence requirements, senior: 38
residence requirements, university: 38
Residential Life, Department of: 15
retention data, student: 27
retention of examinations: 34
retention standards: 35
returning to the University: 36, 37
Rhetoric and Communication major: 86
Rhetoric and Communication minor: 47
Rockefeller College: 217
ROTC: 22, 39, 228
Russian and East European Studies minor: 47
Russian and East European Studies Program: 176
Russian Language minor: 47
Russian, courses in translation: 144
Russian, language courses: 145
Russian, major: 143

S

S/U grading: 34, 35
sabotage, academic: 29
satisfactory/unsatisfactory grading: 34, 35
school or college enrollment: 30
Science Research courses: 55, 56, 57
Scores, Standardized Test: 4
second bachelor's degree, petition for: 7
Senate Session Assistants Program: 233

seniors, 100-level course restriction: 32
Service Learning Programs: 216
Sexual Health and Peer Education Project: 16
SHAPE: 16
Slavic and Eurasian Studies: 143
Social Sciences, Gen Ed: 50
Social Welfare, School of: 230
Sociology minor: 47
Sociology, Department of: 177
Spanish courses: 141
Spanish major: 139
Spanish minor: 47
special admissions programs: 5
Special Education: 207
sports: 17
Spring Calendar
Stafford Loans: 13
Standardized Test Policy: 4
Standards of Academic Integrity: 28
standing, class: 32
standing, good academic: 36
State University of New York, information: 241
Statistics emphasis, Mathematics major: 154
Statistics minor: 48
Stone, Edward Durell: 2
student academic record: 35
Student Activities: 16
Student Affairs, Division of: 15
Student Consumer Information: 27
student initiated interdisciplinary majors: 43
student initiated interdisciplinary minors: 48
Student Life, Department of: 16
student retention data: 27
student teaching: 48, 204
studio Art courses: 66
Study Abroad and Exchanges: 216
study abroad: 22, 216
study at other institutions: 22
Study Groups: 18, 208
Study Skills Workshops: 209
suffixes, course: 53, 54
Summer Planning Conferences: 15
summer programs abroad: 216
SUNY: 241, 242
Syllabus requirement: 32

T

T as course prefix of former General Education Honors Program
Table of Contents: i
Talented Student admissions program: 5
TAP awards: 10, 11
Teacher Education no longer a minor: 48
Teacher Education program: 45, 48, 204
terminal academic probation: 35
Test of English as Foreign Language: 7, 17
Theatre Institute Internship, New York State: 57
Theatre minor: 48
Theatre, Department of: 182
three finals in one day: 34
time conflicts: 31
TOEFL exam: 7, 17
training courses, athletic: 204
transfer admission: 5
transfer credit, after matriculation at Albany: 33
transfer credit: 6, 33, 39
Transfer Experience course: 234
Tuition Assistance Program: 10, 11
tuition costs: 14
tuition refunds: 14
tuition, BAMA programs: 21
tutorials, information literacy
Tutors, University: 19, 209, 233

U

U as course prefix (see University Wide)
U.S. Historical Perspectives, Gen Ed: 51
Ukrainian courses: 145
unauthorized collaboration: 29
Undergraduate Admissions: 4
Undergraduate Bulletin: 1
Undergraduate Research, President's Awards: 24
Undergraduate Studies, Office of: 18
Undergraduate Study: 18
United States Armed Forces Institute (USAFI): 8
United States History courses: 120
University at Albany, general information: 1
University Developmental courses: 18, 209
University in High School Program: 55
University Library courses: 234
University Police: 16
University Seminars (U Fsp): 234
University Tutors: 19, 209, 233
University-Wide offerings (U Uni): 233
UPD, University Police: 16
Urban Education minor: 48
Urban Studies and Planning, major: 114
Urban Studies and Planning, minor: 48
USAFI credit: 8
U.S. Latino Studies minor: 48

V

Veteran's benefits: 11, 14
visiting students, advisement: 9
voluntarily leaving the University: 36

W

waiver of requirements: 39, 54
Warning System, Academic Early: 19
Washington Center for Learning Alternatives: 233
Washington Semester Program: 223
WCLA: 233
W-indicator (grading): 32, 35
withdrawing from the University: 36
Women's Studies Department, major: 187
Women's Studies minor: 48
World History Courses: 125
Writing Developmental courses: 209
Written Discourse, Gen Ed: 51

X

X as course prefix (see Cross-Registration)

Y

year, class: 32
Yiddish language courses 130

Z

Z-Indicator (grading): 35A

IDENTIFICATION OF GENERAL EDUCATION COURSES

THE MEANING OF UNDERGRADUATE COURSE SUFFIXES

Starting in Fall 2005, the *only* use of suffixes for undergraduate courses is to identify a course or section of a course that meets one or more of the following General Education requirements: Writing Intensive, Oral Discourse, and Information Literacy.

Z = Writing Intensive

Y = Oral Discourse

X = Information Literacy

W = Writing Intensive + Oral Discourse

V = Writing Intensive + Information Literacy

U = Information Literacy + Oral Discourse

T = Writing Intensive + Information Literacy + Oral Discourse

Whether a course also meets one of the other General Education requirements can be determined from the updated online lists for each category available at "General Education Lookup" (http://www.albany.edu/gened/search/search.shtml).

On myualbany, the "Search Class Schedules" capability also allows students to search for courses in a *term* that fulfill one or more of the General Education categories. This same search capability exists from the University's homepage: http://www.albany.edu/schedule_of_classes/ to find courses that meet one or more General Education requirements.

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